

More Considerations:

Catholic Identity, Mission, Evangelization:

- A Mission statement is articulated, promoted, and define the purpose and work of the Catholic school.
- The Mission of the school is part of the evangelizing mission of the Church: signs, symbols, images, and practices promote the Mission.
- The Catholic school is a place where the Gospel message is witnessed, proclaimed, and taught; Gospel values are intentionally embedded in all aspects of the school.
- The philosophy, vision, and core values of the Catholic school flow from the Mission statement.
- The school community fosters personal, communal, and liturgical prayer.
- The physical, social and interpersonal environments of the school influence/support the learning of “what it means to be Catholic.”
- ALL school policies, programs, curricula, procedures, and rules are designed to reflect Catholic teaching, attitudes, behaviors, responses, and resolutions.
- The school community prepares students for active, responsible citizenship in light of the Church’s Catholic Social Teachings.
- The school community promotes human dignity, respects diversity, and works together to address prejudice, racism, and injustice.

Academic: Curriculum, Instruction, Assessment:

- The written curricula integrate the religious dimensions of learning—Catholic values, perspectives, and teachings.
- The written and taught curricula integrate the State Department of Education Core Academic Standards where appropriate.
- Teachers regularly collaborate on designing, developing, evaluating, and monitoring the curriculum and the instructional program.
- Teachers are informed practitioners and decisions are based on knowledge of student development, sound research, data, and informed practice.
- There is cohesion between what students learn, how they are taught, and how their learning is assessed.
- Student performance is frequently measured and regularly reported in thinking ability, creativity, responsibility, and interpersonal skills.
- Students are motivated to learn and understand that learning is a process to which they must contribute.
- High quality staff development, including religious formation, is assessed/delivered in quality time; continued learning to increase professional competence is a clear priority.
- Technology is integrated into the instructional program and accessed to enhance learning.
- The external and internal environment of the school supports the instructional program.

Management, Organization, Viability:

- The school is certified and accredited and recognized by the State and the Department of Catholic Schools (The Bishop).
- A school improvement plan drives goal-setting, budgeting, staffing, decision-making, and professional development.
- A School Board (determined by (Arch)Diocesan, Religious Order Sponsored, Private Board of Trustees) is formed, informed of their roles and responsibilities, and regularly provided opportunities for professional and faith development.
- Relationships with other school organizations support the Mission and governance of the school.
- Quality communication within and beyond the school community is consistent and timely; feedback mechanisms are developed and used.
- School leaders develop and monitor a budget so that school finances are managed responsibly and a balanced operation is obtained.
- A plan for ordinary maintenance and capital improvement is written, funded, and monitored.
- Institutional advancement goals are written and implemented for student recruitment and retention, development and marketing.
- Planning for sustainability and viability is ongoing.