

## **St. Luke School Commission Meeting Minutes**

**Tuesday, Jan. 9, 2018 7:00 PM**

The meeting was called to order at 7:02 PM.

*In attendance:* Dan Heslin, Elizabeth Kissel, Beth Borland, Sue MacGill, Msgr. Schaedel, Derek Hileman, Maribeth Cloud, Katie Kumler, Heather Allen, Valerie Esposito, Rob Stapleton, Jim Naughton, Kevin McCusker, Terri Moore, Andy Bauer

Msgr. Schaedel opened the meeting with a prayer.

The November meeting minutes were approved.

Elizabeth Kissel reviewed the items present in the Principal's report, which is included in the appendix below. In particular, she discussed details of the site visit, which will include feedback and recommendations from the evaluators on how well the school is meeting its stated goals.

Andy Bauer discussed financials and the yearly budget. The school is in line with the budget through the end of the calendar year and in line with the projected budget through the end of the school year. The money disbursed from the SGO was \$81,000, compared to \$84,000 taken in.

Additionally, Andy discussed possible options for compensating teachers in ways that would be approved by the Archdiocese. Providing stipends to teachers may be a good option. Another possible option is assisting teachers in paying student loan. Andy will continue exploring this option, but there is not proposal to consider at this time.

Andy also provided an update of the parish master plan. There was a town hall meeting on November 15, 2017. Based on the feedback from the town hall, the Pastoral Council met and developed a second round of proposals. Patrick Jendraszak and Elizabeth Kissel will be meeting later in the week to review the new proposal. There will be one or more town halls at the end of January or early February.

Katie Kumler communicated a message from the Stewardship Committee that all fundraising requests must go through the Stewardship Committee. The Stewardship Committee will approve events at the next meeting.

Katie Kumler then reviewed her suggested approach for developing a strategic plan for the school, which includes considering benchmarks in several categories. The proposed categories are Academic Excellence, Mission & Catholic Identity, Operational Vitality (e.g., Facilities, Marketing, Development), and Technology. Dan Heslin is going to assign each School Commission member to one of the areas. To get started, the School Commission discussed possible goals under the category of Academic Excellence. Possible goals to consider include:

- 'A' rating
- Receive Blue Ribbon award
  - Aim to meet the requirements of eligibility for receiving Blue Ribbon award every year

- Set a specific goal for ISTEP passage rate
- Target a certain average score on the High School Placement Test (HSPT) used by area Catholic high schools
- Revise attendance policies
  - Elizabeth Kissel and Beth Borland said that attendance was a concern and that they were reviewing the attendance policies. Members of the School Commission generally endorsed such a review but no vote was taken.
- Focus on differentiated learning
- Focus on foreign language
- Consider exploring the International Baccalaureate program at St. Luke

Monsignor closed the meeting with a prayer at 8:37 PM.

Respectfully submitted by Kevin McCusker, School Commission Secretary

## **Appendix**

- I. Principal's Report (pp. 4-7)
- II. Liaison reports (pp. 8-9)
- III. Benchmark mapping for Strategic Plan (pp. 10-80)

# ST. LUKE PRINCIPAL'S REPORT

## AGENDA ITEMS: ACADEMIC PERFORMANCE AND CURRICULUM MAPS

### Discussion:

SLS received an 88.9% on the 2016-2017 Report Card (see attached.). To address this, we have developed and begun implementing a multi-faceted approach towards analyzing student performance, training teachers on the data tools available to them, training teachers on how to effectively implement strategies data to instruction, and training teachers on effective instructional strategies for differentiation.

