

**MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS**



# **EXCELLENCE BY DESIGN**

**2016 Edition  
Revised**

**A Self-Study for Accreditation by the  
Middle States Commissions on Elementary and Secondary  
Schools**

**Our Lady of Mount Carmel School  
Doylestown, Pennsylvania**

**March 13 – 16, 2023**

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Principal**

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# LESSONS LEARNED

## GUIDING QUESTIONS TO PREPARE FOR YOUR SCHOOL'S NEW CYCLE OF ACCREDITATION.

The accreditation experience should be a developmental process in which the school community becomes more familiar with the school improvement process, the staff's skill with strategic planning is increased and the school's capacity for continuous growth and improvement is enhanced.

As you complete the accreditation cycle it is important that you take stock of what has been achieved, those things yet to be completed and the lessons learned from the Planning Process. In addition to celebrating what has been accomplished as a result of the accreditation process it will be important to reflect on the experience and to use the lessons learned in planning for the school's new cycle of accreditation.

To assist you in this reflection the following questions are provided as a framework for a substantive discussion about the improvement cycle which is about to conclude and to use the results of that discussion to inform the decisions you will need to make as you embark on planning for your school's continuous improvement.

### Directions

These questions should be discussed with your existing Planning Team or with those who will be responsible for planning **before you begin the self-study**. Use this reflection as the first activity of the new planning process. Participants in this exercise may find it helpful to review the last Team Report, the last Mid-Term Report, and the recent periodic/annual reviews to inform this discussion. Briefly summarize your discussions in the spaces provided.

### 1. How has the context of your school and/or the school community changed?

Indicate any major changes to the Context of the School since the last Team Visit. Refer to the last Team Report and the Mid-Term Report to describe any significant changes that have affected or will affect the school's improvement planning process and/or the school's compliance with the Middle States Standards for Accreditation. Be sure to include changes in the school or community demographics, governance, finances, facilities or programs offered.

Since our last Team Visit, our student enrollment increased significantly resulting in the need for additional faculty and staff members. The school's finances have also improved due to increased revenue (tuition, grants and donations) resulting in a lower parish subsidy and greater financial stability. The increased enrollment has also created a need for additional classroom spaces as all current classrooms are in use. A modular unit was procured in the fall of 2021 and is currently being utilized for music instruction.

Technology is another area that has expanded since our last accreditation. Devices are assigned to all students in grades 1 - 8 (iPads or Chromebooks) and iPad centers are available for students in PreK and Kindergarten.

## **2. Will you need to revise your foundation documents for this self-study?**

Review the Foundation Documents (Mission, Beliefs/Values and Profile of the Graduate) for your school, discuss if there is a need for any revisions or if there is a need to recommit to them for the next cycle of accreditation.

The faculty and staff reviewed our Foundation Documents in June of 2021 and again in October of 2021. Only minor revisions were made. The general documents will continue to be in place during this self-study.

## **3. What progress has been made on the attainment of the school's improvement goals/objectives and implementation of the action plans?**

- a. Review your objectives/goals that have been attained. Include any action plan strategies that believe were particularly effective in achieving the targets of the objectives/goals.

Our prior academic Action Plans focused on improving writing and mathematical problem-solving skills at all grade levels. Based on the data collected, all objectives were met. Several strategies that proved to be effective were developing whole-school rubrics related to these objectives. Teachers met to develop, revise and tailor the rubrics to apply at the elementary (grades 4 - 8) and primary (grades K - 3) levels. Data was collected routinely and the consistent use of instructional plans and materials throughout the school contributed to this success. Teachers continue to utilize these lessons and rubrics in their instructional plan and delivery.

- b. Review your objectives/goals that have not been attained. Include an analysis of the implementation of the action plans and the effectiveness of the action plan strategies identified to achieve the targets of the objectives.

Our organizational objective Action Plan related to the Our Lady of Mount Carmel School Alumni Development was only partially effective. Some of the objectives and goals did not prove to be fully attainable, despite having a staff member and support team dedicated to these objectives. We achieved partial success with Measurement Goals #1, 2 and 3 including increased social media engagement through Facebook and Instagram. Measurement Goal #4 was very successful; the 140th Anniversary Celebration was outstanding and was very well attended by alumni. Measurement Goal #5 was also partially successful. Alumni contribute occasionally to school fundraising events but not to a wish list.

- c. Review the goals/objectives, if any, from the last accreditation term that remain relevant and should be pursued in the re-accreditation. (These can include goals attained on which you plan to build further improvement or goals not yet reached)

We do not plan to incorporate prior goals and objectives into our new Action Plans.

**4. How effective was your Planning Process?**

- a. Consider the role of the Internal Coordinators, administration, Planning Team/Steering Committee, and implementation and communication strategies and how effective they were in sustaining growth and improvement.

Discuss the effectiveness of the Planning Process and what you could do to make it more successful.

Our Planning Process was very successful and we plan to continue to use it during this self-study.

- b. Identify those aspects of the Planning Process that you would carry forward in order to sustain growth and improvement.

We plan to carry forward many aspects of the prior Planning Process including utilizing Survey Monkey to gather data and insights from stakeholders, close collaboration with the Internal Coordinators, Principal, Planning Team and Faculty and Staff, and developing Action Plans geared towards the continued growth and success of Our Lady of Mount Carmel School.

**5. Did you use Excellence by Design for your last accreditation?**

Yes\_\_X\_\_                      No\_\_\_\_\_                      Not Sure \_\_\_\_\_

**6. Why did you choose Excellence by Design for this self-study?**

We chose Excellence by Design for this self-study because we found it to be an effective and manageable tool during our last accreditation cycle.

## DESCRIPTION OF THE SCHOOL

<b>Official Name of the School</b>	Our Lady of Mount Carmel School	
<b>Address of the Main Campus (street address, city, state, zip code)</b>	225 East Ashland Street Doylestown, PA 18901	
<b>Telephone Number of Main Campus</b>	215-348-5907	
<b>Fax Number of Main Campus</b>	215-348-5671	
<b>Name and Title of Head of School</b>	Mrs. Dawn Parker, Principal	
<b>E-mail Address of Head of the School</b>	dparker@ourladymtcarmelschool.org	
<b>Website Address for the School</b>	www.ourladymtcarmelschool.org	
<b>Type of Organization (check all that apply)</b>	<input type="checkbox"/>	<b>Public</b>
	<input type="checkbox"/>	<b>Independent</b>
	<input type="checkbox"/>	<b>Not for Profit</b>
	<input type="checkbox"/>	<b>Proprietary</b>
	<input checked="" type="checkbox"/>	<b>Religious</b>
	<input checked="" type="checkbox"/>	<b>Academic</b>
	<input type="checkbox"/>	<b>Career and Technical</b>
	<input type="checkbox"/>	<b>Secondary Students</b>
<input type="checkbox"/>	<b>Postsecondary Students</b>	
<b>Year School Began Operating</b>	1876	
<b>Date Charter/License to Operate Granted</b>	1876	
<b>Grade Levels Currently Served</b>	PreKindergarten to Eight	
<b>Number of students</b>	376	
<b>State/Agency/Country Granting License to Operate</b>	Pennsylvania	
<b>Diplomas/Certificates</b>	Grade 8 Graduation Certificate/Office of Catholic Education	

<b>School is Licensed to Grant</b>		
<b>Calendar System (quarter, semester, trimester, 12-month, other)</b>	Trimester	
<b>Currently Accredited by</b>	<b>Name of Agency</b>	<b>Accredited Until</b>
	Middle States Association Commissions on Elementary and Secondary Schools	May 1, 2023

# ORGANIZATION FOR SELF-STUDY

In this section of the school's self-study, the school is asked to ensure it has the organizational elements and processes that are necessary for the school to be successful in achieving its Plan for Growth and Improvement. The school has or has developed the organizational elements and processes described below:

## Leadership

### A. Internal Coordinators

**The Internal Coordinators for the self-study and accreditation process are:**

<b>Name</b>	<b>Role in the School</b>
Mrs. Lisa Coer	Teacher, Grades 5 and 6
Ms. Patricia Morelli	Teacher, Grade 1

#### **How and why were the Internal Coordinators selected?**

The Internal Coordinators were selected because of their dedication and enthusiasm for the school. The Internal Coordinators have been involved in Catholic education for many years; they have a combined total of 50 years as Catholic school teachers. They are organized, dedicated, and work well with the Faculty.

#### **How did the Internal Coordinators fulfill their role and responsibilities?**

The Internal Coordinators began the process by participating in MSA training workshops in order to learn about accreditation. They edited and organized the surveys and created a timeline for completion of each section of the report. They worked together making sure that all reports were complete and correct.

#### **What kinds of support and assistance were provided to the Internal Coordinators to enable them to fulfill their responsibilities?**

The Internal Coordinators were given support and assistance in allowing them to attend Middle States workshops, in providing them with substitute teachers for internal meetings, and in meeting with the Principal and the Faculty as needed throughout the year. The administrative assistants helped the Internal Coordinators in organizing meeting materials. The Faculty and Administration all did their part to complete their individual responsibilities in a timely manner.



## B. The Planning Team

The members of the Planning Team are:

Name	Role in the School
Fr. Matthew Guckin	Pastor, OLMC Church
Deacon Lyle Benner	Parish Business Manager
Mrs. Dawn Parker	Principal
Mrs. Lisa Coer	Internal Coordinator
Ms. Patricia Morelli	Internal Coordinator
Mrs. Michelle Stetler	Director of Institutional Advancement
Mrs. Cathy Barr	Teacher, Art
Mrs. Michele Choate	Current Parent
Mrs. Sarah Martin	Alumni and Current Parent
Mrs. Theresa McNulty	Alumni, Former Parent, Staff Member
Mrs. Teresa Pelusi	Former Teacher
Mrs. Ann Garrison	Former Parent

**What charge was given to the Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the school's planning for growth and improvement in student performance and organizational capacity?**

The charge given to the Planning Team was to oversee the development of the Middle States report and Action Plans. They were given the authority to verify and edit information submitted by the Administration and Faculty and were encouraged to share information and insights. The Planning Team shared many insightful ideas that aided in the development of the Academic Performance Objectives.

**How does the membership of the Team reflect the diversity within the school's community of stakeholders?**

The Planning Team reflects a diverse group of individuals who serve in various roles and capacities within the school's community of stakeholders. The Planning Team represents varied interests including academics, faith, finances, growth and development.

**How were the members of the Planning Team selected?**

The Planning Team members were selected because they represent the interests of the Faculty, Administration, Parish, Alumni and Parents who are the major stakeholders in the school community.

**How does the Planning Team function and make its decisions?**

The Planning Team meets and functions as a team. It is guided by a set agenda and has specific goals to accomplish. All viewpoints are considered before decisions are made.

**How often did the Planning Team meet? (Provide a list of the Planning Team’s meetings and minutes in the Visiting Team’s workroom.)**

**Planning Team Meeting Dates**

September 22, 2021  
October 6, 2021  
November 3, 2021  
December 15, 2021  
January 5, 2022  
January 15, 2022  
February 16, 2022  
April 27, 2022  
July 27, 2022  
August 3, 2022  
August 8, 2022  
September 20, 2022  
September 29, 2022  
October 6, 2022  
October 27, 2022  
November 3, 2022  
November 17, 2022  
December 12, 2022  
January 11, 2023  
February 2, 2023 (full faculty)

**What is the Planning Team's relationship to any other groups in the school, if any, responsible for planning for growth and improvement in student performance?**

A subset of the Planning Team is composed of teachers and the Principal who are primarily responsible for the growth and improvement in student performance.

**What is the Planning Team's plan for rotating membership and identifying new members? What is the plan for training and orienting new members to the work of the Team?**

The Planning Team will remain consistent with the exception of individuals who leave the organization for any reason (retirement, etc). New members will be identified and invited to join the team. New members will meet with the Internal Coordinators for training.

**How will the Planning Team function after the visit of the Visiting Team and during the implementation of the Plan for Growth and Improvement?**

The Planning Team will oversee the implementation of the Action Plans as well as follow through with the mid-term reports. Subcommittees of faculty members have been established to oversee the STREAM and Reading Action Plans which will involve collecting baseline data and implementing the strategies for improvement. The DHS team will work collectively to accomplish the steps needed to earn Certification from the Department of Human Services and subsequent work towards the Keystone STARS.

### **C. Role of the School's Leadership and Governance**

**What role has the school's leadership and governance played in the self-study process and the planning for growth and improvement in student performance?**

The school's leadership, consisting of the Principal and Pastor, has played an instrumental role in evaluating the present academic program, creating the goals for growth and development, and contributing to the Planning Team meetings. The student performance objectives were approved by the Principal and Pastor.

## How has the leadership provided support for the self-study and accreditation processes?

The leadership has supported the self-study and accreditation process by providing the resources necessary to achieve re-accreditation. Resources include planning times for the full faculty as well as smaller groups (Internal Coordinators, Action Plan committees, etc.), financial resources (Survey Monkey, substitute teachers, etc.) and reference documents.

## If the school is part of a larger system of schools, what role did the leadership and governance of the system play in the planning process? What kind of support did that leadership and governance provide for the school's planning efforts?

Our Lady of Mount Carmel School is part of the Archdiocese of Philadelphia. The Secretary of Education and Regional Superintendents are happy to answer questions and provide support as needed.

## D. Implementing a Culture of Change

Describe below the school's plan for implementing a planning ethic, including:

- A system for monitoring implementation of the action plans;
- A system for ensuring that the assessments designated for measuring the performance objectives are administered and that the results are collected, analyzed, and used to determine the efficacy of the action plans; and,
- A plan for celebrating the school's successes in moving toward achievement of its objectives.

Our Lady of Mount Carmel School will:

- Monitor implementation by conducting reviews of the Action Plan items at the end of each trimester. This will be completed by the members of each Action Plan committee and the results will be shared with all faculty members.
- Oversee the administration of the performance objectives and the results will be collected and analyzed on a regular basis (yearly at minimum) by the Principal and Internal Coordinators. Annual reviews of the data from our performance objective assessments will be shared with the stakeholders each June. Where necessary, Action Plans will be reviewed and revised to maximize movement toward our performance goals.
- Hold annual end-of-the-year celebrations with faculty and stakeholders to recognize the school's continued progress toward completion of performance goals as outlined in the Action Plans.

**Describe below the school's plan for communicating with and keeping the school's community of stakeholders aware of, involved in, and supportive of the self-study process and the implementation of the Plan for Growth and Improvement.**

Our Lady of Mount Carmel school will communicate all phases of the Middle States Association Re-accreditation process to our stakeholders through the following:

- Updates will be reported every year during Home and School meetings.
- Information will be shared in our Principal's school newsletter as needed (published bi-monthly).
- Information will be shared in our parish bulletin to highlight milestones reached during the process.

**Describe in this section the school's plan for conducting periodic reviews of its Plan for Growth and Improvement, including:**

- **The schedule of reviews by the Planning Team**
- **How the Planning Team will review**
  - **Progress toward implementation of the actions plans**
  - **The results of implementation of the action plans**
  - **The results obtained from administrations of the assessments used to measure achievement of the objectives**
  - **Revisions made to the action plans based on those results.**

The Planning Team will conduct reviews of the Action Plans for Growth by:

- Collecting and reviewing updated Action Plans from each committee once per trimester.
- Following the reviews of updated Action Plans, the Planning Team will help each committee to identify and prioritize areas where additional focus is needed.

The Planning Team will analyze the success of each Action Plan by:

- Conducting annual reviews of the data from our performance objective assessments.
- This will be completed first by the members of each performance committee and the results will be shared with the Planning Team and Faculty each June.
- Where necessary, Action Plans will be reviewed and revised to maximize movement towards our performance goals. This will be accomplished by each performance committee.

# THE SCHOOL'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES

The first major task of the self-study process is establishing a preferred future for the school. This is done by developing or reviewing/revising the school's Foundation Documents, which include: Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

These statements are the cornerstone of the school's long-range planning and day-to-day decision-making.

## A. MISSION

### What is the school's Mission?

Our Lady of Mount Carmel is a Catholic elementary school proclaiming the Good News of Jesus Christ, our foundation and inspiration. In partnership with families, students learn about the person of Jesus, worship as members of the Church community, and offer service to the less fortunate. Our Lady of Mount Carmel seeks to develop well-rounded individuals through its strong academic program and diverse learning opportunities. We strive to provide a quality education that empowers students to lead and serve in our global society.

### How and by whom was the school's Mission developed/reviewed/revised?

The existing Mission Statement was reviewed by the entire Faculty who offered suggestions for revision. The two Internal Coordinators met with the Principal to develop the current Mission Statement which was then presented to the faculty.

### How does the school ensure that its community of stakeholders understands and supports its Mission?

The Mission Statement is prominently displayed on the homepage of our school website and in the main hallway, published in our marketing brochure, and posted in every classroom. The Catholic identity present in our Mission Statement permeates the environment of our school. We offer many and varied opportunities for our students and

families to worship together as a community and to serve those in need.

**What is the date of the most recent revision/adoption of the school's Mission? Who approved the most recent revision/adoption?**

The Mission Statement was revised in October of 2021 to reflect updated wording with regard to the importance of social and emotional growth. The Mission Statement was approved by the Faculty, Internal Coordinators, and Principal.

**Where is the Mission formally published?**

The Mission is published on the school's website, in the marketing brochure, and posted in every classroom.

## **B. BELIEFS**

**What are the school's Beliefs?**

At Our Lady of Mount Carmel School, we believe that:

- We provide a strong and effective faith-based education.
- We emphasize the importance of learning about the person of Christ.
- We respond to the needs of students spiritually, intellectually, physically, socially, and emotionally.
- We challenge students to work to the best of their abilities.
- We promote faith formation and excellence in education through our strong Catholic environment.
- We initiate and explore innovations in education.
- Each student has unique God-given talents and abilities.
- Education is a partnership between students, teachers, and parents.
- We provide the tools and encouragement for students to become self-directed and successful learners.
- We promote service to others and provide regular opportunities for students and staff to volunteer.
- We recognize that all students have unique learning styles and we provide differentiated instruction to meet the needs of our students.

**How and by whom were the school's Beliefs developed/reviewed/revised?**

The Faculty reviewed the Belief statements and provided suggestions for improvement. Each Faculty member was given the opportunity to make revisions and the Internal Coordinators compiled the suggestions. The Faculty, Internal

Coordinators, and Principal then met to approve the final version of the Belief statements.

### **How does the school ensure that its community of stakeholders understands and supports its Beliefs?**

The Belief statements are incorporated into the teachers' lesson plans and lived out each day. The Belief statements have been published in the church bulletin so that the community is aware of them.

## **C. PROFILE OF GRADUATES**

### **What is the school's Profile of Graduates?**

Upon successful completion of our educational program, Our Lady of Mount Carmel School students will:

#### **Morally**

1. Demonstrate integrity, exemplify morality, and show respect for self and others
2. Accept the correlation between actions and consequences
3. Understand the call to serve others selflessly

#### **Spiritually**

1. Live and practice the Catholic faith
2. Consider Catholic virtues during the decision-making process
3. Express Catholic beliefs, values, and convictions clearly

#### **Intellectually**

1. Develop proficiency in reading, writing, speaking, and listening in English and Spanish
2. Think critically, creatively, and independently
3. Successfully and ethically utilize technology as a means for locating, analyzing, and presenting information
4. Exhibit competency with mathematical computations and problem-solving applications
5. Understand and apply the principles of scientific inquiry and exploration

#### **Socially/Emotionally**

1. Exercise leadership in religious, civic, personal, and professional activities
2. Respect economic, ethnic, cultural, and religious diversity
3. Exemplify a positive sense of self and choose healthy lifestyles



4. Demonstrate integrity, responsibility, and courtesy for themselves and others in our multicultural world

**How and by whom was the school's Profile of Graduates developed/reviewed/revised?**

The Profile of Graduates was developed and reviewed by the Internal Coordinators, Principal, and Institutional Advancement Director. The Faculty was then provided with the opportunity to provide suggestions for revision. These suggestions were incorporated into the current Profile of Graduates document. The Profile of Graduates was approved by the Faculty, Internal Coordinators, and Principal.

**How does the school ensure that everyone understands and supports its Profile of Graduates?**

The Profile of Graduates is published in our school's marketing brochure and in the church bulletin. A copy has also been given to every faculty and staff member.

# THE PROFILE OF THE SCHOOL

The Profile of the School includes information and data that 1) describe the community(ies) the school serves and in which it exists, 2) help to develop an understanding of the school's Mission, and 3) describe the opportunities & challenges the school faces as it seeks to achieve its Mission.

