**STANDARD I: MISSION AND PHILOSOPHY**

**The mission statement is a clear concise expression that references the identity and purpose of the school, its commitment to a quality education, and unique elements and special features of the school. The mission statement is a necessary and powerful tool for planning, implementing, and evaluating the desired outcomes of the school. It is rooted in the catechetical mission of the Catholic Church.**

**The philosophy is a statement of beliefs and values that provides direction for the entire educational effort of the school including how students learn and what is to be learned. This statement gives direction to goal setting, curriculum development, selection of instructional materials and methods, and administrative procedures.**

**The school improvement subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Reviews the present mission statement and philosophy.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches consensus about the main strengths and areas for improvement in this standard and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**

**STANDARD II: CLIMATE**

**The school climate is productive, peaceful, safe, and orderly. This type of atmosphere is conducive to the processes of effective learning and teaching. The school community maintains high expectations for both learners and teachers, fostering positive self-concepts, academic competence, and personal confidence.**

**Students, teachers and parents/guardians are full and active participants in the school community. Effective communication between and among all segments of the community is maintained to foster a positive and harmonious school climate.**

**The school climate, unique to each school, should reflect the school’s philosophy and goals. Staff and students need to understand the community in which they live in order to enjoy effective and harmonious relationships.**

**The school improvement subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Gives the School Climate Survey items to the Steering Committee, clearly specifying their intended audience (e.g. faculty, sample of parents, all seventh/eighth grade students, etc.).**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches consensus about the main strengths and areas for improvement in this area and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**

**STANDARD III: LEADERSHIP**

**The aim of leadership in the educational setting is to provide a climate conducive to learning where individuals in the school may exercise the right to develop their potential to the fullest.**

**The governing authority of the school provides leadership in setting policy. A qualified administrator insures the successful functioning of the school in all phases of the program. This leader guides the school community in the identification of shared beliefs and establishment of agreed upon goals. In addition, the administrator facilitates the development of a healthy learning environment and instructional program that moves the school forward to the realization of the mission. The quality of leadership provided by the administrator (principal) is a prime factor in the effectiveness of the school.**

**The school board provides leadership in recommending policies for the school. The board, working closely with the administrator, concerns itself with such issues as policy development, long range planning and development, and budget.**

**The school improvement subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches consensus about the main strengths and areas for improvement in this area and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**

**STANDARD IV: PERSONNEL**

**Personal are committed, qualified individuals who support the mission and philosophy of the school. The staff is adequate in number and diversity to provide for the educational needs of all students with focus on the whole child.**

**Professional development programs focus on school improvement and professional growth as these relate to the goals of the school mission and philosophy. Staff members are actively involved in planning their professional growth.**

**The school improvement subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches consensus about the main strengths and areas for improvement in this area and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**

###### **STANDARD V: CURRICULUM**

**The school provides a research-based curriculum that includes all concepts, skills, and values representative of identified student needs. The students’ needs, abilities, and interests are taken into consideration when the curriculum is developed. The curriculum reflects the mission statement and philosophy of the school and develops the student’s responsibility and care for self, family, community, and the world.**

**The school improvement subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches a consensus about the main strengths and areas for improvement and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**

**STANDARD VI: INSTRUCTION**

**The school uses instructional methods that deliver the curriculum to facilitate student achievement. Instruction helps students learn and enables them to develop and meaningfully use concepts and skills. Instruction also fosters the development of attitudes, understandings, values, and beliefs by students. Instruction is the establishment of an environment, the accessibility to resources, and the facilitation of experiences that support all learners in constructing and exhibiting knowledge.**

**Instructional materials, equipment, and community resources are selected to support the curriculum and the instructional process. A variety of print and non-print manipulative materials and technology is provided to accommodate individual differences in students.**

**The self-study subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches consensus about the main strengths and areas for improvement in this area and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**

**STANDARD VII: SERVICES**

**Education encompasses every area of student development. The school provides a variety of quality services to meet the needs of the whole child.**

**The school improvement subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches consensus about the main strengths and areas for improvement in this area and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**

**STANDARD VIII: FACILITIES**

**The facilities are adequate and well-maintained to achieve the purposes of the school.**

**The school improvement subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches consensus about the main strengths and area for improvement in this area and records them to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**

**STANDARD IX: FINANCE AND PLANNING**

**The school employs effective financial management and accountability in the use of its resources. Strategic planning is in place to insure the viability of the school.**

**The school systematically and comprehensively evaluates educational programs and services. The planning process clearly delineates a strategy for school improvement.**

**The school improvement subcommittee for this standard:**

* **Discusses the ideas of the school community about education and the unique situation of this school.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches a consensus about the main strengths and areas of improvement in this area and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**

**STANDARD X: EARLY CHILDHOOD PROGRAM**

**An early childhood program as defined for MNSAA accreditation is an educational program for three to five-year old children. . The principal of the elementary school is administratively responsible for the program.**

**The school improvement subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches consensus about the main strengths and areas for improvement in this area and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**

**STANDARD XI: BEFORE AND AFTER SCHOOL-CARE PROGRAMS**

**These programs provide the service of before and after school care to school-age students. The principal of the school is administratively responsible for the program.**

**The school improvement subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches a consensus about the main strengths and areas for improvement in this area and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet student’s needs, and/or to effect other improvements.**

**STANDARD XII: EXCEPTIONAL LEARNING NEEDS SCHOOL OR PROGRAM**

**The school serves children with learning needs that require the services of teachers who have specialized degrees in exceptional learning.**

**The school improvement subcommittee for this standard:**

* **Reflects upon the important elements of education, of the school community, and the unique quality of the Catholic school.**
* **Completes the assessment of all criteria related to the standard.**
* **Summarizes the status of all criteria.**
* **Reaches consensus about the main strengths and areas for improvement in this area and records them.**
* **Formulates recommendations to reach any unmet criteria, to better meet students’ needs, and/or to effect other improvements.**