Action items	Date	Status
✓ Vertically align curriculum maps in ELA to ensure all critical skills are addressed in a cohesive manner. Sue O'Brien will continue meeting with the ELA Academic Team to facilitate this process.	November 30 (Sue O'Brien - ELA) Will meet again in January	Ongoing
✓ Vertically align curriculum maps in Math to ensure all critical skills are addressed in a cohesive manner. Elizabeth Kissel will begin this process with 6-8 <sup>th</sup> math on December 11 and will continue meeting with the Math Team to facilitate this process.	November 2 (E. Kissel) Will meet again in January	Complete
✓ The students will participate in the second round of NWEA testing in January. Upon the completion of the test, the staff will review their students' data to monitor their progress.	January	Ongoing
✓ NWEA will be hosting a professional development session at St. Luke on February 20 <sup>th</sup> . Half of the day will be focused on Data Driven Instruction and the other half will be centered on MAP Skills. MAP Skills is a technology-based tool that is both diagnostic and prescriptive. It will allow teachers to identify specific areas of strength and weaknesses within each individual standard and assign modules to support their individual needs in order to foster both mastery and individualized growth. NWEA has offered St. Luke 4 free seats since they are hosting it at our school.	February 20	Open

## AGENDA ITEM: SCHOOL IMPROVEMENT PLAN

### Discussion:

The School Improvement Plan will be written based on the school performance data and posted on the school website.

### Attachments Provided:

None at this time

Action items	Date	Deadline
✓ Elizabeth Kissel and Kate Bruner (chairman of School Improvement Committee) met to review the school data that is relative to the Archdiocese SIP requirements and initiate the process of writing the SIP.	October	Completed
✓ A 2017-2018 School Improvement Committee was assembled.	October	Completed
✓ The School Improvement Committee will meet to write the SIP.	November	In Progress
✓ The SIP will be posted online	January	Open

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## **AGENDA ITEM: SCHOOL HANDBOOK AND DISCIPLINE POLICY**

**Discussion:** The Family and Student Handbook will be updated by the new administration. The school discipline policies within the handbook will be reviewed and updated to provide more clear expectations and potential consequences.

**Attachments Provided:**

- A copy of the Family and Student Handbook (excluding the new discipline policies) will be available for review at the November School Commission meeting.

Action items	Date	Status
✓ Administration will review and update the Family and Student Handbook	September - October	Completed
✓ The BRTI Committee will meet to review the existing students discipline policy and make recommendations for a more comprehensive plan.	October	Completed
✓ The BRTI Committee will meet with administration to review the recommendations and finalize the plan.	November	Completed
✓ The new Family and Student Handbook (with an updated discipline policy) will be posted online	November	In Progress

## AGENDA ITEM: *TECHNOLOGY INTEGRATION*

**Discussion:** St. Luke Catholic School is fostering a culture of meaningful technology integration, where the technology tools are being utilized to enhance student engagement, differentiation, and student growth.

Action Items	Date	Deadline
<ul style="list-style-type: none"> <li>✓ <b>UPDATE:</b> Chris Kelly (1<sup>st</sup> Grade) has been piloting MobyMax, an adaptive technology tool. The pilot was successful and they have purchased a subscription to allow them to continue utilizing this tool to incorporate blended learning in ELA and Math</li> <li>✓ <b>UPDATE:</b> Kelsy Pison (4<sup>th</sup> Grade_ is incorporating a blended learning model in for math and reading. She is piloting both Epic! and Edgenuity.</li> <li>✓ <b>UPDATE:</b> The 5<sup>th</sup> grade team is collectively piloting NWEA MAP Skills to target academic growth in Math and ELA.</li> </ul>	<i>November Updates</i>	<i>Completed AND Ongoing ☺</i>
<ul style="list-style-type: none"> <li>✓ The SLS Technology Committee will be providing a second round of technology breakout sessions at the February faculty meeting. These sessions will be centered on technology tools that enhance differentiation within the classroom.</li> </ul>	<i>February</i>	<i>Open</i>

## AGENDA ITEM: *BRIGHT MINDS MARKETING/COMMUNICATION*

**Discussion:** Nick LeRoy is continuing to work with SLS on our Bright Minds Marketing campaign.

**Attachments:**

Nick will provide an overview of his materials at the November SC meeting.