## A. THE COMMUNITY

**Provide a description of the community. Describe its history and major characteristics, including geographic location and socioeconomic and demographic makeup.**

Our Lady Of Mount Carmel School is located in the community of Doylestown, PA, in the heart of Bucks County. Doylestown is the county seat of Bucks County in Pennsylvania. It is located 27 miles north of Philadelphia and 80 miles south of New York City, with easy access from major highways and the SEPTA train system.

History: Doylestown is named after the Doyle family. The Doyle's built an inn in 1745 and the town was known originally as "William Doyle's Tavern" and "Doyle's Town." In 1752, a second tavern was built, which still stands today (though now much modified). In 1776, William Doyle sold the inn and moved to Plumstead, Bucks County where he died in 1780. After the sale of the tavern, the town became known by its present name. In 1778, George Washington and his Continental Army camped near Doylestown on their way from Valley Forge to fight the British in New Jersey. In 1812, Doylestown became the County Seat of Bucks County. In 1856, a railroad line was completed between Doylestown and Philadelphia. The present train station dates from 1876. A trolley line was installed that ran to Trenton, NJ and Easton, PA. The older part of town is listed on the National Register of Historic Places. Doylestown was featured in a National Geographic publication in its "Guide to Small Town Escapes" and in 2001, the National Trust for Historic Preservation listed the town as one of its "Dozen Distinctive Destinations." The Trust explained that Doylestown is a place "where four world-class museums are within walking distance," and went on to say it "rivals many large cities such as nearby Philadelphia with its world-class cultural facilities, elegant Victorian architecture, and historic attractions. Its commitment to the arts is exceeded only by its ingrained preservation ethic."

Demographics: The population of Doylestown, inclusive of the borough and township, has remained relatively consistent since 2010 with 48,000 people and 18,500 households. Of the 48,000 individuals, 18% are of elementary or middle school age (Preschool to Grade 8). The residents of Doylestown (borough and township) are 91% non-Hispanic white, 2.6% Hispanic or Latino, 1.4% Black or African American, 0.1% Native American, 3.54 % Asian, 0% Pacific Islander, and 1.45% are two or more races. The median income of the borough and township combined for a household is

\$99,859, and the median income for a family was \$134,010. Employment of residents in the Doylestown area is concentrated in the following areas: Management; Life, Physical and Social Science; Business and Financial Operations; Health Diagnosing and Treating; Architecture and Engineering; and Computer 14 and Information Technology. Education: The Doylestown borough is the location of several educational facilities of the Central Bucks School District. The borough contains two elementary schools (Doyle Elementary and Linden Elementary), one middle school (Lenape Middle School) and one high school (Central Bucks West). Bucks County's regional educational service agency, Bucks County Intermediate Unit #22, is also located in the borough. Doylestown Township is adjacent to the borough and contains five elementary schools (Paul W. Kutz, Cold Spring, Gayman, Groveland and Pine Run Elementary), three middle schools, (Tohickon, Holicong and Unami), and one high school (Central Bucks East). The campus of Delaware Valley University, which is still primarily known as an agricultural and science school, is also located within the Doylestown Township. Central Bucks School District: Central Bucks is a suburban school district located in the heart of Bucks County, with administrative offices in Doylestown, the county seat. The district includes five municipalities: Doylestown, New Britain, Plumstead, Warrington, and Warwick. Central Bucks has an area of 122 square miles and a population of over 101,000. Currently CB is the third largest school district in the state. Approximately 20,000 students are educated in the fifteen elementary, five middle and three high schools. An award-winning staff development program and careful planning for growth have resulted in a very consistent and stable district, even with such a large student enrollment. The PSSA test scores are the highest in the county, 4th highest in the tri-county area, and 6th highest in the state. Ninety-two percent of CB students further their education at two and four year colleges, and CB has a graduation rate of more than 99%. In the spring of 2005, Central Bucks School District received the "Ambassador Award" from the Central Bucks Chamber of Commerce. This award is presented to organizations or individuals whose reputations cross county boundaries and attract attention to our community. Other local communities that feed into OLMC School: There are four adjacent towns/communities to Doylestown that are feeders to OLMC School. They are Buckingham, New Hope, Solebury, and Plumsteadville. The parishes in these communities do not have local Catholic schools and therefore families from these areas who choose a Catholic education for their children may enroll them at OLMC. Each of these four communities have similar demographics (consistent population growth, race, and economic) to Doylestown.

**Describe any recent changes in the community occurring over the last five years that have had an impact on the school. Indicate any changes that are expected to occur during the next three years.**

### **Recent Changes**

There are no significant changes in the community that have occurred over the last five years.

**Future Changes:**

The greater Doylestown community is stable with respect to population, diversity, and socio-economic stability. Consequently, we anticipate a stable enrollment in the future.

**Describe the major challenges currently faced by the community—social, economic, political.**

The major challenge faced by our community revolves around the Covid-19 pandemic. The pandemic resulted in changes to our student population, our health and safety protocols, and affected the overall operation of the school. Despite these challenges, Our Lady of Mount Carmel School opened for in-person instruction in September 2020 and has remained at full operating capacity since that time.

**How does your school interact with the community?**

**Program/Facility**

Major educational and cultural programs and facilities in the community that are available for use by Our Lady of Mount Carmel School teachers and students:

- Michener Museum
- Mercer Museum
- Pearl S. Buck House
- Fonthill Museum
- Moravian Tile Works
- Peace Valley Nature Center
- Bucks County Free Library
- Delaware Valley University agricultural events
- Bucks County Courthouse
- Czestochowa Shrine/Pilgrimage
- Bucks County Playhouse
- The Bucks County Children’s Museum
- Ringin Rocks
- State Street Players
- Bucks County Department of Recreation Center
- Doylestown community events (Memorial 5K Run, Doylestown Memorial Day Parade, Fall Arts Festival, Annual Tree Lighting)

## **B. SCHOOL INFORMATION**

### **B.1. HISTORY OF THE SCHOOL:**

**Provide a brief history of the school. Include key milestones and developments in the life of the school.**

Our Lady of Mount Carmel Parish has a rich history that dates back to the early 1850's. The first church was built in 1856 and within a few years, the pastor saw a need to open a Catholic school for the parish children. Saint Mary's School opened in the former caretaker's building on May 18, 1876. It accommodated seventy students and was staffed by the Sisters of Saint Francis. By the fall a small building and land across the street was donated by Mr. Bernard Farren and became known as Saint Bernard's. It moved from a two-room school house to a four-room school house as the enrollment continued to grow. By the late 1940's Monsignor John F. Fogarty recognized the need for an even bigger expansion. In 1950 the new complex with additional classrooms was opened and the school's name was changed to Our Lady of Mount Carmel School. New additions in the form of an auditorium and cafeteria were added in 1958.

Many years later, in 1973, Monsignor Martin J. McDonough commissioned another project, the Jubilee Wing, to contain classrooms, offices, and a library. The final structure connecting the then music room with the existing building was envisioned by Monsignor Raymond J. Teller and was dedicated in November of 1993. The final wing, named Neumann Hall, added three more rooms to the school.

Extensive improvements to the school infrastructure, including general renovations, heating system upgrade, window replacements, and parking lot repairs were completed during the tenure of Monsignor John E. Breslin. The resources for ongoing maintenance, extensive kitchen renovations, technological updates, security entrances and monitoring equipment, and the installation of air conditioning were approved by Monsignor Charles Hagan. Fr. Matthew Guckin, our current pastor, continues to support the renovation and expansion of our school including an additional security entrance for the PreK classrooms.

In addition to its physical growth, Our Lady of Mount Carmel School has maintained an innovative stance in its instruction and programs. Since 1983, the students have benefited from a computer program that offers classes once a week to students in grades one through eight. As technology has evolved, so has its use in the classrooms. Through the generosity of the Home and School Association and parish/school funding, all classrooms have internet, Smart Interactive TVs, Chromebooks, iPads and devices for teachers. In 2022, a STREAM classroom was added to the Middle Unit wing. These technologies provide students and teachers with sophisticated software programs that have enhanced

all areas of the curriculum.

Enhancements in arts and culture have also been incorporated throughout the years. In 1991, Our Lady of Mount Carmel School initiated a World Language program. Currently, students in PreK through Grade eight are required to learn Spanish. For over 25 years, it has had an extensive Concert Band program. Other additions include a choral group added in 1994 and a chimes ensemble added in 2001. These performance groups have provided musical inspiration and entertainment at school Masses, Sunday Masses, assemblies and annual concerts. In 2014, Our Lady of Mount Carmel School expanded again to adopt a PreKindergarten program along with making before and after school childcare available.

Our Lady of Mount Carmel School is proud to be recognized nationally as a 2006 and 2018 Blue Ribbon School of Excellence by the US Department of Education. Locally, Our Lady of Mount Carmel School was recognized as a School of Distinguished Instruction from the Archdiocese of Philadelphia in 2019, 2021 and 2022. In addition, the school is accredited by the Middle States Association of Colleges and Schools and has maintained consistent accreditation since 1983. Today, the school serves approximately 380 students in PreK and Kindergarten through eighth grade. A professional faculty of one administrator and thirty-two teachers and aides, and a support staff of eight, minister to the students who come from Our Lady of Mount Carmel, Our Lady of Guadalupe (Buckingham), St. Martin of Tours (New Hope), St. Cyril of Jerusalem (Jamison) and other local parishes. One Sister of Saint Francis continues the tradition of service begun over 147 years ago.

## B.2. SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

<b>This section is not applicable to our school.</b>
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<b>Is the school incorporated?</b>		<b>Yes</b>
	<b>X</b>	<b>No</b>
<b>If yes, name of corporation:</b>		

<b>Is the school licensed to operate as an educational school?</b>	<b>X</b>	<b>Yes</b>
		<b>No</b>
<b>If yes,</b>		
<b>In what state(s) is the school licensed to operate?</b>	Pennsylvania	
<b>In what country(ies) is the school licensed</b>	United States of America	

to operate?	
If no, explain the school's authority to operate:	

Is the school licensed to grant diplomas or certificates?	X	Yes
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	Pennsylvania	
Type(s) of diplomas or certificates offered	Certificate of Graduation from Eighth Grade	
If no, explain the school's authority to grant diplomas or certificates:		

Religious Affiliation:	Roman Catholic
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#### B.4. SCHOOL INFORMATION: ALL SCHOOLS

##### B.4.a. Enrollment Trends

FOR THE ACADEMIC YEAR:	20	21	to	20	22
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Grades Included in This School	PAST		PRESENT	PROJECTED
	Two Years Ago	One Year Ago	This Year	Next Year
Infant	n/a	n/a	n/a	n/a
PK2	n/a	n/a	n/a	n/a
PK3	n/a	n/a	n/a	n/a
PK4	32	32	32	32
Kindergarten	48	46	46	50
Grade 1	37	39	48	30
Grade 2	31	40	34	46
Grade 3	31	34	39	34
Grade 4	33	34	34	39
Grade 5	32	37	33	35
Grade 6	38	35	37	34

<b>Grade 7</b>	26	37	34	38
<b>Grade 8</b>	29	27	39	35
<b>TOTALS</b>	337	361	376	373

**Explain any emerging or unusual enrollment trends for this school.**

Our enrollment has steadily increased over the last 7 years and noticed a significant increase in student population for the 2020-2021 and 2021-2022 school years due to our ability to provide excellent education during the Covid-19 pandemic. As of now, our PreK and Kindergarten classes are at maximum capacity.

**B.4.b. Student Demographic Trends:**

**FOR THE ACADEMIC YEAR: 20 21 to 20 22**

<b>Student Characteristic: Ethnicity</b>	<b>Percent of Student Body Now</b>	<b>Percent of Student Body Two Years Ago</b>
Asian	1.06%	.71%
Caucasian/White	93.37%	91.46%
Hispanic	4.77%	6.76%
African American	0.8%	1.07%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

**Explain any emerging or unusual demographic trends for this school.**

There are no significant changes in the demographics.



**B.4.c. Number of Professional and Support Staffs:**

FOR THE ACADEMIC YEAR:	20	22	to	20	23
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	Full-Time	Part-time
<b>ADMINISTRATIVE STAFF:</b>		
Administrators	1	0
<b>INSTRUCTIONAL STAFF:</b>		
Classroom teachers- elementary/lower school	16	0
Classroom teachers- middle school	4	0
Co-curricular teachers	5	1
<b>STUDENT SERVICES STAFF:</b>		
Guidance/college/ career counselors	0	1
Specialists and consultants	0	3
Technology services personnel	0	1
Information resources/ library personnel	1	0
Health services personnel	0	3
<b>SUPPORT STAFF:</b>		
Paraprofessionals and aides	5	1
Secretaries and clerks	2	0
Custodial personnel	1	0
Maintenance personnel	1	0
Food services personnel	2	0
Cafeteria staff	0	10
Institutional Advancement	0	1
C.A.R.E.S.	0	4
Liturgical Services	0	1

**Describe trends in the number of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

We have added personnel to our faculty and support staff over the last few years in order to accommodate increased enrollment and student needs. Specifically, we have added one full-time aide, a part-time religion teacher and a part-time resource teacher. Additionally, several of our support staff have added hours to their weekly schedules to meet the needs of our students.

**B.4.d. Experience of the Staff:**

**FOR THE ACADEMIC YEAR: 20 22 to 20 23**

Years	Administrative Staff	Instructional Staff	Student Services Staff	Support Staff
<b>0-1</b>		0	1	0
<b>2-5</b>		6	1	1
<b>6-10</b>	1	4	2	0
<b>11-20</b>		12	1	2
<b>Over 20</b>		5	0	1

**Describe trends in experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

Changes in staff have not had an impact on the education program, provision of student services or personnel. Our Lady of Mount Carmel School has a new Business Manager, Facilities Manager, and cleaning service. These changes have positively impacted the operations of Our Lady of Mount Carmel School with respect to facilities and finances.

**B.4.e. Academic Preparation of The Professional Staff:**

**FOR THE ACADEMIC YEAR: 20 22 to 20 23**

	Administrative Staff	Instructional Staff	Student Services Staff
<b>Associate's or No</b>	0	2	3

<b>Degree</b>			
<b>2 Bachelor's Degree</b>	0	4	2
<b>Bachelor's Degree plus hours</b>	0	4	0
<b>Master's Degree</b>	0	13	0
<b>Master's Degree plus hours</b>	1	6	0
<b>Doctorate</b>	0	1	0

**Describe trends in the academic preparation of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

Our Lady of Mount Carmel School staff members continue to pursue professional development opportunities which enhance teacher knowledge and subsequently improve student performance.

**B.4.f. Professional Certifications of the Professional Staff:**

**FOR THE ACADEMIC YEAR: 20 22 to 20 23**

	<b>Administrative Staff</b>	<b>Instructional Staff</b>	<b>Student Services Staff</b>
<b>No Certificate</b>		6	
<b>Emergency Certificate</b>			
<b>ECE Certificate</b>		7	
<b>Elementary Level Certificate</b>	1	16	
<b>Middle Level Certificate</b>	2	4	
<b>Reading Specialist Certificate</b>		1	
<b>Special Education Certificate</b>		1	
<b>Library/Media</b>		1	

<b>Certificate</b>			
<b>Secondary Level Certificate</b>	1	6	
<b>Administrative Certificate</b>	1		
<b>STEAM Certificate</b>		1	
<b>Music Education Certificate</b>		1	

Describe trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

There are no significant changes in the professional certification of the staff that had an impact on Our Lady of Mount Carmel School.

**B.4.g. Staff Demographic Trends:**

**FOR THE ACADEMIC YEAR: 20 21 to 20 22**

<b>Race/Ethnicity</b>	<b>Percent of Staff in Current Year</b>	<b>Percent of Staff Last Year</b>
<b>African-American</b>	<b>0%</b>	<b>0%</b>
<b>Asian</b>	<b>2%</b>	<b>2%</b>
<b>Caucasian/White</b>	<b>96%</b>	<b>96%</b>
<b>Hispanic</b>	<b>2%</b>	<b>2%</b>
<b>Native American Indian</b>	<b>0%</b>	<b>0%</b>
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

Describe trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

The staff at Our Lady of Mount Carmel School has not changed significantly since the last accreditation cycle.

**B.4.h. Staff Mobility:**

Indicate the number of each category below that were new hires in the year indicated.

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>21</b>	<b>to</b>	<b>20</b>	<b>22</b>
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	<b>Number New Hires Two Years Ago</b>	<b>Number New Hires One Year Ago</b>
<b>Administrative Staff</b>	<b>0</b>	<b>0</b>
<b>Instructional Staff</b>	<b>4</b>	<b>5</b>
<b>Student Services Staff</b>	<b>0</b>	<b>2</b>
<b>Support Staff</b>	<b>1</b>	<b>0</b>
<b>TOTAL</b>	<b>5</b>	<b>7</b>

Indicate the percentage of each category below of staff turnover in the year indicated.

	<b>Percent Changeover Two Years Ago</b>	<b>Percent Changeover One Year Ago</b>
<b>Administrative Staff</b>	<b>0%</b>	<b>0%</b>
<b>Instructional Staff</b>	<b>14.8%</b>	<b>17.9%</b>
<b>Student Services Staff</b>	<b>0%</b>	<b>20%</b>
<b>Support Staff</b>	<b>10%</b>	<b>0%</b>
<b>TOTAL</b>	<b>13.2%</b>	<b>18.4%</b>

Describe trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Although the changeover in instruction staff and support staff has been significant in the last two years, the education program, provision of student services, personnel, facilities or finances have remained consistent.
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## C. STUDENT PERFORMANCE

This profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments.

### **Results of Assessments of Student Learning/Assessment (Standardized Assessments, SAT/Advanced Placement, International Baccalaureate, MAP testing, etc)**

Leave column headings-no sub-groups listed on our part.

FOR THE ACADEMIC YEAR	20	21	to	20	22
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**See Attached TerraNova Results (Appendix A)**

**Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.**

In order to increase performance of students performing below standards, Our Lady of Mount Carmel School offers the following supports:

- Remedial Math (Grades K-4)
- Remedial Reading (Grades K-4)
- Wilson tutoring (Grades 1-8)
- Individual Modification and Accommodation plans (IST plans)

When students qualify for accommodations and/or modifications, the Teachers, Principal, Parents (and sometimes Students) meet to compile a list of actions that will allow the student to demonstrate mastery of the targeted objectives within the curriculum or revise the targeted objectives appropriately. The resulting IST plan is flexible in that changes can be made at the request of the parent/s or teacher/s as needed. Examples of accommodations include:

- Individual administration of testing and assessments
- Seating near source of instruction
- Breaking assignments and assessments into smaller chunks
- Extended time for assignments and assessments
- Flexible assessment options such as oral responses and second chance testing

Modifications in this environment typically include reduced length assignments and assessments.

**Additional Information and Data**

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
End-of-Year Assessment	1	Mathematics	X		
	2	Mathematics	X		
	3	Mathematics	X		
	4	Mathematics	X		
	5	Mathematics	X		
	6	Mathematics	X		
	7	Mathematics	X		
	8	Mathematics	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
End-of-Year Assessments	1	ELA	X		
	2	ELA	X		

	3	ELA	X		
	4	ELA	X		
	5	ELA	X		
	6	ELA	X		
	7	ELA	X		
	8	ELA	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
End-of-Year Assessment	1	Religion	X		
	2	Religion	X		
	3	Religion	X		
	4	Religion	X		
	5	Religion	X		
	6	Religion	X		
	7	Religion	X		
	8	Religion	X		



Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
End-of-Year Assessment	4	Science	X		
	5	Science	X		
	6	Science	X		
	7	Science	X		
	8	Science	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
End-of-Year Assessment	4	Social Studies	X		
	5	Social Studies	X		
	6	Social Studies	X		
	7	Social Studies	X		
	8	Social Studies	X		

## THE PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The profile consists of the results of a self-assessment of the school's adherence to the 12 Middle States Standards for Accreditation.

### Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation

#### A. By Standards Surveys

X	YES		NO	The self-assessment was conducted using the surveys provided by the Middle States Association.
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<b>Total Number of Surveys Returned</b>	
<b>The results represent surveys completed by:</b>	
▪ Faculty and Staff	41
▪ Parents	148
▪ Students	68

#### B. By a Committee/Focus Groups

	YES	X	NO	The self-assessment was conducted by a committee for all the Standards.
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The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

<b>Rating of Adherence to the Indicator</b>	
<b>1. Does Not Meet</b>	The evidence indicates the school <b>DOES NOT MEET</b> the expectations of this Indicator.
<b>2. Partially Meets/In Need of Improvement</b>	The evidence indicates that the school <b>PARTIALLY MEETS</b> the expectations of this Indicator and is <b>IN NEED OF IMPROVEMENT</b> .
<b>3. Meets</b>	The evidence indicates the school <b>MEETS</b> the expectations of this Indicator.
<b>4. Exceeds</b>	The evidence indicates the school <b>EXCEEDS</b> the expectations of this Indicator.

# THE MISSION STANDARD FOR ACCREDITATION

*(Indicators 1.1-1.6)*

## A. INFORMATION Related to This Standard

*Not applicable in this section. See The School's Mission, Beliefs, and Profile of Graduates*

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### THE MISSION STANDARD FOR ACCREDITATION

**The Standard:** The school has a Mission that conveys clearly and concisely the school's vision of a preferred future for the school's students and its expectations for student learning. The Mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The Mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/ A
<b><i>The school's statement of mission:</i></b>						
1.1	Clearly aligned with the school's beliefs and Profile of the Graduate.				x	
1.2	Communicated widely, understood and supported by the students, their families, and (if appropriate) the school's community of stakeholders.				x	
1.3	Developed using a process that considered input by appropriate stakeholders of the school.				x	
1.4	Reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.				x	

## Indicators of Quality for faith-based schools<sup>1</sup>

Indicator of Quality		1	2	3	4	N/A
<b><i>The school's religious identity is:</i></b>						
1.5	Integrated into its school-wide goals and objectives.				X	
1.6	Visible in symbols and artifacts throughout the school.				X	

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
<b>Staff</b>	<ul style="list-style-type: none"> <li>OLMC strives to share our faith and encourage all to live and act as Jesus taught. We are strong in community and service.</li> <li>Our opportunity to attend monthly Masses as a school community greatly reinforces the strength of our religious identity.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>OLMC demonstrates and reflects its mission on a consistent basis.</li> <li>OLMC goes above and beyond. Blessed to be a part of such a great school with a wonderful Principal.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>OLMC School helps us to grow in our faith and prepare us for the future.</li> <li>We go to Mass, we have NJHS, and we have spiritual/uplifting quotes around the entire school.</li> </ul>

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Mission Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Mission Standard for Accreditation.

<sup>1</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose Mission and educational program are defined wholly or in part by their particular faith.

## D. Implications for PLANNING

List the school's strengths in meeting the Mission Standard.

The religious identity embodied in the Mission Statement permeates the curriculum and environment of the school and is also evident in all three foundation documents.

List the school's areas in need of improvement in meeting the Mission Standard.

We will continue to look for opportunities to better communicate our Belief Statements and Profile of Graduates to the stakeholders.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Mission that should be included in the action plan in the Plan for Growth and Improvement.

The three foundation documents will be included in marketing and enrollment materials as well as posted as stand-alone documents on our website. These documents will also be prominently displayed at the entrance to the school.

## E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
The school's website with a link to the Mission Statement (Foundation Document)	X

# GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

(Indicators 2.1-2.39)

## A. INFORMATION Related To This Standard

### *TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS*

<b>1. Is the school incorporated?</b>	<input type="checkbox"/>	<b>Yes</b>
	<input checked="" type="checkbox"/>	<b>No</b>
<b>If yes, name of corporation:</b>		

<b>2. Is the school licensed to operate as an educational school?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>
	<input type="checkbox"/>	<b>No</b>
<b>If yes,</b>		
<b>In what state(s) is the school licensed to operate?</b>	Pennsylvania	
<b>In what country(ies) is the school licensed to operate?</b>	United States	

<b>3. Is the school licensed to grant diplomas or certificates?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>
	<input type="checkbox"/>	<b>No</b>
<b>If yes,</b>		
<b>In what state(s) is the school licensed to grant diplomas or certificates?</b>	Pennsylvania	
<b>Type(s) of diplomas or certificates offered</b>	Certificate of Graduation	

**For religious schools:**

<b>Religious Affiliation:</b>	Roman Catholic
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## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

**The Standard:** The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's Mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The school's governing body/owner(s) ensures that the school:</i></b>						
2.1	Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates.			X		
2.2	Has no legal or proprietary ambiguities in ownership, control, or responsibility.			X		
2.3	Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements.			X		
2.4	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.			X		
2.5	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.				X	
2.6	Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.			X		
<b><i>The school's governing body/owner(s) ensures that it:</i></b>						
2.7	Is focused on selecting, evaluating, and supporting the head of			X		



	the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's Mission.				
2.8	Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.			X	
2.9	Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.			X	
2.10	Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.			X	
2.11	Works cooperatively with the school's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's Mission, are implemented at all times, and reviewed regularly.			X	
2.12	Has and implements written policies and/or procedural guidelines that define for the governing body: <ul style="list-style-type: none"> <li>● Its proper roles and responsibilities;</li> <li>● Qualifications for its members;</li> <li>● Its composition, organization, and operation;</li> <li>● Terms of office for its members; and</li> <li>● Provisions for identifying and selecting new board members when vacancies occur.</li> </ul>			X	
2.13	Implements a process for reviewing/revising its policies regularly.			X	
2.14	Evaluates systematically and regularly its own effectiveness in performing its duties.			X	
2.15	Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.			X	
2.16	Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.			X	
2.17	Includes members that represent constituencies served by the school.			X	
2.18	Maintains appropriate and constructive relations with the school's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.			X	
2.19	Recognizes the accomplishments of staff members and			X	

	students.					
2.20	Adheres to appropriate guidelines concerning confidentiality in communications.				X	
<b><i>The school's leadership:</i></b>						
2.21	Is accountable to the governing body/owner(s) and is responsible for ensuring the school's students achieve the expected levels of achievement.			X		
2.22	Maintains a relationship with the school's governing body/owner(s) characterized by mutual trust and cooperation.			X		
2.23	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.				X	
2.24	Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process.			X		
2.25	Ensures that professional and support staff members stay well informed about educational developments.			X		
2.26	Undertakes operational, long range, and strategic planning aimed at accomplishing the school's Mission and goals.			X		
2.27	Stays well informed of and implements proven practices identified in educational research and literature.			X		
2.28	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.				X	
2.29	Adheres to appropriate guidelines concerning confidentiality in communications.			X		

### Indicators of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The school's governing body/owner(s) and leadership:</i></b>						
2.30	Articulate and model the religious tenets of the school.			X		
2.31	Maintain the religious identity of the school as a priority.				X	
2.32	Use the school's religious values and identity to inform its			X		

	policies, procedures and decisions.					
2.33	Accept the authority of the sponsoring religious institution.				X	
2.34	Engage the school's community of stakeholders in setting direction and planning for the future of the school as a faith-based institution.			X		
2.35	Include an assessment of candidates' understanding of and commitment to the religious beliefs and Mission of the school when hiring the school's leadership and members of the staff.			X		
2.36	Promote respect and collaboration among all members of the school's "faith" community.				X	
2.37	Give appropriate attention to building a respectful and collaborative "faith" community among the faculty and staff.				X	

**Indicator of Quality for schools that deliver all or part of their educational program by a distance modality**

X	This Indicator does not apply to our school.
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**Indicators of Quality for proprietary schools**

X	These Indicators do not apply to our school.
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**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
Staff	<ul style="list-style-type: none"> <li>• Our school strives to share our faith and encourages all to live and act as Jesus taught. We are strong in community and service.</li> <li>• The pastor and Principal work very well together to ensure a faith-based and educationally sound program at OLMC. They stay up to date on current educational trends and encourage faculty and staff to employ best practices in education.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• OLMC goes above and beyond. Blessed to be a part of such a great school with a wonderful Principal.</li> <li>• I am very happy with the leadership in academic, faith, and character-based areas.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• The teachers and leaders at our school are always doing things for the students' benefit. They help create peace in our school and give us many opportunities to help us learn more about Jesus.</li> <li>• Our school does meet the rating by going to Mass once a month and regularly attending the Sacrament of Reconciliation. This shows that our school C.A.R.E.S. about our faith and wants to continue our faith by going to Mass, participating in service projects, and much more.</li> </ul>

### C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Governance and Leadership Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Governance and Leadership Standard for Accreditation.

### D. Implications for PLANNING

List the school's strengths in meeting the Governance and Leadership Standard.

Our Pastor, Principal and Staff work very well together in promoting our Catholic identity in conjunction with excellent academic standards and social-emotional growth.
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**List the school’s areas in need of improvement in meeting the Governance and Leadership Standard.**

The leadership should continue to evaluate the strengths and weaknesses regarding communication with stakeholders so that important messaging is received by all.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to governance and leadership that should be included in the action plan in the Plan for Growth and Improvement.**

As the self-study continues, the stakeholders will be updated on a regular basis.

**E. EVIDENCE to Support the Assessment of This Standard**

Evidence	School
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Chart of lines of authority/responsibilities	X
Policies related to the school's governing body/owner(s) and leadership (policies and procedures handbook)	X
<b><i>AND For independent, non-public, and proprietary institutions only</i></b>	
Names, addresses, and organizational position of the institution’s owners	X

# SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

*(Indicators 3.1-3.8)*

## A. INFORMATION Related to this Standard

### SCHOOL PLANS

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Financial Plan	X		2022	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Facilities Plan	X		2021		Satisfactory
				X	Needs Improvement
					Unsatisfactory
Technology Plan	X		2020	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Professional Development Plan	X		ongoing	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Staffing Plan	X		ongoing	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Institutional Advancement and Development Plan	X		ongoing	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Curriculum Review/Revision Plan	X		2019	X	Satisfactory
					Needs Improvement

					Unsatisfactory
					Needs Improvement
					Unsatisfactory
Student Enrollment Plan		X			Satisfactory
					Needs Improvement
					Unsatisfactory
*Continuing Education Plan/Policy/Procedure:	X		2022	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Health and Wellness Plan	X		2021	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Security Plan	X		2022	X	Satisfactory
					Needs Improvement
					Unsatisfactory

**\*A new requirement of MSA-CESS is that all accredited schools must have a Continuity of Education policy/plan/procedure. Schools may experience interruptions to their educational programs in the future - from snow days to governmental coups. We will now require all schools to submit a continuity of education policy/plan/procedure as part of obtaining initial accreditation or re-accreditation.**

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

No corrective actions are needed at this time, although several plans are ongoing and require reviews and updates on a regular basis. Examples of plans that need updating each year include Professional Development, Staffing, Security and Institutional Advancement.

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

**The Standard:** The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its Mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
3.1	Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school's community of stakeholders.				X	
3.2	Bases its strategic plan on longitudinal data regarding the achievement and performance of the school's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.			X		
3.3	Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and the results being achieved by implementing the plan.			X		
3.4	Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.			X		
3.5	Takes into consideration the school's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.			X		
3.6	Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the school's Mission and the strategic plan's goals.				X	
3.7	Monitors implementation of its strategic plan and revises it as			X		



	needed to ensure it is producing the intended results.					
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### Indicator of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
3.8	Maintains as a priority in all planning activities the spiritual life of the school and its community.				X	

#### Stakeholders' comments to support the ratings:

Source of Comments	Comments
Staff	<ul style="list-style-type: none"> <li>Staff members are constantly given information on the services and resources that are being provided to ensure students achieve their potential.</li> <li>The overwhelming energy in planning and supporting all is evident to everyone. We are blessed.</li> <li>Our school does adhere to all of our standards listed.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>The school community is provided avenues to always have a voice regarding goals, development and improvement plans.</li> <li>There is little opportunity for constructive criticism.</li> </ul>
Students	<ul style="list-style-type: none"> <li>They try to make sure I understand improvement plans and goals. They work hard to improve student learning by having programs like Honors Math and robotics.</li> <li>Our school works very hard to make sure that everyone knows what's going on and that we are learning to the best of our abilities.</li> </ul>

### C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> this School Improvement Planning Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the School Improvement Planning Standard for Accreditation.

## D. Implications for PLANNING

**List the school's strengths in meeting the School Improvement Planning Standard.**

Our Lady of Mount Carmel School has an extensive plan in place regarding school improvement which is regularly evaluated for progress. When necessary, modifications are made to the plans so that school improvement can continue. Our new Pastor and Business Manager have taken extensive measures to evaluate the campus and create a facility plan.

**List the school's areas in need of improvement in meeting the School Improvement Planning Standard.**

The Business Manager has plans to meet more regularly with the Principal to share information about the financial stability of the school. This information should be shared as widely as is reasonable.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school improvement planning that should be included in the action plan in the Plan for Growth and Improvement.**

Next steps would include continued and ongoing communication with all stakeholders regarding school improvement. It's important to be as transparent as possible where finances are concerned.

## E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
The school's strategic and/or long-range plan to improve student performance	X
The school's long-range financial plan (if applicable and in place)	X
The school's long-range facilities plan (if applicable and in place)	X
The school's long-range technology plan (if applicable and in place)	X
Continuity of Education Plan	X

# FINANCES STANDARD FOR ACCREDITATION

(Indicators 4.1-4.17)

## A. INFORMATION Related to this Standard

### A.1. ALL SCHOOLS

#### FINANCIAL RESOURCES:

INCOME SOURCE	Current Year	Last Year
% from local, state, federal tax allocation	0%	0%
% from tuition	88%	72%
% from fees	0%	0%
% from fund-raising and other special activities	1.5%	10%
% from annual giving	0%	0%
% from grants	0%	0%
% from interest/investments/rental income	0.5%	0%
Other (describe): parish subsidy	10%	18%
Other (describe):	0%	0%
Other (describe):	0%	0%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Elementary School/Lower School	\$5,557	\$5,877

**INSURANCE FOR THE SCHOOL:**

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
General Liability	X			
Workers Compensation and/or Long Term Disability	X			
Director & Officers Liability and/or Educators Legal Liability	X			
Property Insurance	X			
Business Interruption	X			
Theft/Fraud/Deceit	X			
Travel and Field Trip Insurance	X			

**Indicate any anticipated major capital expenditures within the next three years.**

The school parking lot needs to be completely repaved within the next three years. We also anticipate the need to replace the flat roof on top of the Jubilee wing of Our Lady of Mount Carmel School (above the main hallway containing the school office).

**A.3. For All Schools—Financial Assurances**

The financial viability and stability of a school is a primary requirement for accreditation by the Middle States Association.

Therefore, if the school is not able to provide the results of a full external audit completed within the last 18 months, the head of the school and the head of the governing body (if applicable) must assure, by their electronic signatures below, that the financial information and data reported in this Self-Study Report are true and accurate.

I give my assurance that the financial information and data in this Self-Study Report are true and accurate.

Signed electronically by:
<i>Dawn M. Parker</i>
Printed Name of the Head of the School:
Dawn M. Parker, Principal

Signed electronically by:
<i>Deacon Lyle Benner</i>
Printed Name of the Head of the Governing Body/Owner(s):
Deacon Lyle Benner, Business Manager

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### FINANCES STANDARD FOR ACCREDITATION

**The Standard:** The school has financial resources that are sufficient to provide its students with the educational program defined in the school’s Mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school’s ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
4.1	Is free of any contingent financial liabilities or ongoing litigations that could affect the school’s ability to continue operation.				X	
4.2	Maintains levels of income and expenditures that are in appropriate balance.				X	
4.3	Has and implements written policies and procedures that require the governing body/owner(s) and leadership to exercise prudent control over the school’s finances and all financial operations.			X		

4.4	Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.				X	
4.5	Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.			X		
4.6	Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.				X	
4.7	Responds appropriately to the results and recommendations of financial audits or reviews.				X	
4.8	Gives stakeholders appropriate opportunities to provide input into financial planning.			X		
4.9	Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.			X		
4.10	Informs families enrolling students in the school about any financial obligations for attending the school.				X	
4.11	Sets tuition and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.				X	
4.12	Has and implements written, reasonable, and equitable tuition, collection, and refund policies.				X	
4.13	Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner(s)).				X	
4.14	Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.				X	
4.15	Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.			X		

## Indicators of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The school's governing body/owner(s) and leadership ensure that the school:</i></b>						
4.16	Has the financial resources necessary to support and enhance the religious nature of the school.				X	
4.17	Considers the religious values of the school when making decisions regarding the use of its financial resources.				X	

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Advancement is a very big priority for our school. Marketing and advancement are a top priority and I would think only serve to benefit the school financially.</li> <li>• As a secretary, I see how much thought and effort goes into all the financial responsibilities for the school.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Financial resources are utilized to enhance the religious values and mission of the school. The school is transparent regarding any and all financial usage related to its religious mission.</li> <li>• Our funding not only benefits the academic needs of the students with technology and classroom setup, but also focus on charitable events for our community. Especially during the holiday season but also throughout the year. We have fostered a generous community and make sure that the students share that with those who are less fortunate.</li> </ul>
<b>Business Manager</b>	<ul style="list-style-type: none"> <li>• The Our Lady of Mount Carmel School is in a good financial position. Mrs. Dawn Parker and I have worked closely to maintain its financial stability. Even through the world struggles of the pandemic, our school was able to offer a quality education while continuing to be financially sound.</li> </ul>

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Finances Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Finances Standard for Accreditation.

## D. Implications for PLANNING

**List the school’s strengths in meeting the Finances Standard.**

The school is always looking for additional funding above and beyond what is required. These additional funds strengthen the overall financial stability. The stakeholders are conscious of the need to use funds prudently and this is part of the responsibility of a school with a Catholic identity. We are stewards of resources and take this seriously. The Finance Council, Pastor and Business Manager fully support the mission of the school and prioritize its needs.

**List the school’s areas in need of improvement in meeting the Finances Standard.**

The Principal and Business Manager currently meet monthly but the discussions should focus more specifically on the financial stability of the school on a monthly or quarterly basis. Future meetings will include a review of the monthly accounts. The Principal will initiate a communication plan related to a review of academic materials with subject coordinators on a semi-annual basis.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to finances that should be included in the action plan in the Plan for Growth and Improvement.**

The Business Manager will prepare monthly profit and loss statements for review at monthly meetings.

## E. EVIDENCE to Support the Assessment of this Standard

Evidence	School
Current operating budget (for main campus and each branch campus)	X
Reports of external audits or reviews of the school's finances conducted within the last two years	X
Student tuition and fee schedule (if applicable)	X
Long-range financial plan (See “School Improvement Planning” evidence folder)	X
Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution’s ability to continue operation	X
Summary of the institution’s insurance coverage (for main campus and each branch)	X



# FACILITIES STANDARD FOR ACCREDITATION

(Indicators 5.1-5.14)

## A. INFORMATION Related to This Standard

### A.1. PHYSICAL FACILITIES

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
School	Primary	1950		X	Owned
					Leased
School	Gym/Auditorium	1955		X	Owned
					Leased
School	St. Joseph	1959		X	Owned
					Leased
School	Jubilee	1974		X	Owned
					Leased
School	Neumann	1993		X	Owned
					Leased
PreK playground	Adjacent to Neumann	2015		X	Owned
					Leased

### A.2. ADEQUACY OF FACILITIES.

Facility	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Furnishings	x			
Provisions for the Disabled		x		
Variety of Instructional Spaces	x			
Laboratories				x
Counseling/Guidance	x			

Space(s)				
Health Services Space(s)	x			
Library/Learning Media Center	x			
Administrative and Support Spaces	x			
Offices and Planning Spaces for the Faculty	x			
Heating, Ventilation, Air Conditioning		x		
Electrical, Water, and Sanitation Systems	x			
Energy Conservation System	x			
Security System	x			
Storage Spaces	x			
Parking Spaces	x			
Athletic Fields				x
Indoor Athletic Space(s)	x			
Cafeteria/Dining Space(s)	x			
Auditorium/Theater				x
Dormitories				x
Chapel				x
Maintenance & Cleaning		x		

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

The present cleaning company is inconsistent. Heating system is old and, at times, unreliable. The Facilities Manager is working with an independent contractor to create a long-range facilities plan to address these issues.

### **A.3. MAINTENANCE AND CLEANING STAFF:**

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance	2	X	Satisfactory
			Needs Improvement
			Unsatisfactory
Grounds	2	X	Satisfactory
			Needs Improvement
			Unsatisfactory
Cleaning Service	Contracted by an outside agency.		Satisfactory
		X	Needs Improvement
			Unsatisfactory

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

There are two full-time maintenance persons who are responsible for the entire Our Lady of Mount Carmel Parish which includes the church, rectory, school and convent. It would be beneficial to have another part-time person on staff who is assigned specifically to the school.

## **B. Self-Assessment of Adherence to the INDICATORS OF QUALITY**

### **FACILITIES STANDARD FOR ACCREDITATION**

**The Standard:** The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school’s Mission. The facilities provide a physical environment that supports delivery of the school’s educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

#### **Indicators of Quality for all schools**

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
5.1	Provides sufficient and appropriate facilities for all aspects of the school's educational programs, activities, and services including:				x	
	5.1.a Instructional areas/classrooms				x	
	5.1.b Administrative offices				x	
	5.1.c Conference rooms				x	
	5.1.d Residential boarding (students and faculty)					x
	5.1.e Health services				x	
	5.1.f Student activities				x	
	5.1.g Student services			x		
	5.1.h Safe and secure storage of school property, equipment, official records, and materials (e.g., cleaning supplies and chemicals).				x	
	5.1.i Safe and secure storage of student belongings			x		
5.2	Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching.				x	
5.3	Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.				x	
5.4	Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.				x	
5.5	Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.				x	
5.6	Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning.				x	
5.7	Has sufficient systems in place to monitor and provide				x	

	appropriate air quality throughout its facilities.					
5.8	Has adequate and appropriate lighting throughout its facilities.				x	
5.9	Has sufficient space for entering, exiting, and traffic flow within its facilities.			x		
5.10	Makes safe drinking water available for the students, the staff, and visitors to the school.				x	
5.11	Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy.				x	

### Indicators of Quality for schools with early childhood education programs

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the learning environment:</i></b>						
5.12	Includes interest centers that have materials in an orderly and accessible arrangement.				X	
5.13	Has sufficient space for the number of children involved in the early childhood learning activities.				X	
5.14	Includes appropriately sized furniture designed to assure accessibility to children.				X	

**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
Staff	<ul style="list-style-type: none"> <li>• Old and worn out sections are in desperate need of refurbishing.</li> <li>• Excellent facilities and resources to deliver 21st century teaching to our students.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• The physical plant and learning conditions are a priority to enhance our children's education.</li> <li>• OLMC went above and beyond last year during Covid-19 to ensure all students' health and well-being. They stuck to strict cleaning and health policies which made it possible for our children to attend in person schooling the entire year.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• The school is a safe place and all the doors are locked from the outside. The teachers make sure we are safe before they are.</li> <li>• Over the past years, I have seen many renovations to small areas and different parts of the school. They also teach us not to litter or leave a place messy. There have also been some technological improvements so that we can get the best education that we can.</li> </ul>

### C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Facilities Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Facilities Standard for Accreditation.

### D. Implications for PLANNING

List the school's strengths in meeting the Facilities Standard.

Our Lady of Mount Carmel School has designated spaces for support services as well as separated areas for student dining, physical education, technology and library. Additionally, the school has outside facilities for physical education and play.

List the school's areas in need of improvement in meeting the Facilities Standard.

The student bathrooms as well as the establishment of a reliable cleaning service are two areas which need improvement under this standard.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to facilities that should be included in the action plan in the Plan for Growth and Improvement.**

The Home and School Association Executive Board spearheaded several bathroom renovations over the last year. These updates included minor renovations in the primary boy's bathroom, primary girl's bathroom, PreK student bathroom and single-use adult bathrooms as well as a total overhaul of the boy's and girl's lavatories in the Middle Unit hallway.

### **E. EVIDENCE to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Long-range facilities plan (See "School Improvement Planning" evidence folder)	X
Maintenance/repair schedules	X
Video tour of the school	X

# SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

(Indicators 6.1-6.37[PA6.38-PA6.41])

## A. INFORMATION Related To This Standard

*Not applicable in this section. See School Information in the Profile of the School.*

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

**The Standard:** The school’s organization facilitates achievement of its purposes and core values as expressed in its Mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staff are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school’s Mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school’s leaders and staff demonstrate collegial and collaborative relationships.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/ A
<b><i>The governing body/owner(s) and leadership ensure that the school’s organization promotes:</i></b>						
6.1	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.				x	
6.2	Commitment to the school, dedication to their work, and pride in the outcome of their efforts.				x	
6.3	Professional satisfaction and good general morale.				x	
<b><i>The governing body/owner(s) and leadership ensure that the school’s organization:</i></b>						
6.4	Is described by a logical and clear table of organization that			x		



	includes written job descriptions and that specifies levels of responsibility and reporting relationships.					
6.5	Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school's students.			x		
<b><i>The governing body/owner(s) and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:</i></b>						
6.6	The day-to-day operation of the school.				x	
6.7	Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.			x		
6.8	Evaluating staff members' performance.				x	
6.9	Handling complaints/ grievances by members of the staff.				x	
6.10	Orienting and mentoring of new staff members.			x		
6.11	Appropriate orientation and supervision for service providers not employed by the school.				x	
6.12	Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.				x	
6.13	Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.				x	
6.14	Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children.				x	
<b><i>The governing body/owner(s) and leadership ensure that the school's staff:</i></b>						
6.15	Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.				x	
6.16	Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting.				x	
6.17	Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the				x	

	school's success.					
6.18	Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.				x	
6.19	Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.				x	
6.20	Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s).				x	
6.21	Is provided opportunities to offer input into the content of professional development experiences.				x	
6.22	Is encouraged by the leadership to affiliate with professional organizations.			x		
6.23	Feels safe in the school.				x	
6.24	Enforces the student code of conduct fairly and uniformly.			x		
6.25	Demonstrates a commitment to, pride in, and support for the school by participating in its activities, and promoting its Mission.				x	

### Indicators of Quality for schools with early childhood programs

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the early childhood program:</i></b>						
6.26	Has and implements personnel policies that include an appraisal system and professional development programs that focus explicitly on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate development, and developmentally appropriate instructional practices.				x	
6.27	Seeks to achieve applicable teacher and/or staff-to-children ratios.				x	

## Indicator of Quality for schools that provide all or part of their educational program by a distance modality

X	<b>These Indicators do not apply to our school.</b>
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## Indicators of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure the school:</i></b>						
6.30	Portrays an identifiable integration of faith, life, and culture.				x	
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
6.31	The school's programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school's foundational documents.			x		
6.32	Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school's religious nature.				x	
6.33	Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundation documents of the school.				x	
6.34	Formal and informal opportunities are provided for the spiritual development of the faculty and staff members.				x	
6.35	Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community.				x	
6.36	The religious studies program for students is consistent with the Mission of the school and the sponsoring institution.				x	
6.37	Opportunities for prayer and/or expressions of faith are integrated into the school's curricula and daily activities.				x	

**Indicators of Quality for all Pennsylvania public schools, private schools and their contractors' employees who work in direct contact with children, and student teacher candidates.**

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school has and implements written policies and procedures that:</i></b>						
6.38	In accordance with Act 24 of 2011 and Section 111 of the Pennsylvania School Code, require all applicants for employment with the institution, including employees of independent contractors but excluding employees who do not have direct contact with students, and student teacher candidates to undergo the following background checks prior to being hired or contracted: <ul style="list-style-type: none"> <li>a. Pennsylvania State Police Request for Criminal Records Check. Applies to individuals hired as of January 1, 1986;</li> <li>b. PA Department of Public Welfare Child Abuse History Clearance; and,</li> <li>c. Federal Criminal History Record Information (CHRI) in a manner required by the Department of Education.</li> </ul>				X	
6.39	In accordance with Act 24 of 2011, require all employees as of September 29, 2011 who have not been subject to a previous background check to: <ul style="list-style-type: none"> <li>a. Provide assurances on form PDE-6004 that they have not been previously arrested or convicted of a Section 111(e) offense; or,</li> <li>b. If they refuse to submit form PDE-6004, are required to submit a current background check under Section 111.</li> </ul>				X	
6.40	Require the institution to review applicants' required background check reports prior to their being hired or contracted to determine the fitness of the individual to work in a position in which s/he will have contact with children.				X	
6.41	Require the institution to keep on file copies of the required background check reports for all staff hired or contracted on or after April 1, 2007.				X	

**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
Staff	<ul style="list-style-type: none"> <li>• The pastor and Principal work very well together to ensure faith based and educationally sound programs at Our Lad of Mount Carmel.</li> <li>• The school is strong in community and service.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• I could not be more pleased with the leadership headed by Mrs. Parker. She epitomizes a cooperative, compassionate yet competitive spirit. She is engaging to her staff, students and parents and so welcoming.</li> <li>• Mrs. Parker is the epitome of faith, knowledge and wisdom rolled up in a smile. And frankly, I can't imagine how. Makes a tough job of leading our community through two of the toughest years in academia, look easy and it wasn't. Her relationship with Fr. Guckin allows the school and its students to flourish both personally and academically - a beautiful union of faith and education. We are indeed a lucky group of parents to have inherited Mrs. Parker as our leader.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• I'd say that my school meets the standard. The school's leadership maintains a positive relationship with parents, students and the community. They have effective leadership to the school as well.</li> <li>• Our school spreads the message of God, creates peace and gives opportunities to learn about Jesus. This allows us, as students, to keep our faith alive.</li> </ul>

**C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

X	Our self-assessment is that our school <b>MEETS</b> the School Organization Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the School Organization and Staff Standard for Accreditation.

**D. Implications for PLANNING**

**List the school's strengths in meeting the School Organization and Staff Standard.**

The biggest strengths are the open-minded and cooperative relationships that exist between our Principal, Pastor, Faculty, Staff, Students and Parents.

**List the school’s areas in need of improvement in meeting the School Organization and Staff Standard.**

New faculty and staff to our school could benefit from a formal mentoring program to guide them in the school’s processes and procedures during their first year. In addition, the faculty and leadership should evaluate the current discipline policy for consistency and uniformity.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school organization and staff that should be included in the action plan in the Plan for Growth and Improvement.**

Based on the areas we have identified for improvement, Our Lady of Mount Ccarmel School should institute a more in-depth program to mentor new faculty and staff throughout their first year. The school handbook will be revised to reflect current best practices, and the leadership and faculty will review the policies on a regular basis so that students receive the same messaging and expectations.

**E. EVIDENCE to Support the Assessment of This Standard**

Evidence	School
Organizational chart (see “Governance and Leadership” evidence folder)	X
Instruments used for evaluating the performance of the staff	X
The faculty handbook/manual	X
The school’s code of student conduct or Student Handbook	X
Policies related to school climate and organization, specifically for: <ul style="list-style-type: none"> <li>• Determining compensation, workloads, and working conditions</li> <li>• Evaluating the performance of staff members</li> <li>• Handling complaints and grievances</li> <li>• Ensuring that service providers not employed by the school are appropriately oriented, supervised and supported</li> <li>• Criminal and child abuse background checks</li> </ul>	X

# HEALTH AND SAFETY STANDARD FOR ACCREDITATION

(Indicators 7.1-7.18)

## A. INFORMATION Related to this Standard

### A.1. EMERGENCY AND CRISIS PLANS:

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Fire Drill	X		
Bomb Threat	X		
Lockdown (Inside Threat)	X		
Lockdown (Outside Threat)	X		
Shelter-in-Place	X		
Earthquake	X		
Severe Weather	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

All ratings in the Emergency and Crisis Plan category were satisfactory.
--

### A.2. EMERGENCY DRILLS:

Type of Emergency Drill	Frequency of Drills	Quality of Drills		
		S	NI	U
Fire	Semi-Monthly			
	X Monthly	X		
	Annually			

<b>Natural Disaster (Severe Weather, Flooding, etc.)</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	X	<b>Annually</b>	X		
<b>Bomb Threat</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	X	<b>Annually</b>	X		
<b>External Threat</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	X	<b>Annually</b>	X		
<b>Internal Threat</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	X	<b>Annually</b>	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

All ratings in the Emergency Drill category were satisfactory.

### A.3. HEALTH AND SAFETY INSPECTION SCHEDULE:

Type of Inspection	Frequency		Results of Inspections		
			S	NI	U
<b>Fire Alarm System</b> *monitored 24/7 by Tilley Fire Equipment Co. Doylestown, PA 18901		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	2X	<b>Annually</b>	X		
<b>Food Services</b> *Aramark		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	2X	<b>Annually</b>	X		
<b>Internal Communications System</b> *Eagle Sound Philadelphia, PA		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	X	<b>Annually</b>			
<b>Technology Arts</b>	X	<b>Semi-Monthly</b>	X		



<b>*G Force Services</b>		<b>Monthly</b>			
		<b>Annually</b>			
<b>Water Supply</b> <b>*tested by Doylestown Boro</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	X	<b>Annually</b>	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

All ratings in the Health and Safety Inspection Schedule category were satisfactory.

#### A.4. SUMMARY OF HEALTH SCREENINGS:

Screening For	Conducted By	Frequency	
<b>Vision</b>	Certified School Nurse (all grades)		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>
<b>Hearing</b>	Certified School Nurse (grades PreK, K, 1,2,3,7)		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>
<b>Dental</b>	Private Dentist (School entry, grades 3 and 7)		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>
<b>Physical</b>	Private Physician (School entry, grade 6)		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>
<b>Other: Height, Weight, BMI</b>	Certified School Nurse (all grades)		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>
<b>Other: Scoliosis Screening</b>	Certified School Nurse (grades 6 and 7)		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>

### A.5. SUMMARY OF INOCULATIONS:

Inoculation For	In Grade Level
Hepatitis B (series of 3)	K
Diphtheria Tetanus Acellular Pertussis (series of 4)	K
Inactivated Poliovirus (series of 3)	K
Measles Mumps Rubella (series of 2)	K
Varicella (series of 2)	K
Tetanus, Diphtheria, Acellular pertussis	Grade 7
Meningococcal	Grade 7

### A.6. PROVISIONS FOR HEALTH AND SAFETY:

Health and Safety Issue	Quality and Adequacy		
	S	NI	U
Adequate health care services at all times.	X		
Health care at school functions that take place away from the school's premises.	X		
Means to communicate internally in event of power failure of evacuation of building.	X		
Means to communicate externally in event of power failure of evacuation of building.	X		
Place(s) to assemble during an evacuation.	X		
Proper and safe storage of dangerous substances.	X		
Fire blankets and/or eyewash stations in required areas.	X		
Automatic external defibrillators available and staff personnel trained to use them.	X		
Provisions for preventing the spread of infectious substances and diseases.	X		
Safety lines in required areas.	X		
Students and the staff wearing eye and ear protection in	X		

dangerous areas.			
Fire extinguishers available in all areas.	X		
Fire alarm pull stations in all areas.	X		
Evacuation notice and directions posted in all rooms and spaces.	X		

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

All criteria in the Health and Safety Standard are satisfactory and no improvements are needed.
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**A.7. HEALTH AND SAFETY STAFF:**

Type of Health and Safety Personnel	Number	Quality and Adequacy		
		S	NI	U
Certified Nurse	1	X		
Nurse’s Assistant	2	X		

**B. Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**HEALTH AND SAFETY STANDARD FOR ACCREDITATION**

**The Standard:** The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

## Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/ A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
7.1	Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.				X	
7.2	Regularly reviews and updates its plans for responding to emergencies and crises.				X	
7.3	Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.				X	
7.4	Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.				X	
7.5	Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at school functions that take place away from the school's premises.				X	
7.6	Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.			X		
7.7	Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.				X	
7.8	Has and implements a system to account for the whereabouts of its students at all times.			X		
7.9	Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with			X		

	applicable laws.					
7.10	Provides staff with up-to-date and relevant health, wellness, and safety information and practices pertaining to the school's students and staff.				X	
7.11	Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.				X	
7.12	Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.			X		
7.13	Has an effective system to control access to the school by visitors and other non-school personnel.			X		
7.14	Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff.			X		
7.15	Provides appropriate and adequate health care and safety for its students and staff in residential boarding, including:					X
7.15.a	Written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the dormitories.					X
7.15.b	Conducting drills of its emergency and crisis plans regularly and maintaining written records of drills.					X
7.15.c	Provision of appropriate health care and safety for students and dormitory staff residing in dormitories at all times.					X
7.15.d	Provision of appropriate training for all dormitory staff members on implementing the dormitory's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.					X
7.15.e	An effective system to control access to the dormitories by visitors and other non-school personnel.					X

## INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

Indicator of Quality		1	2	3	4	N/ A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
7.16	Provides care for infants that is consistent with current professional practice, especially with respect to sleeping, bottle-feeding, diapering, sanitation, nurturing, and daily interactions.					X
7.17	Regularly sanitizes surfaces where children eat and sleep and items they can put into their mouths.				X	
7.18	Consults regularly with health professionals regarding the health risks of working with young children.					X

**Stakeholders' comments to support the ratings:**

<b>Source of Comments</b>	<b>Comments</b>
<b>Staff</b>	<ul style="list-style-type: none"> <li>● Safety of our children and their needs are well-met by the administration.</li> <li>● We are very well-trained and are kept up-to-date on drills and what to do in a variety of potential emergencies.</li> <li>● A Health Education curriculum is not provided to the students.</li> <li>● Given the nature of Covid-19, OLMC has remained open providing a safe and comfortable, yet sanitary environment for faculty, staff and students. OLMC should be commended for their outstanding efforts in mitigating these obstacles when other schools chose to close their doors and administer instruction virtually. Excellent health and safety plans in place.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>● The school follows all safety protocols to enter and exit the building as well as drills. In terms of health protocols, the school follows the county, CDC and Archdiocese. I found them to be thoughtful and cautious in terms of Covid-19 policies which is a great comfort as so many schools battle this out in school boards.</li> <li>● Access is controlled by the front office, which is equipped with cameras, displays of entrances and the vestibule. All in place with students and faculty in mind.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>● Overall our school meets the ratings for the standards. We have plans in place for illness, emergencies, have good healthcare, and learn about healthy lifestyles.</li> <li>● Our school meets this standard by allowing us to go outside and have Physical Education once a week to learn and exercise our body.</li> <li>● We have a nurse that is available every day of the week. Every year we go for an eye check and health check.</li> <li>● My school has dealt with Covid-19 very well. They have made so many changes to our normal school life in order to keep us safe. They have many drills in place in order to keep us safe too. They always make sure we are healthy and happy and I believe they do meet the standard because of this.</li> <li>● I am a Type 1 diabetic and I go to the nurse regularly. The nurse's office is very clean and I have all of the stuff to treat myself.</li> </ul>

### C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Health and Safety Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Health and Safety Standard for Accreditation.

### D. Implications for PLANNING

**List the school's strengths in meeting the Health and Safety Standard.**

Our Lady of Mount Carmel School's strengths include the Emergency Crisis plan, drill schedule and detailed procedures. All faculty and staff members attend yearly in-services to review the Emergency Crisis plan and adopt procedures related to their classrooms and students. As a school, we practice emergency drills on a regular basis and the community of stakeholders support these plans. Another strength includes our nursing services. We have nursing services available to the students five days per week. Our nurses are fully trained to treat all students, faculty and staff including those with special medical needs. The nurses also conduct annual screenings and teach Human Growth and Development classes to students in grades 5 and 6.

**List the school's areas in need of improvement in meeting the Health and Safety Standard.**

Due to the ongoing nature of Covid-19, school programming has been forced to be limited. It is our hope that we can expand our offerings of assemblies, clubs and activities related to health and wellness in the future.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to health and safety that should be included in the action plan in the Plan for Growth and Improvement.**

Although we do not plan to include health and safety issues in our action plan for Growth and Improvement, the Our Lady of Mount Carmel School physical education teacher is a certified nutritionist and plans to develop health and nutrition lessons for the students. The physical education teacher will communicate information about these lessons to the faculty so they are aware of the academic content of the lessons.



## E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency procedures section of faculty handbook	
Policies related to health and safety, including:	
Emergency/crisis planning and practices	X
Health care for students in school and at school activities	X
Training of the staff for emergencies/crises, handling accidents and illnesses, preventing spread of infectious diseases	
Storage and administration of student medications	X
Storage of school equipment and supplies	X
Student health records	X
Relationships with community health, safety, and fire agencies	
Controlling access to the school for visitors and other non-school personnel	X
Quality of drinking water	X
Accounting for the whereabouts of students	X

**EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION**  
*(Indicators 8.1-8.61)*

**A. INFORMATION Related to This Standard**

**SUMMARY OF THE EDUCATIONAL PROGRAM:**

Total Number of Instructional Hours per week								
Curriculum area	1	2	3	4	5	6	7	8
English Language Arts	855	855	710	710	420	420	420	420
Math	225	225	225	225	275	275	275	275
Science	45	45	150	150	220	220	220	220
Social Studies	45	45	130	130	190	190	190	190
Religion	150	150	175	175	220	220	220	220
Fine Arts	90	90	90	90	110	110	110	110
Spanish	45	45	60	60	110	110	110	110
Health and PE	45	45	45	45	55	55	55	55
Technology	30	30	45	45	55	55	55	55

Total Number of Instructional Hours per trimester (MULTIPLY BY 12)								
Curriculum area	1	2	3	4	5	6	7	8
English Language Arts	10,260	10,260	8,520	8,520	5040	5040	5040	5040
Math	2700	2700	2700	2700	3300	3300	3300	3300
Science	540	540	1800	1800	2640	2640	2640	2640
Social Studies	540	540	1560	1560	2280	2280	2280	2280
Religion	1800	1800	2100	2100	2640	2640	2640	2640
Fine Arts	1080	1080	1080	1080	1320	1320	1320	1320
Spanish	540	540	720	720	1320	1320	1320	1320
Health and PE	540	540	540	540	660	660	660	660
Technology	360	360	540	540	660	660	660	660

<input type="checkbox"/>	The instructional hours are reported for one academic year
<input checked="" type="checkbox"/>	The instructional hours are reported for one academic trimester

**Describe the school's policy/procedure for developing, reviewing, and revising the curriculum areas in the school's educational program.**

The Archdiocese of Philadelphia has subject area committees that meet to develop, review and revise the curriculum areas for our school. Any changes or updates are submitted by the Office of Catholic Education to each elementary school for implementation.

**Describe the school's policy/procedure for ensuring that the curriculum areas in the school's educational program are aligned vertically and horizontally.**

Teachers who provide instruction for the same subjects meet regularly for pacing purposes. The teachers of each grade also meet with the teachers in the subsequent grade level to make sure that any educational gaps are closed so that the students have a smooth transition each year. They also discuss academic content that may need reinforcement based on classroom observations, student dynamics, or standardized testing results.

**Describe the school's policy/procedure for developing, reviewing, and revising curriculum guides for the curriculum areas in the school's educational program.**

Curriculum guides are provided by the Archdiocese of Philadelphia and are not developed, reviewed or revised at the school level.

**Describe how and in which curriculum areas students receive instruction for developing critical thinking, reasoning, problem-solving, and study skills.**

In all grades, faculty members who teach Math implement the Mathematical Practical Standards, addressing the areas of critical thinking, reasoning, and problem-solving. In all grades, teachers who teach Science use lab activities to foster critical thinking, reasoning, and problem-solving skills. Teachers in all curriculum areas guide the students in developing organization and time management skills in order to maximize achievement and minimize anxiety. The school counselor is also available to conduct classes on organizational and study skills to be used across the curriculum.

**Describe how and in which curriculum areas students receive instruction in the effective uses of technology for learning and opportunities to apply that knowledge.**

All students from Kindergarten through Grade eight receive continuous and up-to-date instruction regarding the use of technology for learning and opportunities to apply that knowledge in weekly technology classes. The homeroom teacher may work with the technology teacher to have the students integrate a piece of technology into a particular subject area as well. Students in grades one through eight have one-to-one devices that are available for daily use in all subject areas. Students in PreK and Kindergarten have access to iPads for instruction at centers and at the discretion of the teacher. Finally, the technology lab contains a set of laptops available for weekly instruction and the STREAM lab also contains a set of iPads for student use.

**Describe how and in which curriculum areas students are provided with opportunities to develop social skills such as self-control, working constructively in a group, accepting individual and group responsibility, etc.**

In all grades, the teacher provides opportunities in all subject areas to work independently, in small groups, and in larger groups so that the students learn skills such as self-control, working constructively in a group, and accepting individual

and group responsibility. In the older grades, it is not uncommon for the students to be assigned certain roles in a group to ensure that both individual and group responsibilities are met. Student teams are often rotated throughout the year to ensure that students can work effectively with all classmates.

**Describe the school's policy/procedure for selecting, evaluating, and reviewing instructional materials for the curriculum areas in the school's educational program.**

The Archdiocese of Philadelphia provides the elementary schools with a list of approved book publishers for each content area. When a school is looking at selecting a new series to implement in a content area, the academic coordinator for that age level and content area will refer to this list located on the Archdiocesan teacher website. The academic coordinator will contact the book publishers to receive sample copies for review. The academic coordinator will share these copies with those teachers who may be impacted to get a consensus followed by Principal approval. In May, information would be submitted to the office for purchasing of the new series.

**Describe the school's policy/procedure for identifying and addressing different student learning styles for the curriculum areas in the school's educational program.**

In the classroom setting, teachers naturally differentiate their teaching methods to meet the diverse learning styles of each student. Teachers employ a variety of tactics to help each student succeed in the classroom. Teachers regularly participate in professional development opportunities to ensure that they are up to date with best practices in differentiated instruction.

**Describe the school's policy/procedure for identifying students with special needs (gifted, ESL, special education, etc.) and how the curriculum areas are modified for these students.**

For students with special needs, the homeroom teacher initiates the process. The homeroom teacher brings his/her concern to the Principal for approval to have the student evaluated by the school counselor. The teacher will then contact the student's parents/guardians for written consent. After signed paperwork has been returned by the parents/guardians, the homeroom teacher sends the paperwork to the school counselor. The teacher also completes paperwork to provide information to the counselor.

The counselor will meet with the identified student over a period of several sessions to conduct the following tests: Kaufman Brief Intelligence Test- Second Edition, Development Test of Visual Motor Integration, Visual Aural Digit Span Test, and Kaufman Test of Educational Achievement- Third Edition. After the testing has been completed, the counselor will have a meeting with the parents/guardians, the teacher, and Principal to present her findings and recommendations.

The parents/guardians and teacher will receive a copy of the written report. The office will keep a copy of the report on file. It is possible that in the counselor's report she may recommend the student for additional testing with the school psychologist. Again, parental/guardian consent needs to be obtained before such testing would begin. After the school psychologist conducts her testing, another joint meeting will take place to review the findings and recommendations for the identified student (accommodations and modifications).

For a student to be admitted to the Honors Math Program, the student must have achieved the following: a CSI score of 125 or higher, at least a 90% in Math on the TerraNova, at least an 85% in Reading on the TerraNova, a 90% on the Final Math Exam, and a 90% Final Average in Math at year end. A list of students who meet these criteria is submitted to the Office of Catholic Education for final approval before being admitted to the Honors Math Program.

Catapult Services are offered to students in Kindergarten through Grade four on a weekly basis in the areas of Math and Reading for those students who would benefit from remediation in these areas. Students who have a learning disability in basic reading and phonetics are admitted to the Wilson tutoring program which is a comprehensive, stand-alone program designed to remediate this learning difference over the course of three to four years.

Speech services are offered through the Bucks County Intermediate Unit to students in Kindergarten through Grade eight on a weekly basis. For the PreK program, the Bucks County Intermediate Unit assists with students who have an IEP as part of the Early Intervention Program. The Early Intervention Program ends when the child turns five years of age or enters Kindergarten.

## **B. Self-Assessment of Adherence to the INDICATORS OF QUALITY**

### **EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION**

**The Standard:** The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school's Mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

## Indicators of Quality for all schools

Indicator of Quality		1	2	3		N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
8.1	Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school's Mission and goals for student learning.			X		
8.2	Publishes for all students and their families an overview of the school's educational program and its programs of study and seeks input as appropriate.			X		
<b><i>The governing body/owner(s) and leadership ensure that the school's educational program includes:</i></b>						
8.3	Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.			X		
8.4	Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education.				X	
8.5	Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.				X	
8.6	Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.				X	
8.7	Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.			X		
8.8	Opportunities that promote global awareness and			X		

	understanding of diverse cultures and lifestyles.					
<b><i>The governing body(s) and leadership ensure that the school's educational program:</i></b>						
8.9	Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices.			X		
8.10	Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.			X		
8.11	Expresses expected student learning outcomes in terms that can be understood by the students.			X		
8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).				X	
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level.				X	
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the school.			X		

### Indicators of Quality for schools with early childhood programs

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body(s) and leadership ensure that the school's early childhood educational program:</i></b>						
8.15	Considers as part of its educational program, everything that happens during the day, including while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.			X		
8.16	Supports language development.			X		
8.17	Provides a balance of opportunities for mastery and challenge.			X		
8.18	Includes activities that are designed to prompt exploration, support growing independence, and minimize			X		



	disruptions/distractions.					
8.19	Includes age- and content-appropriate interest activities in all classrooms.			X		
8.20	Treats all spaces in the school in which students may be present as part of the learning environment.			X		
8.21	Supports positive interactions between peers that are developmentally appropriate.			X		
<b><i>The governing body and leadership ensure that the school's early childhood educational program provides:</i></b>						
8.22	An integrated approach to children's social, emotional, physical, cognitive, and language development.			X		
8.23	A good balance of child-initiated and teacher-initiated activities in the daily plan.			X		
8.24	Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.					X
8.25	A balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.				X	
8.26	Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.				X	
8.27	Development of early language and literacy skills through interactive activities, such as: conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.				X	
8.28	Opportunities for increasing independence in use of materials and equipment and in self-care.			X		
8.29	Structured and unstructured opportunities for children's active involvement with people and materials.				X	
8.30	Spontaneous learning and activities that build on children's repertoires and curiosity.				X	
8.31	Learning areas designed for individual and group exploration and growth that support challenge and consolidation in the relevant domains of development.			X		
8.32	Materials for gross and fine motor activities.				X	

8.33	Developmentally appropriate learning resources for outdoor activities.			X		
8.34	Daily opportunities for creative expression.				X	
8.35	A variety of books that are accessible to all age groups every day.				X	

### Indicators of Quality for schools with elementary school programs

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school's elementary-level educational program:</i></b>						
8.36	Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.			X		
8.37	Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.			X		
8.38	Provides individualized instruction and, as appropriate, activities in small groups.				X	
8.39	Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.				X	
8.40	Provides experiences that prepare students for successful transition to middle and secondary school settings.				X	

### Indicators of Quality for schools with middle school programs

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body(s) and leadership ensure that the school's middle-level educational program:</i></b>						
8.41	Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.			X		
8.42	Provides experiences that prepare students for successful transition to the secondary school setting.				X	

## Indicators of Quality for schools with secondary school programs

X	These Indicators do not apply to our school.
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## Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.
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## Indicators of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school's religious educational program:</i></b>						
8.52	Reflects appropriately the religious nature of the school.				X	
8.53	Integrates religious teachings into all areas of the educational program.			X		
8.54	Includes teachings that are grounded in the beliefs, values, and traditions of the sponsoring faith-community.			X		
8.55	Defines clearly the objectives for faith development and community service programs for students that reflect the Mission of the school.				X	
8.56	Makes religious education for students a priority in scheduling, budgeting, and planning.			X		
8.57	Is a central concern of all of the school's leaders, faculty members, and staff.				X	
8.58	Is age and developmentally appropriate.				X	
8.59	Includes health education that is consistent with the religious beliefs and values of the sponsoring faith-community.			X		
8.60	Includes opportunities for students to apply their learning beyond the classroom (e.g., community service projects, internships, job shadowing).				X	
8.61	Provides regular faith-based experiences that foster the religious formation of the students.				X	

**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
Staff	<ul style="list-style-type: none"> <li>● Our school is very strong in providing community service to those in need.</li> <li>● The total school community is very positive in supporting these standards and willing to be involved.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>● The service component of OLMC is as much a part of the school community as is the academic component. Countless activities over the years show that whether geographically near and far, the needy are always close to the hearts of OLMC families. From Kindergarten through 8th grade, OLMC offers service opportunities of every type.</li> </ul>
Students	<ul style="list-style-type: none"> <li>● The school has an amazing education program because it excels in academics while keeping a good faith and trust in God with monthly Mass trips.</li> <li>● My school provides all of the things you will need to get to high school and college.</li> <li>● My school definitely meets all of these standards because the school spirit, environment, and community are great, and exceeds all of the standards.</li> </ul>

**C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

X	Our self-assessment is that our school <b>MEETS</b> the Educational Program Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Educational Program Standard for Accreditation.

**D. Implications for PLANNING**

**List the school's strengths in meeting the Educational Program Standard.**

<ul style="list-style-type: none"> <li>● The school has a STREAM program for the entire school including cross-curricular activities that integrate math and science into other curricular areas.</li> <li>● The school recognizes and sets religious education as a priority among its leaders, faculty, staff, and students.</li> <li>● Grade level homeroom teachers work cooperatively with special teachers to create an integrated learning environment across all curricular areas.</li> </ul>
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**List the school’s areas in need of improvement in meeting the Educational Program Standard.**

- The physical education curriculum should continue to emphasize health and nutrition as well as strategies for coping with ongoing stressors.
- In order to address the area of Reading Comprehension and Basic Skills, the Faculty are developing a plan to work towards improvement in this area.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to educational programs that should be included in the action plan in the Plan for Growth and Improvement.**

- STREAM and Reading will be incorporated into our strategic action plan for the next seven years.

**E. EVIDENCE to Support the Assessment of this Standard**

Evidence	School
Scope and sequence charts	X
Written curriculum guides for each component of the educational program (available on the Archdiocese of Philadelphia website)	X
Master schedule	X
Record of professional development activities related to curriculum: <ul style="list-style-type: none"> <li>● Components of the curriculum to be taught as 1) required and 2) electives</li> <li>● Scope and sequence for curriculum areas</li> <li>● Expected outcomes for curriculum areas</li> <li>● Developing, reviewing, and revising curriculum</li> <li>● Supervision of curriculum delivery and instruction</li> <li>● Requirements for graduation/completion</li> <li>● Standards for instructional materials</li> <li>● Identifying, reviewing, evaluating, and replacing instructional materials</li> <li>● Responding to challenges to the appropriateness of curriculum/instructional materials</li> <li>● Budgeting for curriculum/instructional materials</li> </ul>	X

# ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

*(Indicators 9.1-9.15)*

## A. INFORMATION Related to this Standard

*Not applicable in this section. See Academic Performance Data in the Profile of the School.*

## B. Self-Assessment to Adherence to the INDICATORS OF QUALITY

### ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

**The Standard:** The school has a program for assessing student learning and performance that is consistent with the school’s Mission. The program is based on current research and best practices and is aligned with the school’s educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school’s community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body and leadership ensure that the school:</i></b>						
9.1	Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.				x	
9.2	Reports the results of its assessment of students’ learning and performance regularly, accurately, and clearly to the school’s community of stakeholders.				x	
9.3	Has leadership and a staff that are committed to, participate, and share				x	

	in accountability for student learning and performance.					
<b><i>The governing body/owner(s) and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:</i></b>						
9.4	Evaluating the effectiveness of the school's curricula, instructional methods, professional development programs, and student services.				X	
9.5	Monitoring learning by individual students as well as cohorts of students as they move through the school.				X	
9.6	Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.				X	
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
9.7	Maintains appropriate records of students' learning and performance.				X	
9.8	Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.				X	
9.9	Communicates its assessment policies and program to the school's community of stakeholders.				X	
9.10	Communicates regularly with families regarding students' progress in learning.				X	
9.11	Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels.				X	
<b><i>The governing body/owner(s) and leadership ensure that the school uses assessments to measure student learning that:</i></b>						
9.12	Are based on current and reliable research on child development and growth.				X	
9.13	Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.				X	
9.14	Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.				X	
9.15	Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.				X	
9.16	Reflect understanding of different styles of learning.				X	
9.17	Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.				X	
9.18	Are augmented by information and insights about students' learning and performance from students' families.				X	

## Indicator for Quality for schools with early childhood programs

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
9.19	Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.				x	
9.20	Assessments used to measure student learning and development are aligned with age-appropriate early childhood standards for learning.				x	

## Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	<b>These Indicators do not apply to our school.</b>
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## Indicators of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
9.25	Includes in its assessments of students' learning and performance knowledge and application of the schools' religious beliefs and values.				X	

## Stakeholders' comments to support the ratings:

Source of Comments	Comments
Staff	<ul style="list-style-type: none"> <li>The collaboration of the staff and outside resources is very strong. The allotment of these resources is substantial.</li> <li>OLMC offers excellent instruction.</li> <li>OLMC consistently meets and exceeds curricular goals that it sets for students.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>OptionC tells me all I need to know.</li> <li>Should I have a question, teachers are super responsive on email.</li> </ul>



	<ul style="list-style-type: none"> <li>• We have felt very much in the loop with having to sign classroom and homework assignments daily.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• I feel that my administrators and teachers really care about my learning and I can sense that they take responsibility for ensuring that I learn.</li> <li>• My school and teachers provide me with ways that I can monitor my progress and my grades.</li> </ul>

### C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Assessment and Evidence Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Assessment and Evidence Standard for Accreditation.

### D. Implications for PLANNING

List the school's strengths in meeting the Assessment and Evidence of Student Learning Standard.

<ul style="list-style-type: none"> <li>• The teachers and administrators communicate and collaborate to design effective classroom assessments, and the results of these assessments are communicated in a timely fashion to students and parents.</li> <li>• Individual student scores of the TerraNova standardized tests are distributed to the parents along with a summary data table containing the results for Our Lady of Mount Carmel, Bucks County and the Archdiocese of Philadelphia. Our Lady of Mount Carmel School consistently surpasses the scores attained in Bucks County and at the Archdiocesan level in all subjects at all grade levels.</li> <li>• Both formative and summative assessment results are used to guide instruction at all levels in all areas.</li> </ul>
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List the school's areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.

There are no areas in significant need of improvement in this standard.
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**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to assessment and evidence of student learning that should be included in the action plan in the Plan for Growth and Improvement.**

As no areas of improvement are needed, assessment and evidence of student learning will not be included in the academic action plans for this study.

### **E. EVIDENCE to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Example of student permanent records	X
Example student report cards	X

# STUDENT SERVICES STANDARD FOR ACCREDITATION

(Indicators 10.1-10.34)

## A. INFORMATION Related to This Standard

### A.1. Student Services Staff:

Type of Student Services Personnel	Provided by		Adequacy of Type and Number		
			S	NI	U
Guidance and Counseling Services		School Staff			
	X	Outsourced	X		
Child Study Team Services	X	School Staff	X		
		Outsourced			
Special Education Services		School Staff			
	X	Outsourced	X		
Instructional Aides	X	School Staff	X		
		Outsourced			
Food Services		School Staff	X		
	X	Outsourced			
Transportation Services		School Staff		X (pandemic)	
	X	Outsourced			
Admissions	X	School Staff	X		
		Outsourced			
Other ( <i>Describe</i> ): C.A.R.E.S.	X	School Staff	X		
		Outsourced			
Other ( <i>Describe</i> ): Health Services	X	School Staff	X		
	X	Outsourced			

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

The quality of our counseling and guidance services is excellent. However, we currently have these services three days

per week. A plan for improvement would require increased funding through our state-provided services. The quality of our speech and Catapult Math and Reading services are excellent as well. We are also fortunate enough to provide a Wilson tutor to qualified students. Special education services in the form of a wraparound/TSS take quite a bit of time to access, leaving teachers, students and parents to navigate through a lengthy process when a student requires this service.

## **A.2. Student Services**

**Describe the guidance and counseling services for students provided by the school (include guidance counseling, including personal, academic, college, and career, substance abuse counseling, social workers, etc).**

A Catapult Learning counselor is assigned to our school three days per week. The services include consultation with teachers, Principal and other school personnel; consultation with parents; individual and group counseling; learning assessment; and developmental guidance. Developmental guidance topics include self-esteem and social skills, career awareness, and drug education.

**Describe the Child Study Team services provided for students identified as having special needs (includes self-contained programs, resource centers, in-class support, therapies, including psychological, speech, physical, and occupational).**

The Catapult psychologist is available on an “as needed” basis. Services include consultation with Teachers, the Principal, other school personnel and parents as well as psycho-educational evaluations. Speech therapy is also available weekly. The Bucks County Intermediate Unit provides special education services for Prekindergarten students as part of the early intervention program.

**Describe the special education services provided.**

The Catapult Learning counselor provides small group remediation for Reading and Math two times per week for students who demonstrate need, based on their TerraNova scores, classroom performance, test scores, or after recommendations by the teacher. In addition, we provide a Wilson tutor to those students who qualify.

**Describe the use of instructional aides in the school.**

A non-instructional aide is assigned to each Prekindergarten and Kindergarten class. Two full-time, non-instructional aides are assigned to the 1<sup>st</sup> through 3rd grade classrooms. The aides are responsible for assisting the teachers. They provide academic support to students and monitor behavior. In addition to these responsibilities, the primary aides work

with small groups of students and one-on-one with students who need extra help.

**Describe the food services for students provided by the school. If food services are not provided by the school, describe the provisions for students to eat during the school day.**

Our school lunch program is provided by Aramark. The Aramark employees maintain the kitchen and provide meals to all students in PreK - grade 8. A menu is distributed monthly and is available on the school website. Students can choose between a full meal or separate options for entrees, side dishes or snacks. Parents are able to monitor the consumption of food purchased by their children.

**Describe the transportation services for students provided by the school. If transportation is not provided by the school, describe how students travel to and from school.**

Bus transportation is provided by several school districts: Central Bucks, Pennridge, New Hope/Solebury and Council Rock. Most students travel to and from school by bus; other students walk or travel by car.

**Describe any career awareness activities provided by the school.**

Occasionally, representatives from the community and various professionals are invited to address the students in individual classrooms or at all-school assemblies. During Catholic Schools Week every other year, we host a Career Day where volunteers from the community visit multiple classrooms to share their areas of expertise. Examples include a pilot, physical therapist, FBI agent, police officer and business owner.

**Describe any school programs for the orientation of new students or the transitioning of students between schools/levels.**

The Home and School Association provides a year-round friendship ambassador program to all parents and students entering the school. A current family assists the new family's transition through various activities. Additionally, the Home and School Association hosts several Meet-and-Greet opportunities for students and parents in PreK, Kindergarten and first grade. Newly admitted students in grades one through eight also have the opportunity to participate in a Shadow Day in the spring prior to their entry in the fall. As an added feature, our Principal treats the children to New Student Lunches, offering them the opportunity to get to know her and each other on a more personal level.

A Moveup Day is also held in the spring to allow the current students to meet the teachers and discuss the expectations for the next grade level. To assist eighth grade students' transition to high school, area private Catholic schools are invited to present information about their programs and to answer questions.

**Describe the school's admission practices.**

In order to apply for admissions, families must complete an application and supply the required documents. Families must provide the following information prior to admission:

- Application Form
- Birth Certificate
- Baptismal Certificate (if applicable)
- Updated immunization record
- \$30.00 non-refundable registration fee
- A copy of the Preschool Report Form (if applicable) for Kindergarten students
- A copy of the most recent report card (for students in grades 1-8)
- A copy of standardized test results (for students entering grades 4-8)
- Students entering grade 7 and 8 must participate in an interview with the Principal

**B. Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**STUDENT SERVICES STANDARD FOR ACCREDITATION**

**The Standard:** The school provides student services that are effective, appropriate, and that support student learning and achieving the school’s Mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school’s educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

**Indicators of Quality for all schools**

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure the school provides student services that:</i></b>						
10.1	Address developing students’ academic and social skills, personal attributes, and career awareness and planning skills.			X		
10.2	Are the shared responsibility of the school’s counselors,			X		

	leadership, teachers, and other staff members.					
10.3	Address students' emotional and social needs as well as academic needs.				X	
10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.				X	
10.5	Extend into and support services provided by community agencies.			X		
10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.				X	
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services.			X		
10.8	Include an orientation program for new students and their families to share the school's Mission, educational program, services, policies, and expectations.			X		
10.9	Make available to students' families information about child development and learning.			X		
<b>Transportation Services—The governing body/owner(s) and leadership ensure that the school:</b>						
10.10	Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school.			X		
10.11	Requires that all transportation personnel of the school or those contracted by the school are appropriately trained.			X		
10.12	Is in compliance with the safety requirements of all appropriate civil authorities in which the school is located for transportation services provided or contracted by the school.				X	
10.13	Has and implements procedures for the safe arrival and departure of students from the school.				X	
<b>Food Services—The governing body/owner(s) and leadership ensure that:</b>						
10.14	Student dining areas are functional and hygienic.			X		
10.15	Meals provided by the school meet generally accepted nutritional standards.			X		
10.16	Information about nutritional values of the foods is available to			X		

	students and their families.					
10.17	Appropriate training is provided to food services providers.			X		
10.18	Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located.			X		
10.19	Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located.			X		
<b>Services for Students with Special Needs—The governing body/owner(s) and leadership ensure that the school:</b>						
10.20	Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.			X		
10.21	Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.				X	
10.22	If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.			X		
<b>Admissions and Placement—The governing body/owner(s) and leadership ensure that the school has and implements written policies or procedural guidelines governing:</b>						
10.23	Admission to the school.				X	
10.24	Placement of students in the appropriate components of the educational program and at the appropriate levels.				X	
<b>The governing body/owner(s) and leadership ensure that the school:</b>						
10.25	Informs applicants for enrollment and their families of the Mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.			X		
10.26	Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory.				X	



**Indicators of Quality for schools that deliver all or part of their educational program by a distance modality**

X	These Indicators do not apply to our school.
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**Indicators of Quality for faith-based schools**

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
10.31	Provides student services that reflect the school's religious identity and Mission.				X	
10.32	Provide student services that are aligned with the school's Mission, enrich the academic program, and support the development of student and family life.				X	
10.33	Provides student services that are delivered cooperatively by counseling and campus ministry personnel.			X		
10.34	Has and implements written admissions and placement policies or procedural guidelines that are consistent with the school's religious values and traditions.			X		

**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
<b>Staff</b>	<ul style="list-style-type: none"> <li>● Student services from the Bucks County Intermediate Unit are utilized when students are in need of speech therapy, counseling, psycho-educational evaluations, and small group Reading and Math instruction.</li> <li>● A Wilson tutor is provided for qualifying students.</li> <li>● Staff would appreciate a more timely evaluation process for students in need of more in depth services.</li> </ul>

<b>Parents</b>	<ul style="list-style-type: none"> <li>• Additional nutritious options need to be provided by our food service company, Aramark.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• More opportunities for career planning could be provided.</li> <li>• The quality and nutritional value of the food as well as the cleanliness of the cafeteria could be improved.</li> </ul>

**C. S**  
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### **Assessment of Adherence to the STANDARD FOR ACCREDITATION**

X	Our self-assessment is that our school <b>MEETS</b> the Student Services Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Student Services Standard for Accreditation.

### **D. Implications for PLANNING**

**List the school’s strengths in meeting the Student Services Standard.**

Our school’s strength lies in providing student services that support the school’s religious identity and mission while meeting individual student needs. The support services we receive are excellent.

**List the school’s areas in need of improvement in meeting the Student Services Standard.**

Aramark could continue to expand the healthy food choice offerings for the students.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student services that should be included in the action plan in the Plan for Growth and Improvement.**

Investigate the possibility of Aramark providing more nutritious options and utilizing more whole grain and organic options for fruits and vegetables, including harvesting vegetables from our greenhouse.

## E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Admissions criteria (if applicable)	X
Description of guidance and counseling services available	X

# STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

*(Indicators 11.1-11.19)*

## A. INFORMATION Related to This Standard

### A.1. NON-ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
iServe (Grades PreK-8)		X		
Reading Olympics (Grades 4-8)		X		
Band (Grades 4-8)		X		
Choir (4-8)		X		
Chimes (Grade 5)		X		
After School Programs (Grades PreK-8)		X		
Home and School Musical (Grades 5 - 8)		X		
Altar Servers (Grades 5 - 8)		X		
Family Activities (Bingo, dances, etc.) Grades PreK- 8		X		
National Junior Honor Society (Grades 7- 8)		X		
OLMC Arts Festival (Grades PreK - 8)		X		
Math Contest - Pennsylvania Math League (Grades 4 - 8)		X		
Math Contest - IHM (Grades 7- 8)		X		
Math Contest - American Mathematics Competition (Grade 7- 8)		X		
Villa Joseph Marie Sciathlon (Grades 7- 8)		X		
K'Nex STEM Design Challenge (Grades 5 - 6)		X		
First Lego League Robotics (Grades 7 – 8)		X		

## A.2. ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Available for		Number of Students Participating	Adequacy and Quality of the Activity		
	Boys	Girls		S	NI	U
Volleyball		X		X		
Football	X			X		
Cross Country	X	X		X		
Softball		X		X		
Track	X	X		X		
Baseball	X			X		
Basketball	X	X		X		

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

**The Standard:** The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school's educational program. A balance of academic, social, co- or extracurricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
11.1	All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.			X		
11.2	The school provides non-discriminatory student experiences that				X	

	are age- and developmentally appropriate and that supplement and enhance the school's educational program.					
11.3	Activities are varied, developmentally appropriate, and enhance the educational program.				X	
11.4	Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.			X		
11.5	Staff members, parents, and other volunteers who lead student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.				X	
11.6	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.				X	
11.7	Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.				X	
11.8	Students and staff understand and abide by the school's Code of Conduct.			X		
11.9	An understanding and acceptance of the high expectations the school holds for learning and citizenship.			X		
11.10	Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions.				X	
11.11	Staff and students have pride in their school.				X	
11.12	Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission.			X		

**Indicators of Quality for schools with a residential program**

X	<b>These Indicators do not apply to our school.</b>
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**Indicator of Quality for schools that deliver all or part of their educational program by a distance modality**

X	<b>This Indicator does not apply to our school.</b>
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## Indicator of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
11.19	All student activities and athletics include opportunities for the faith formation of the students.			X		

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
Staff	<ul style="list-style-type: none"> <li>Students as well as staff are recognized for their accomplishments. Recognition goes beyond the school community to the larger community as a whole to celebrate and recognize individuals as well as school-wide accomplishments.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Student, parents, and family events have brought us all together - we are a family. There are many clubs and after school activities available including sports, dances, games, art, science, etc. My children are enrolled in these and really enjoy them.</li> </ul>
Students	<ul style="list-style-type: none"> <li>The school has many extracurricular activities as well as CYO sports. They also provide us opportunities to strengthen our faith.</li> </ul>

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Student Life and Student Activities Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Student Life and Student Activities Standard for Accreditation.

## D. Implications for PLANNING

### List the school's strengths in meeting the Student Life and Student Activities Standard.

We offer activities for students at all grade levels. Activities span all interest levels from academic, artistic, athletic to spiritual.
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**List the school's areas in need of improvement in meeting the Student Life and Student Activities Standard.**

No areas of improvement were identified in the Student Life and Student Activities Standard.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student life and student activities that should be included in the action plan in the Plan for Growth and Improvement.**

Based on strength and areas for improvement, no next steps are planned at this time.

### **E. EVIDENCE to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X



# INFORMATION RESOURCES STANDARD FOR ACCREDITATION

(Indicators 12.1-12.15)

## A. INFORMATION Related to This Standard

### A.1. INFORMATION RESOURCES:

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	NI	U
<b>Print Resources:</b>	X		
~10,000 books			
3 magazine subscriptions			
<b>Online Subscriptions &amp; Software:</b>	X		
WorldBook Online			
PowerLibrary			
Noodle Tools			
Google classrooms			
IXL			
Generation Genius			
Mystery Science			
Go Guardian			
Kodable			
Typetastic			
EdPuzzle			
<b>Computer Resources (desktops, laptops, computer labs, tablets, etc.):</b>	X		
120 iPads			
18 laptops			
325 Chromebooks			
50 faculty laptops and tablets			
<b>Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc.):</b>	X		
Schoolwide wi-fi access			

26 SmartTVs			
20 document cameras			
40 Lego Education We-Do sets			
5 Botley the Coding Robots			
25 Ozobots			
2 Hummingbird Class Kits			
8 Finch 2.0			
Makey Makey Class Sets			
5 Spike Prime with Expansion Sets			
10 Mini Spheros			
4 Sets of Happy Atoms			

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

No proposed improvements are needed at this time.

**A.2. FACILITIES FOR INFORMATION RESOURCES:**

Type of Information Facility	Quality and Adequacy of Facility		
	S	NI	I
Information Resources Center (library, media center)	X		
Technology Resource Center	X		
Storage for Information Resources	X		
Storage for Technology	X		

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

No proposed improvements are needed at this time.

### A.3. INFORMATION RESOURCES STAFF:

Type of Information Resources Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Credentialed Information Resources Personnel (library, media center)		X		
Information Resources Support Personnel (library, media center)		X		
Technology Support		X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

No proposed improvements are needed at this time.

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### INFORMATION RESOURCES STANDARD FOR ACCREDITATION

**The Standard:** The school’s information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school’s Mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
12.1	The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources.				X	

12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.				X	
12.3	Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources.				X	
<b><i>The governing body/owner(s) and leadership ensure that information resources are:</i></b>						
12.4	Age- and developmentally-appropriate.				X	
12.5	Properly organized and maintained for ready access and use by students and the staff.				X	
12.6	Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.				X	
12.7	Appropriately supported with funding from the school's budget.				X	
12.8	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff.				X	
12.9	Supportive of the school's plan for growth and improvement of student performance.				X	

### Indicators of Quality for schools with early childhood programs

Indicator of Quality		1	2	3	4	N/A
<b><i>Learning Resources—The governing body/owner(s) and leadership ensure that learning resources:</i></b>						
12.10	Are provided in an effective learning environment that supports the education goals for students and effective teaching for faculty.				X	
12.11	Include intentional, appropriate supports for language, literacy, and numeracy development.				X	
12.12	Promotes early development of a love of reading for enjoyment and as a foundation for future learning.				X	

## Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.
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### Stakeholders' comments to support the ratings:

Source of Comments	Comments
Staff	<ul style="list-style-type: none"> <li>Technology and Computer technology are integral programs at OLMC. Students and teachers are well prepared for 21st century teaching and learning with appropriate resources and technology.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>OLMC is a very child-centered school. There is tremendous care and thought put into the overall well rounded whole child. Academics are very strong and important but the other aspects of childhood - activities, sports, friendships, relationships, family, faith, enrichment and overall well-being and mental health are all carefully considered and emphasized.</li> <li>There are iPads and Chromebooks for each child to supplement learning as well as weekly computer instruction. We all read and signed (including the students) the "Acceptable Use Policy" with technology. The teachers use Google Classroom to post information on assignments as well.</li> </ul>
Students	<ul style="list-style-type: none"> <li>We have a tremendous amount of technology at our school and it is a large part in our learning and maintaining of our assignments.</li> <li>My school provides people who can help me if I need help with the school's information resources.</li> </ul>

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Information Resources Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Information Resources Standard for Accreditation.

## D. Implications for PLANNING

**List the school's strengths in meeting the Information Resources Standard.**

Our Lady of Mount Carmel School is fortunate to have credentialed staff, robust fundraising efforts, adequate funding including grant approvals and an administrative staff that is supportive. We are fortunate to have a 1:1 device ratio for students in grades 1 through 8.

Our early childhood learners in grades PreKindergarten and Kindergarten use iPads for small group work. Students in Kindergarten through grade 8 attend weekly technology classes where they also utilize 1:1 devices.

Our Lady of Mount Carmel school has an abundance of technology that, while still operational, has been replaced with newer models. We are able to continue to use these materials as supplemental materials due in large part to the IT support that the school provides.

Finally the school has purchased and trained the faculty on the use of Go Guardian software for students in grades 7 and 8, which helps to insure the safe and responsible use of student software.

**List the school's areas in need of improvement in meeting the Information Resources Standard.**

Thanks to a recent grant, Our Lady of Mount Carmel School was able to replace the entire fleet of Chromebooks, iPads and teacher devices. At this time, this area is not in need of improvement.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to information resources that should be included in the action plan in the Plan for Growth and Improvement.**

Based on strength and areas for improvement, no next steps are planned at this time.

## E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
The information resources and technology plan (see "School Improvement Planning" evidence folder)	X

Policies related to information resources and technology, including:	
Acceptable use of technology by students and the staff	X
Responding to challenges regarding the appropriateness of information resources	X
Maintaining currency of information resources and technology	X
Maintaining an inventory of information resources and technology	X
Security of information resources and technology	X

# THE PLAN FOR GROWTH AND IMPROVEMENT

## STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

The completion of the **Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment** section, including the accompanying survey, is optional. MSA recommends the completion of this section for any academic subjects the school is using as a Student Performance Objective. The indicators, as well as, the questions in the Root Cause Analysis area will help the school as it prepares Action Plans for the Student Performance Objectives.

### Student Performance Objective:

#### ACADEMIC ACTION PLAN #1: STREAM

By the year 2030, Our Lady of Mount Carmel School students will demonstrate an increased proficiency of knowledge in STREAM related content areas.

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused is a priority for growth and improvement.**

Based on the student, parent and faculty surveys and our current TerraNova scores, we felt that focusing on the STREAM content areas would improve students' critical thinking skills and abstract reasoning abilities.

### Action Plan for Student Performance Objective

#### ACTION PLAN

Objective: By the year 2030, Our Lady of Mount Carmel School students will demonstrate an increased proficiency of knowledge in STREAM related content areas as evidenced by an increase of TN Science scores by 5% on average in grades 2 – 7.

Baseline year: March, 2022 (TerraNova3)

Baseline data:



- Grade 2: 70
- Grade 3: 79
- Grade 4: 68
- Grade 5: 76
- Grade 6: 72
- Grade 7: 70

**Strategy #1: To develop and promote student knowledge and application of scientific vocabulary.**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Teachers will use scientific vocabulary in applicable lessons	All teachers	2023-2024	Textbooks, website applications, lessons	Proper use of scientific vocabulary in lessons and on tests	
Teachers incorporate scientific vocabulary in science assessments for grades 3 - 8	Science teachers	2023-2024	Assessments (quizzes, tests, performance assessments)	Graded assessments	
Teachers will create science word walls in grades 1 - 4	Science teachers in grades 1 to 4	2024 and ongoing	Sentence strips, vocabulary	Observation of word walls	
Teachers will create vocabulary note sheet organizers by unit for grades 5 to 8	Science teachers in grades 5 to 8	2024 and ongoing	Note sheets, organizers	Student performance on assessment	
Increased use of nonfiction literature to reinforce scientific vocabulary	Librarian, classrooms teachers	2024 and ongoing	Library collection, classroom library selections	Informal observations, library circulation records	

**Strategy #2: To conduct science laboratory experiments on a regular basis.**

Action Step	Person/Group Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Students in grades 1 - 4	Classroom	Fall 2023-	Lab materials,	Completed grade-	

will participate in a science lab or activity once per month (3 per trimester)	teachers in grades 1 - 4	ongoing	Science teachers	appropriate lab reports (observation data and reflection)	
Students in grades 5 - 8 will participate in a science lab or activity five times per trimester	Science teachers in grades 5 - 8	Fall 2023-ongoing	Lab materials, Science teachers, online resources	Completed student grade-appropriate lab reports or response sheets	
Teachers will be afforded the opportunity to purchase materials for science labs and activities	Science teachers, Principal, Business Manager	Fall 2024 and ongoing	Budget, websites, science closet materials	Resources needed are available to teachers	
Utilize the Data Recognition Corp website to gain ideas and resources related to scientific topics	Classroom and Science teachers, Principal	Winter 2024	Laptops, website, activities	Teachers access website (Principal can track access)	
Students in grades PreK - 8 will be offered the opportunity to participate in science-related clubs and extracurricular activities	Teachers, club moderators, Principal	Fall, 2023-ongoing	Science Explorers Club, K'Nex Club, Robotics club, moderators of clubs and activities	Attendance in science-related clubs	
Students in PreK to grade 8 will make use of the ecological classroom to conduct experiments	Ecological classroom manager, teachers, Principal	2024 and ongoing	Seeds, plugs, pots, planting media, microgreen seeds	Successful harvest of microgreens (grade 3) and spring planting (all grade levels)	

## ACTION PLAN

Objective: By the year 2030, Our Lady of Mount Carmel School students will demonstrate an increased proficiency of knowledge in STREAM related content areas as evidenced by an increase in the number of students in grades 3 to 7 who score in Quartiles 3 and 4 on the Quantitative Reasoning portion of the Inview with a goal of less than 10% in Quartile 1 and less than 20% in Quartile 2 at all grade levels.

Baseline data: March 2022 (TerraNova3)

Grade	Quartile 1	Quartile 2	Quartile 3	Quartile 4
3	17.95	33.33	38.46	10.26
4	2.86	31.43	34.29	31.43
5	9.09	18.18	30.3	42.42
6	16.22	27.03	18.92	37.84
7	12.12	24.24	18.18	45.45

### Strategy #1: Identify and use resources that target the acquisition of statistical reasoning.

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Evaluate current textbook resources and instructional materials for use in teaching statistical skills	Grade level teams	Fall 2023	Time	Identify/list resources	
Contact the Bucks County Intermediate to inquire about resources	Principal	Fall 2023	Time	List of available resources	

that target statistical knowledge					
Create a purchase plan for identified resources for grades 1 to 7 (teacher materials, websites, apps)	Principal, Finance Manager	Winter 2024	Funding, time	Create budget	
Acquire targeted teacher and student materials	Math committee	Spring 2024	Funding, time, purchase plan	Purchase plan complete	
Teach statistical skills in the fall and winter trimesters prior to students taking the TerraNova	All Math teachers	2024-2025	Lesson plans, materials, time	Completed lesson plans	
Document instruction in statistical skills through the use of textbook resources and acquired materials in the fall and/or winter trimesters	Math teachers, Principal	2024 and ongoing	Checklist/lesson plans	Completed checklist and collected lesson plans	
Update quantitative reasoning data tables based on TN outcomes	Principal	2024 and ongoing	TerraNova reports	Improved quantitative reasoning TN scores	

**Strategy #2: Identify and use resources that target quantitative reasoning in the areas of mathematics, logic and problem-solving skills.**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Evaluate current mathematics textbook resources and instructional materials for logic and word problems	Grade level teams	Fall 2023	Time, websites such as IXL math, Discovery Education, BrainPop, Generation Genius	Identify/list resources	
Identify potential	Grade level teams	Winter 2024	Time, resources,	List is approved and	

resources for acquisition that enhance the teaching of logic and word problems			purchase list, budget	resources purchased	
Access the Data Recognition Corp website for resources that are targeted to the TN test process	Mathematics teachers	Winter 2024	Time, DRC website	Faculty meeting discussion and sharing of ideas	
Create a Google doc to track problems of the week	Principal	March 2024	Laptops, google doc	Completed and current list available in google doc	
Utilize the problem of the week consistently in math classes to reinforce logic and problem-solving skills	Mathematics teachers	Fall 2024 and ongoing	Lesson plans, applicable resources	Lesson plans	
Update quantitative reasoning data tables based on TN outcomes	Principal	2024 and ongoing	TerraNova reports	Improved quantitative reasoning TN scores	

## ACTION PLAN

Objective: By the year 2030, Our Lady of Mount Carmel School students will demonstrate an increased proficiency of knowledge in STREAM related content areas as evidenced by:

- A. Delivering one STREAM lesson per trimester that incorporates at least three of the STREAM elements in PreK to grade 4.

Baseline year: Spring 2023

Baseline data: STREAM lessons and activities from 2022-2023 teacher lesson plans

- B. Delivering two or more STREAM lessons per trimester that incorporate at least three of the STREAM elements in grades 5 to 8, either presented by one teacher or the collaboration of departmental teachers who provide instruction on individual elements.

Baseline year: Spring 2023

Baseline data: STREAM lessons from 2022-2023 lesson plans for math, science and technology teachers.

### **Strategy #1: Develop a rubric/checklist for tracking and monitoring the administration of the STREAM lessons.**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Create a checklist to be used by teachers in grades K - 4.	Science Coordinator and Internal Coordinator	Fall 2023	Time	Checklist is created and distributed for use	
Create a checklist to be used by teachers in grades 5 - 8.	Principal and Science coordinators	Fall 2023	Time	Checklist is created and distributed for use	
Teachers submit checklists and lesson plans each trimester	Principal	2023-2027	Time, rubrics, lesson plans	Teachers submit all items in a timely fashion	
Data is collated and analyzed for tracking purposes	Principal and Internal Coordinators	Winter 2023 and ongoing	Computer, data tables	Teachers submit accurate checklists and lesson plans so	

				that data is effectively obtained	
<b>Strategy #2: Create a school-wide professional development plan for the faculty at OLMC School.</b>					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
A committee will outline a 3-year STREAM professional development plan	Science committee	Fall 2023	Time, teachers, research, funding	Published PD plan	
Teachers attend local schools to observe STREAM lessons in action and share information	Science and math teachers, Internal Coordinators	2023-2025	Funding, teachers,	All science and math teachers complete the visit and present to faculty	
Teachers register for and attend at least one online or in-person STREAM workshops	All faculty members, Internal Coordinators	2023-2025	Funding, teachers	All faculty members submit attendance certificate to Internal Coordinator	
Teachers participate in a book club that focuses on a STREAM-related topic	Faculty members, Principal	Summer 2024, 2025 and 2026	Funding, teachers	Principal tracks attendance and at least 50% of the teachers participate in this optional summer book club	

**Who participated in developing the action plan for Student Performance Objective?**

<b>Name</b>	<b>Role in the School<sup>2</sup></b>
Dawn Parker	Principal
Lisa Coer	Internal Coordinator
Patricia Morelli	Internal Coordinator
Theresa McNulty	MSA Planning Team
Fr. Matthew Guckin	Pastor
Cathy Barr	Teacher, MSA Planning Team
Michele Choate	Current Parent
Sarah Martin	Current Parent
Ann Garrison	Alumni Parent
Teresa Pelusi	Former Faculty Member
Andrea DePhillipo	MSA Science Committee, Teacher
Catherine Landolf	MSA Science Committee, Teacher
Teresa Shumock	MSA Science Committee, Teacher
Carolynn Poiesz	MSA Science Committee, Teacher
Gretchen Booth	MSA Science Committee, Teacher
Christina Jolly	MSA Science Committee, Teacher
Barbra Villalba	MSA Science Committee, Teacher
Mary Ann Alcaro	MSA Science Committee, Teacher
Christina Chitjian	MSA Science Committee, Teacher
Debra Convery	MSA Science Committee, Teacher
Kristen Genna	MSA Science Committee, Teacher

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

The current faculty members consistently present STREAM related lessons which is a strength. This action plan is designed to expand on the current offerings to incorporate additional STREAM elements and requires teachers to track the lessons more efficiently.

<sup>2</sup> For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.



## Student Performance Objective:

### Student Performance Goal #2:

By the year 2030, Our Lady of Mount Carmel School students will demonstrate an increased proficiency of knowledge in Reading Basic Skills and Comprehension.

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused is a priority for growth and improvement.**

Based on the student, parent and faculty surveys and the impact of Covid-19 on student performance, we felt that focusing on Reading Basic Skills and Comprehension would improve students' ability to effectively comprehend and retain knowledge which can be applied to all subject areas.

### Action Plan for Student Performance Objective

#### ACTION PLAN

#### ACADEMIC ACTION PLAN #2: READING:

By the year 2030, Our Lady of Mount Carmel School students will demonstrate an increased proficiency of knowledge in Reading Basic Skills and Comprehension as evidenced by an average of 4% increase in the Reading scores on the TN for grades 2 to 7.

Baseline year: March, 2022

Baseline data:

- Grade 2: 84
- Grade 3: 70
- Grade 4: 74
- Grade 5: 71
- Grade 6: 77

- Grade 7: 83

**Strategy #1: Increase reading stamina at all grade levels.**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Teach students how to effectively self-select a book at their own reading level at all grade levels	Teachers, librarian	Fall 2023	Instructions, time	Students successfully choose appropriate independent reading selections	
Establish a comfortable, distraction-free environment for independent reading	Teachers	Fall 2023	Classroom books, quiet space, music, lighting	Classroom environment is conducive to reading	
Build and teach reading stamina in grades 1-4 by tracking minutes	ELA teachers in grades 1-4	School year 2023-24 and ongoing	High-interest reading materials (picture books, leveled readers, chapter books), reading tracker	Increased reading stamina demonstrated over time using a tracker	
Institute D.E.A.R. time to be used 3-5 times per week in grades 5-8.	ELA teachers grades 5-8, Principal	School year 2023-2024 and ongoing	Choice novels	Lesson plans indicate regular use of DEAR time	
Teach students to self-evaluate their success with independent reading in grades 3 to 8.	Students, teachers in grades 3 to 8	Fall 2024 and ongoing	Self-evaluation log to be completed 3 to 4 times per year, time	Self-evaluation logs	
Advertise varied types of literature using Book Talks in the library and ELA classrooms	Librarian	Fall 2024 and ongoing	Library selections, Book Talks template	Lesson plans indicate Book Talks at regular intervals	

Encourage participation in extracurricular reading activities such as Reading Olympics (grades 4 - 8) and Wall of Fame (all grades)	Librarian, teachers, parents	School year 2024-2025 and ongoing	Reading Olympics moderators and books, funding, Wall of Fame tracker, prizes	Reading Olympics teams at the Elementary and Middle School units, Wall of Fame photos	
<b>Strategy #2: Increase comprehension at all grade levels.</b>					
Action Step	Person/Group Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Teachers participate in a summer book club PD related to reading comprehension	Teachers, instructor, Principal	Summer 2023	Copies of books, funding, instructor, teachers	Teachers complete the book club study and apply information	
Review comprehension strategies including author's purpose, making predictions and connections, and inference.	ELA teachers grades 1-8	School year 2023-2024 and ongoing	HMH Into Reading texts, classroom novels,	Students will demonstrate improvement on classroom assessments.	
Use non-fiction literature to make connections to the world, others, and self.	Librarian, teachers	School year 2023-2024	Non-fiction novels and online resources	Choice of non-fiction library books and reading projects that include use of non-fiction materials.	
Demonstrate comprehension by summarizing passages/ teach strategies for identifying key points and paraphrasing	ELA teachers, librarian	School year 2024-2025 and ongoing	Instructional materials including research, citation, and online resources	Successful completion of summarization by students	

Attend professional development workshop for the use of Cloze reading	Instructional coach, ELA teachers grades 1 - 6	Fall 2024	Instructional coach, time	Professional Development workshop scheduled and completed	
Teach Cloze reading strategies in grades 1- 6 to predict and verify word meaning	ELA teachers grades 1-6	Winter 2025	Cloze reading materials, time	Lesson plans reflecting use of cloze reading techniques.	

## ACTION PLAN

Objective: By the year 2030, Our Lady of Mount Carmel School students will demonstrate an increased proficiency of knowledge in Reading Basic Skills and Comprehension as evidenced by an improvement of 3% on average on Reading grades on report cards in grades 1 to 8.

Baseline year: June, 2022

Baseline data:

- Grade 1: 91.74
- Grade 2: 94.66
- Grade 3: 92.35
- Grade 4: 90.23
- Grade 5: 91.29
- Grade 6: 91.07
- Grade 7: 90.80
- Grade 8: 93.82

**Strategy #1: Improve reading fluency in grades 1 to 8 which will result in increased comprehension.**

Action Step	Person(s)/ Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Increase the use of oral reading across the curriculum	Teachers	School year 2023-2024	Library books, classroom novels and text	Teacher lesson plans document oral reading as an objective	
Teacher modeling of pacing, inflection, expression and pronunciation	ELA teachers, volunteers	School year 2023-2024	Classroom novels and student readers	Students model teachers	
Use of Reader's Theater in grades 1 to 4.	ELA teachers, volunteers	School year 2023-2024	HMH Into Reading program	Students perform "plays" in small groups in front of peers	

Incentivize reading for pleasure using a home tracking/reward system	Librarian, ELA teachers	Fall 2024 and ongoing	Tracking sheets, rewards	Document the number of students who participate with a goal of increased participation over time	
Access online resources designed to improve student fluency	ELA teachers, outside support staff	Fall 2024 and ongoing	Computer, AoP Tech and Bucks County IU staff	Applicable online resources are identified and utilized	
<b>Strategy #2: Improve knowledge of vocabulary including etymology and morphology of words.</b>					
Action Step	Person(s)/ Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Focus on vocabulary in all curricular and co-curricular subjects	Teachers in grades 1 to 8	School year 2023-2024	Instructional text materials	Teacher lesson plans indicate direction vocabulary instruction and assessment	
Teach roots, prefixes, suffixes and etymology of words in the 5th grade ELA curriculum	Grade 5 ELA teacher	School year 2023-2024 and ongoing	Vocabulary from Classical Roots resources, time	Teacher lesson plans and student assessments	
Participation in the SCRIPPS National Spelling Bee	Students in grades 4 to 8, teachers, Principal	School year 2023-2024 and ongoing	SCRIPPS materials, funding, instructional time	Student participation in school-wide spelling bee in grades 4 to 8	
Research to identify games and activities that strengthen vocabulary and word skills	Computer teacher, ELA teachers, Principal	Fall 2024	Funding, time, Chromebooks or iPads, games, activities	Games/activities identified, purchased and installed	

Add vocabulary and word skills games to weekly lesson plans for grades 1 to 8	Teachers	Winter 2025 and ongoing	Games and activities, devices, time	Teacher lesson plans document use of vocabulary games and activities	
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## ACTION PLAN

Objective: By the year 2030, Our Lady of Mount Carmel School students in grades K to 3 will demonstrate an increased proficiency of knowledge in Reading Basic Skills and Comprehension as evidence by an increase in the number of students who score At Benchmark or Above Benchmark on the Acadience DIBELS testing during the winter and spring assessments in comparison with the fall assessment benchmark.

Baseline year: September, 2022

Baseline data:

Grade	Well Below Basic	Below Basic	At Benchmark	Above Benchmark
Kindergarten	5 – 9.6%	8 – 15.4%	12 – 23.1%	27 – 51.9%
Grade 1	8 – 25%	8 – 25%	5 – 15.6%	11 – 34.4%
Grade 2	3 - 6.5%	7 – 15.2%	16 – 34.8%	20 – 43.5%
Grade 3	3 – 7.6%	1 – 2.6%	9 – 23.1%	26 – 66.7%

**Strategy #1: Develop awareness of the segments of sounds in speech and how they link to letters in PreK to grade 1.**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Continued implementation of the Foundations program in K and grade 1 along with Reading Series	Kindergarten and first grade teachers	School year 2023-2024 and ongoing	Foundations student resources and instructional materials, Journeys (K), Into Reading (1),time	Foundations assessments for grade 1, Informal assessments for PreK and K	



Use of common verbiage for letter formation in PreK - grade 1	PreK to grade 1 teachers, parents	School year 2023-2024	Fundations materials (letter formation ring, parent resource, online resources), funds	Students use common verbiage	
Implement use of phonemic alphabet for letters, blends and digraphs	PreK to grade 1 teachers	School year 2023-2024	Fundations materials (letter-sound cards, alphabet strip, instructional resources), funds	Informal student assessments	
Teach students to recognize the number of words in a sentence and build and divide compound words	PreK to grade 1 teachers	Fall 20224 and ongoing	Instructional materials, time	Students accurately identify words, compound words	
Increase the frequency of "kid writing" in K and grade 1 to include onset and rime sounds.	K and first grade teachers, volunteers	Fall 2024 and ongoing	Writing journals, prompts, time	Journal completion at both levels	

**Strategy #2: Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension.**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Identify individual student reading levels.	Reading specialist, teachers	Fall 2023	Hire a reading specialist/ resource teacher	Reading levels are documented	
Procure additional leveled text resources for grades K - 2.	Principal	Summer 2023	Funding	Purchase of leveled text resources	
Build reading stamina using a timed independent reading system.	Teachers in grades 1 to 3, ELA Coordinator	School year 2023-2024	Time, books, recording sheets	Reading stamina results increase throughout the year	
Create a section in the library for age-	Librarian, ELA Coordinator	Summer 2024	Designated space in library, selected	Elementary non-fiction book section	

appropriate non-fiction books			books	is completed	
Offer additional opportunities to read aloud for students in grades 1 to 3.	Students, teachers, parents	School 2024-2025	Time, FM Audio system, designated reading text	Fluency practice is reflected in teacher lesson plans; students read fluently	

**Who participated in developing the action plan for Student Performance Objective?**

<b>Name</b>	<b>Role in the School<sup>3</sup></b>
Dawn Parker	Principal
Lisa Coer	Internal Coordinator
Patricia Morelli	Internal Coordinator
Theresa McNulty	MSA Planning Team
Fr. Matthew Guckin	Pastor
Cathy Barr	Teacher, MSA Planning Team
Michele Choate	Current Parent
Sarah Martin	Current Parent
Ann Garrison	Alumni Parent
Teresa Pelusi	Former Faculty Member
Danielle Hudak	MSA Reading Committee, Teacher
Rachel Knecht	MSA Reading Committee, Teacher
Liz Dineen	MSA Reading Committee, Teacher
Debbie Dailey	MSA Reading Committee, Teacher
Meg Katasak	MSA Reading Committee, Teacher
Kristen Cohan	MSA Reading Committee, Teacher
Beatrice Allen	MSA Reading Committee, Teacher
Melissa Rockovich	MSA Reading Committee, Teacher
Monica Morales	MSA Reading Committee, Teacher
Kevin Kaiser	MSA Reading Committee, Teacher
Alexander Taormina	MSA Reading Committee, Teacher

<sup>3</sup> For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

The Faculty at Our Lady of Mount Carmel School has identified deficits in achievement related to the acquisition of reading skills. Due to the pandemic and its impact on the classroom learning environment, we have noted considerable gaps in reading skills and strategies which this action plan is designed to remediate.

# ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

## Organizational Capacity Objective:

By the year 2030, Our Lady of Mount Carmel School will earn Department of Human Services Licensure and STARS Certification for the PreKindergarten and C.A.R.E.S. afterschool programs.

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused is a priority for growth and improvement.**

The state of Pennsylvania recently advised the Office of Catholic Education in the Archdiocese of Philadelphia that all elementary schools with PreKindergarten and C.A.R.E.S. programs will need to acquire DHS licensure. At Our Lady of Mount Carmel School, we will strive to earn the licensure and then continue to strive for excellence in these programs by earning Keystone STARS certifications. The Keystone STARS certifications are important milestones as they assure parents that Our Lady of Mount Carmel School meets the quality indicators as outlined in the Keystone STARS program and these certifications make it possible to apply for additional funding for the programs.

## Action Plan for Organizational Capacity Objective

### ACTION PLAN

Objective: To earn Department of Human Services Licensure for Early Childhood and C.A.R.E.S. programs.

Baseline Year: Fall 2022

Baseline Data: We met with the Office of Catholic Education/STARS representative to review the protocols needed to complete this process. We acquired a Certificate of Occupancy for OLMC School and assigned a school chairperson to lead this initiative.

**Strategy #1: OLMC School personnel will attend orientations and Health and Safety training.**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Register and complete an online orientation	Chairperson, Principal	Summer 2023	Time, funding, technology	Orientation completed	
Register and complete the in-person training led by OCDEL.	Chairperson, Principal	Fall 2023	Time, funding, technology	Orientation completed and certificate of completion is awarded	
Schedule first aid and CPR training for full faculty and staff	Physical Education teacher, faculty and staff, Principal	Summer/Fall 2023	Funding, training materials, time	Faculty and staff receive certificates of completion	
Schedule and attend the Health and Safety Training Workshop (Get Started with Center-Based Care: Building Blocks for Quality through Better Kid Care)	Chairperson, PreK and K teachers and aides, C.A.R.E.S. staff	Winter 2024	Funding, training materials, time	Personnel complete workshop	

**Strategy #2: To obtain a certificate of compliance.**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Complete application for the certificate of compliance	Chairperson, Principal	2023-2024	Application, funding, time	Application is complete	
Gather supporting documents including FBI Fingerprinting, PA Criminal Background Check, Child Abuse Clearance, National Sex Offender Registry Clearance, and Mandated Reporter Training	School clearance officer, Chairperson, Principal	Spring 2024	Computer, time	All documents gathered and collated	
Gather supporting	Business Manager,	Spring 2024	Computer, time	All documents	

documents including Tax Exempt Status, Federal Employer ID number on IRS letterhead, Water Bill	Chairperson, Principal			gathered and collated	
Submit full application including all supporting documents	Chairperson, Principal	Summer 2024	Document and materials, time, funding	Application submitted and fees paid	
Schedule initiation inspection of facility	OCDEL staff, Chairperson, Principal, Maintenance staff, Business Manager	Summer 2024	Time, Facility	Inspection completed; Certificate of Provisional Licensure is obtained	

Objective: To earn Keystone STARS Level 1 and Permanent Licensure

**Strategy #1: Review and ensure compliance with 55 PA Code Chapter 3270, Child Care Centers**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Compile staff files for all employees including proof of qualifications, pediatric First Aid and CPR certificates, Health and Safety Training certificates, Staff Evaluations, Emergency Plan Training Verification and Fire Safety Training Verification	Principal, Internal Coordinator	Fall 2024	Time, files, technology, funding for courses	Files are complete	
Compile child files for all registered students including emergency contact forms, child health assessments, financial agreements and incident reports, custody agreements and IEP plans (if applicable)	Principal, Internal Coordinators, Nurse, Teachers, C.A.R.E.S. Coordinator	Fall 2024	Time, technology, files	Files are complete and maintained	
Create an emergency plan for the center which includes emergency contact numbers near each phone	Principal, Internal Coordinator, Safety Committee, School Liaison Police Officer	2024-2025	Time, files, contact lists	Emergency plan is complete and posted	
Compile center records including a fire drill log and annual fire inspection report	Principal, Internal Coordinator, Safety Committee, Maintenance Personnel	2024-2025	Time, files, reports	Inspections complete and recorded	
Prepare emergency student	Nurse, Teachers,	2024-2025	Medical supplies,	First Aid kits are	

supplies including a portable first aid kit and individual emergency contact forms	C.A.R.E.S. Director		files, time	assembled and available for use	
Create and post instructional plans including all teacher/students schedules	Teachers, Principal	2024-2025 and ongoing	Time, technology	Plans are submitted and checked weekly	
Post appropriate certificates	Internal Coordinator	2024-2025 and ongoing	Certificates, time	Certificates are posted	
<b>Strategy #2: Review and ensure compliance with the physical plant and daily operations as outlined in the Keystone STARS manual.</b>					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Evaluate and implement day-to-day operations including outdoor guidelines	Principal, C.A.R.E.S. Director, Teachers	Fall 2024	Time, budget funding, documentation and charts	Guidelines are in place	
Maintain appropriate staffing in order to ensure that staff:student ratios are followed	Principal, C.A.R.E.S. Director, Teachers	Fall 2024 and ongoing	Payroll funding, time, technology	Facility is properly staffed at all times	
Evaluate and update physical space as needed including refrigeration, covered outlets, appropriate furnishings and play equipment	Facilities Manager, Principal, Internal Coordinator, Teachers	2024-2025 and ongoing	Budget funding, equipment as identified, checklists	Facility is in good order upon inspection	
Maintain appropriate air and water temperatures	Facilities Manager, Principal, Teachers	2024-2025 and ongoing	HVAC units, fans, water sensors, scheduled maintenance checks	Water and air temperatures are within range at all times	
Adequate rest equipment is provided, labelled and	Teachers, Staff, Principal	2024-2025 and ongoing	Rest mats or cots, cleaning supplies,	Upon inspection, all criteria are met	



maintained			schedule		
Cleaning materials and adult belongings are properly stored and secured	Teachers, Staff, Maintenance Personnel	2024-2025 and ongoing	Locked cabinets and storage bins	Cleaning materials and hazardous items are not accessible to students	

**Objective: To earn Keystone STARS Level 2.**

**Strategy #1: Access the Pennsylvania Key PD registry to provide professional development courses and track compliance.**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Create an organizational profile in the PD registry	Principal, Internal Coordinator	Summer 2026	Time, technology	Organizational profile is complete	
Complete course titled Overview of Keystone STARS: Pennsylvania's Quality Rating and Improvement System	All Teachers and Staff in C.A.R.E.S. and PreK	Summer 2026	Time, technology, budget funding	Certificates of completion are collected	
Update organizational profile annually	Principal, Internal Coordinator	2026-2027 and ongoing	Time, technology	Successful profile updates	
New staff members complete Overview course (if applicable)	Staff members, Principal	2026-2027 and ongoing	Time, budget funding, technology	Organizational profile is updated as needed	

**Strategy #2: To create and implement a Continuous Quality Improvement (CQI) Plan for the early childhood program**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Create a Continuous Quality Improvement Plan	Principal, Internal Coordinator, Teachers, Staff	Fall 2026	Time, technology	CQI plan is created	
Conduct internal assessment of the CQI plan to removed goals that have been completed and add new goals to indicate progress	Principal, Internal Coordinator	2026-2027 and ongoing	Time, technology	CQI plan is reviewed and improved	

Conduct internal assessment of the CQI plan to identify new goals that support continuous improvement	Principal, Internal Coordinator	2026-2027 and ongoing	Time, technology, budget funding	CQI plan is amended to include new goals	
Identify actions that increase staff qualifications	Principal, Internal Coordinator, Teachers, Staff	2026-2027 and ongoing	Time, budget funding, professional development courses	Staff members add credentials as appropriate	
Apply for Keystone STARS Level 2 Certification	Principal, Internal Coordinator	Spring 2027	Time, budget funding, application	Keystone STARS Level 2 application submitted	

**Who participated in developing the action plan for Organizational Capacity Objective?**

<b>Name</b>	<b>Role in the School<sup>4</sup></b>
Dawn Parker	Principal
Beatrice Allen	Teacher, Chairperson for Organizational Capacity
Lisa Coer	MSA Internal Coordinator, Teacher
Patricia Morelli	MSA Internal Coordinator, Teacher
Fr. Matthew Guckin	Pastor
Deacon Lyle Benner	Business Manager

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

The State of Pennsylvania requires all elementary schools that house an early childhood center or run before or after school C.A.R.E.S. programs to obtain licensure from the Department of Human Services over the next few years. Given that Our Lady of Mount Carmel School effectively operates both early childhood and C.A.R.E.S. programs, the decision was made to actively pursue DHS licensure along with Keystone STARS certifications. The Keystone STARS program strives to ensure and maintain excellence within the program and its faculty/staff.

<sup>4</sup> For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

***Approved MSA-CESS Technical Plan***

**TECHNICAL REVIEW**

***MIDDLE STATES COMMISSIONS ON  
ELEMENTARY AND SECONDARY SCHOOLS  
TECHNICAL REVIEW OF OBJECTIVES***

<i>Date of Review</i>	<b>11/14/2022</b>
<i>School Name</i>	<b><i>Our Lady of Mount Carmel</i></b>
<i>School Code</i>	<b>132PA</b>
<i>Review Number</i>	<b>1</b>
<i>Staff Reviewer</i>	<b><i>Dr. Mary Burke, Associate Vice President, Accreditation</i></b>
<i>Projected Visit Dates</i>	<b>3/13/2023-3/16/2023</b>

<i>Protocol</i>	<i>Excellence by Design</i>
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*Next Steps:*

<i>X</i>	<p><i>Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. Please include this document, objectives, and Action Plans as an appendix of your self-study.</i></p> <p><i>The Visiting Team will conduct the Second Level of Review (see the Guide for Self-Study and Accreditation for the criteria) during the Team's visit.</i></p>
	<i>Minor modifications recommended.</i>
	<i>Modifications required. Please make changes and resubmit as soon as possible.</i>
	<i>Call me at 267-284-5031 or cellphone 609-841-7277 or email at <a href="mailto:mburke@msa-cess.org">mburke@msa-cess.org</a> to discuss.</i>

*Review #1:*

## *FOUNDATION DOCUMENTS*

### *Mission of School*

Our Lady of Mount Carmel is a Catholic elementary school proclaiming the Good News of Jesus Christ, our foundation and inspiration. In partnership with families, students learn about the person of Jesus, worship as members of the Church community, and offer service to the less fortunate. Our Lady of Mount Carmel seeks to develop well-rounded individuals through its strong academic program and diverse learning opportunities. We strive to provide a quality education that empowers students to lead and serve in our global society.

### *Belief Statements*

At Our Lady of Mount Carmel School, we believe that:

- We provide a strong and effective faith-based education.
- We emphasize the importance of learning about the person of Christ.
- We respond to the needs of students spiritually, intellectually, physically, socially and emotionally.
- We challenge students to work to the best of their abilities.
- We promote faith formation and excellence in education through our strong Christian environment.
- We initiate and explore innovations in education.
- Each student has unique God-given talents and abilities.
- Education is a partnership between parents and teachers.
- We provide the tools and encouragement for students to become self-directed and successful learners.
- We promote service to others and provide regular opportunities for students and staff to volunteer.
- We recognize that all students have unique learning styles and we provide differentiated instruction to meet the needs of all learners.

### *Profile of a Graduate*

Upon successful completion of our educational program, Our Lady of Mount Carmel School students will:

Morally

1. Demonstrate integrity, exemplify morality, and show respect for self and others
2. Accept the correlation between actions and consequences
3. Understand the call to serve others selflessly

Spiritually

1. Live and practice the Catholic Christian faith
2. Consider Catholic virtues during the decision-making process
3. Express Catholic beliefs, values, and convictions clearly

Intellectually

1. Develop proficiency in reading, writing, speaking, and listening in English and Spanish
2. Think critically, creatively and independently
3. Successfully and ethically utilize technology as a means for locating, analyzing, and presenting information
4. Exhibit competency with mathematical computations and problem-solving applications
5. Understand and apply the principles of scientific inquiry and exploration

Socially/Morally

1. Exercise leadership in religious, civic, personal, and professional activities
2. Respect economic, ethnic, cultural, and religious diversity
3. Exemplify a positive sense of self and choose healthy lifestyles
4. Demonstrate integrity, responsibility, and courtesy for themselves and others in our multicultural world

*General Comments about All Objectives*

		<i>Yes</i>	<i>No</i>
<i>1</i>	<i>Has the school identified three, four, or five objectives for accreditation purposes?</i>	<i>X</i>	

*Comments:*

		<i>Yes</i>	<i>No</i>
<i>2</i>	<i>Do the objectives focus on growing and improving areas of student performance and/or organizational capacity, as expressed in the school's Foundation Documents?</i>	<i>X</i>	
<i>Comments:</i>			

### *Technical Review of Objectives*

*Objective #1: As submitted by the school*

**ACADEMIC ACTION PLAN #1: STREAM**

**By the year 2030, OLMC School students will demonstrate an increased proficiency of knowledge in STREAM related content areas as evidence by:**

- 1.) An increase of TN Science scores by 5% on average in grades 2 – 7.



Baseline year: March, 2022 (TerraNova3)

Baseline data:

- Grade 2: 70
- Grade 3: 79
- Grade 4: 68
- Grade 5: 76
- Grade 6: 72
- Grade 7: 70

2.) An increase in TN Math scores by 3% on average in grades 2 – 7.

Baseline year: March, 2022 (TerraNova3)

Baseline data:

- Grade 2: 79
- Grade 3: 77
- Grade 4: 78
- Grade 5: 82
- Grade 6: 73
- Grade 7: 84

OR

An increase in the number of students in grades 3 to 7 who score in Quartiles 3 and 4 on the Quantitative Reasoning portion of the Inview with a goal of less than 10% in Quartile 1 and less than 20% in Quartile 2 at all grade levels.

Baseline data: March 2022 (TerraNova3)

Grade	Quartile 1	Quartile 2	Quartile 3	Quartile 4
3	17.95	33.33	38.46	10.26

4	2.86	31.43	34.29	31.43
5	9.09	18.18	30.3	42.42
6	16.22	27.03	18.92	37.84
7	12.12	24.24	18.18	45.45

3.) Delivering one STREAM lesson per trimester that incorporates at last three of the STREAM elements in PreK to grade 4.

Baseline year: Spring 2023

Baseline data: STREAM lessons and activities from 2022-2023 teacher lesson plans

4.) Delivering two or more STREAM lessons per trimester that incorporate at least three of the STREAM elements in grades 5 to 8, either presented by one teacher or the collaboration of departmental teachers who provide instruction on individual elements.

Baseline year: Spring 2023

Baseline data: STREAM lessons from 2022-2023 lesson plans for math, science and technology teachers

***Technical Review Criteria***

<i>Yes</i>	<i>No</i>
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1	<i>Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?</i>	X	
<i>Comments:</i>			

Yes	No
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2	<i>Does the objective address expectations for as many of the school's students as possible?</i>	X	
<i>Comments:</i>			

Yes	No
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3	<i>Does the objective have an impact on the Profile of a Graduate?</i>	X	
<i>Comments:</i>			

		Yes	No
4	<i>Does the objective comply with the following:</i>		
	<i>1) Is the realization of the objective stated as seven years from the year of the team's visit?</i>	X	
	<i>2) Have multiple measures been identified to determine achievement of the objective?</i>	X	
	<i>3) Are baseline data and collection year included for each assessment?</i>	X	

<i>4) Is a challenging and appropriate end goal set for each assessment</i>	<b>X</b>	
<i>5) Are periodic benchmarks that will be used to measure achievement of the objective?</i>	<b>X</b>	

*Comments:*

<i>Yes</i>	<i>No</i>
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7	<i>Are disaggregated data included where appropriate?</i>		
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*Comments:*

<i>Yes</i>	<i>No</i>
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8	<i>Is the objective measured by both external and internal assessments when appropriate and available?</i>	<b>X</b>	
<i>Comments:</i>			

*Suggestions for Revising Objective: Objective approved- This is your self-study and as such it is your decision to choose the measurement for the objective. Having said that, each could work. However, if you are looking to increase the students' ability to reason, I would agree that the InView subset meets that goal.*

***Objective #2: As submitted by the school***

**ACADEMIC ACTION PLAN #2: READING**

**By the year 2030, OLMC School students will demonstrate an increased proficiency of knowledge in Reading Basic Skills and Comprehension as evidence by:**

- 1.) A 4% increase in the Reading scores on the TN for grades 2 to 7.

Baseline year: March, 2022

Baseline data:

- Grade 2: 70
- Grade 3: 79
- Grade 4: 68
- Grade 5: 76
- Grade 6: 72
- Grade 7: 70

2.) An average improvement of 3% on Reading grades on report cards in grades 1 to 8.

Baseline year: June, 2022

Baseline data:

- Grade 1: 91.74
- Grade 2: 94.66
- Grade 3: 92.35
- Grade 4: 90.23
- Grade 5: 91.29
- Grade 6: 91.07
- Grade 7: 90.80
- Grade 8: 93.82

3.) An increase in the number of students who score At Benchmark or Above Benchmark on the Acadience DIBELS testing during the winter and spring assessments in comparison with the fall assessment benchmark.

Baseline year: September, 2022

Baseline data:

Grade	Well Below Basic	Below Basic	At Benchmark	Above Benchmark
Kindergarten	5 – 9.6%	8 – 15.4%	12 – 23.1%	27 – 51.9%
Grade 1	8 – 25%	8 – 25%	5 – 15.6%	11 – 34.4%
Grade 2	3 - 6.5%	7 – 15.2%	16 – 34.8%	20 – 43.5%

Grade 3	3 – 7.6%	1 – 2.6%	9 – 23.1%	26 – 66.7%
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*Technical Review Criteria*

		Yes	No
1	<i>Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?</i>	X	
<i>Comments:</i>			

		Yes	No
2	<i>Does the objective address expectations for as many of the school's students as possible?</i>	X	



*Comments:*

		<i>Yes</i>	<i>No</i>
<i>3</i>	<i>Does the objective have an impact om the Profile of a Graduate?</i>	<i>X</i>	
<i>Comments:</i>			

		<i>Yes</i>	<i>No</i>
<i>4</i>	<i>Does the objective comply with the following:</i>		

1) <i>Is the realization of the objective stated as seven years from the year of the team's visit?</i>	X	
2) <i>Have multiple measures been identified to determine achievement of the objective?</i>	X	
3) <i>Are baseline data and collection year included for each assessment?</i>	X	
4) <i>Is a challenging and appropriate end goal set for each assessment</i>	X	
5) <i>Are periodic benchmarks that will be used to measure achievement of the objective?</i>	X	

*Comments:*

		Yes	No
7	<i>Are disaggregated data included where appropriate?</i>		
<i>Comments:</i>			

		Yes	No
8	<i>Is the objective measured by both external and internal assessments when appropriate and available?</i>	<b>X</b>	
<i>Comments:</i>			

*Suggestions for Revising Objective: Objective approved.*

*Objective #3: As submitted by the school*

**ORGANIZATIONAL CAPACITY GOAL: DEPARTMENT OF HUMAN SERVICES LICENSURE AND STARS CERTIFICATION FOR THE PREKINDERGARTEN AND C.A.R.E.S. PROGRAMS**

**By the year 2030, Our Lady of Mount Carmel School will earn DHS licensure and achieve STARS levels 1 and 2**

1.) Measurement Goal 1: Department of Human Services Licensure

Baseline Year: Fall 2022

Baseline Data: We met with the Office of Catholic Education/STARS representative to review the protocols needed to complete this process. We have begun the process of acquiring a Certificate of Occupancy for OLMC School and assigned a school representative to lead this initiative.

2.) Measurement Goal 2: Earn STARS Level 1 Certification

Baseline year: Spring 2023

Baseline data: We met with the Office of Catholic Education/STARS representative to review the protocols needed to complete this process. We have begun the process of acquiring a Certificate of Occupancy for OLMC School.

3.) Measurement Goal 3: Earn STARS Level 2 Certification

Baseline year: Spring 2023

Baseline data: We met with the Office of Catholic Education/STARS representative to review the protocols needed to complete this process.

***Technical Review Criteria***

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<i>Yes</i>	<i>No</i>
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1	<i>Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?</i>	X	
<i>Comments:</i>			

		Yes	No
2	<i>Does the objective address expectations for as many of the school's students as possible?</i>	X*	
<i>Comments: *Pre-Kindergarten and C.A.R.E.S. Programs</i>			

		Yes	No
3	<i>Does the objective have an impact on the Profile of a Graduate?</i>	X	
<i>Comments:</i>			

		Yes	No
4	<i>Does the objective comply with the following:</i>		
	<i>1) Is the realization of the objective stated as seven years from the year of the team's visit?</i>	X	
	<i>2) Have multiple measures been identified to determine achievement of the objective?</i>	X	

3) <i>Are baseline data and collection year included for each assessment?</i>	<b>X*</b>	
4) <i>Is a challenging and appropriate end goal set for each assessment</i>	<b>X</b>	
5) <i>Are periodic benchmarks that will be used to measure achievement of the objective?</i>	<b>X</b>	

*Comments: \*Actual data for the baseline is missing. Consider creating a list of activities completed and those that need to be completed in each of the three measurements. You might report the percent of current completion of the goal compared to 100% completion of the goals.*

		Yes	No
7	<i>Are disaggregated data included where appropriate?</i>		
<i>Comments:</i>			

		Yes	No
8	<i>Is the objective measured by both external and internal assessments when appropriate and available?</i>	X	
<i>Comments:</i>			

*Suggestions for Revising Objective: Objective approved*



# Appendix A

## TerraNova Data Table (referenced on page 27)

### OUR LADY OF MOUNT CARMEL SCHOOL – SPRING 2022

Great news! Our students achieved scores that exceeded the scores of the populations in the elementary schools of the Archdiocese of Philadelphia and Bucks County in Reading/ELA, Language, Math, Total Score, Science and Social Studies at all grade levels!!

#### National Percentile of the Mean Normal Curve Equivalent

GRADE 2	READING/ELA	LANGUAGE	MATH	TOTAL	SCIENCE	SOC.ST.
A of P	70/NA	NA	70	64	55	68
Bucks Co.	72/NA	NA	69	64	56	67
<b>OLMC</b>	<b>84/NA</b>	<b>NA</b>	<b>79</b>	<b>77</b>	<b>70</b>	<b>75</b>
*****						
GRADE 3	READING/ELA	LANGUAGE	MATH	TOTAL	SCIENCE	SOC.ST.
A of P	64/63	60	59	61	65	65
Bucks Co.	63/62	58	62	61	68	66
<b>OLMC</b>	<b>70/72</b>	<b>71</b>	<b>77</b>	<b>74</b>	<b>79</b>	<b>81</b>
*****						
GRADE 4	READING/ELA	LANGUAGE	MATH	TOTAL	SCIENCE	SOC.ST.
A of P	64/66	65	60	64	59	68
Bucks Co.	67/68	67	66	67	64	72
<b>OLMC</b>	<b>74/77</b>	<b>77</b>	<b>78</b>	<b>77</b>	<b>68</b>	<b>80</b>
*****						
GRADE 5	READING/ELA	LANGUAGE	MATH	TOTAL	SCIENCE	SOC.ST.
A of P	62/65	64	63	64	58	60
Bucks Co.	67/70	69	71	71	63	62
<b>OLMC</b>	<b>71/76</b>	<b>76</b>	<b>82</b>	<b>78</b>	<b>76</b>	<b>69</b>
*****						
GRADE 6	READING/ELA	LANGUAGE	MATH	TOTAL	SCIENCE	SOC.ST.
A of P	63/67	68	58	64	57	59

Bucks Co.	69/73	74	66	71	67	68
<b>OLMC</b>	<b>77/80</b>	<b>79</b>	<b>73</b>	<b>78</b>	<b>72</b>	<b>76</b>
*****						
GRADE 7	READING/ELA	LANGUAGE	MATH	TOTAL	SCIENCE	SOC.ST.
A of P	69/75	77	69	73	59	64
Bucks Co.	73/79	81	76	79	67	70
<b>OLMC</b>	<b>83/87</b>	<b>87</b>	<b>84</b>	<b>86</b>	<b>70</b>	<b>75</b>

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