Action items	Date	Deadline
<ul style="list-style-type: none"> <li>✓ The school will be hiring an individual to work in a marketing/communications capacity to help develop content and update the website as well as to support ongoing communication needs of the school.</li> <li>✓ <b>UPDATE: Jenn Rotz was hired as a Communications and Marketing Developer/Consultant</b></li> </ul>	<i>November/December</i>	<i>Complete</i>
<ul style="list-style-type: none"> <li>✓ Nick will be working with Jenn Rotz, the Communications and Marketing Developer/Consultant, to offer guidance in developing the web content in a manner that enhances our web presence, eases current communication hurdles, and improves our visibility to prospective parents. Jenn will create content and update the website to a more user friendly format. Jenn will also develop a communication plan that will streamline the use of the school website vs Rediker Plus Portals.</li> </ul>	<i>Ongoing</i>	<i>In Progress</i>

## AGENDA ITEM: ACCREDITATION SITE VISIT

**Discussion:** St. Luke School has our Accreditation Site Visit on February 15, 2018.

<b>Action items</b>	<b>Date</b>	<b>Deadline</b>
✓ Facility updates will be addresses prior to the site visit. Most specifically, the wall in the north gym will be repaired and repainted, the wall in the library will be repaired and repainted, and wire molding will be placed over exposed wires/cables in the north stairwell and the elementary classrooms.	<i>December/January (Over Christmas Break)</i>	<i>Completed</i>
✓ Administration will assemble interview teams for the site visit.	<i>January</i>	<i>In Progress</i>
✓ Administration will assemble all additional details for the site visit.	<i>January</i>	<i>In Progress</i>
✓ The AdvancEd survey will be distributed to all parents and faculty	<i>February</i>	<i>Open</i>

### **Buildings and Grounds – Sue MacGill**

1. Heavy-duty mats on floors just inside the doors will be rented and rotated for cleaning on a regular basis. This will keep the entryways cleaner and safer, particularly in the winter months.
2. Janitorial duties now include regular buffing of the floors.
3. Exterior door numbers are ordered and awaiting delivery and installation by Jack.
4. The sign in the turn-around will be modified to display the St. Luke address.
5. The south library wall was repainted.
6. Additional lighting near the driveway to the preschool will be installed.
7. Chemical cleaning/sealing of the north walls of the library and gym will not be completed at this time due to the expense.
8. Patrick is asking for school capital improvement expenses to be calculated earlier in the year.

### **Pastoral Council – Dan Heslin**

No meeting in December.

### **Parish Communications – Jim Naughton**

No meeting.

### **SLAC – Valerie Esposito**

#### AD's report:

1. Moving forward, high school coaches who coach St. Luke CYO teams must have adult supervisory parent to co-coach. The presence of an adult at all games and practices is important for communication and emergency management.
2. Facilities: Gym bathroom floors have been redone, WIFI is improved in ADs office and concession stand. The athletics department is making a special effort to keep gym floors clean.
3. Budget for 2017 sports is on track.
4. Individual athlete banners: Not all players are buying them but they've had a good reception from parents so far. Troubleshooting how to get a banner for all players.
5. Would like to encourage increased attendance at the annual athletics dinner. SLAC considering a special award at athletics dinner for exceptional participation in CYO sports. Would like to collaborate with STL administration to generate ideas regarding increasing school spirit.

#### Commissioner reports:

Girls Basketball: Cadet A, B, and C were CYO runners up for girls' basketball.

Boys Basketball: Season underway, 20 teams in tournament at St. Luke. Adidas basketball uniforms have already been DC'd by the manufacturer, will be difficult to replace lost uniforms. Might need to purchase new full set of boys' basketball cadet jerseys as soon as next year.

Girls/boys volleyball: Good participation. Girls evals finished. Mrs. Emily Gray (3rd grade) coaching Girls Cadet A. Don Hutchinson working to develop additional new coaches. In the process of replacing volleyball poles, pads and nets.

Wrestling: Expecting 30 cadets and 50 youngsters. Ryan Hasbrook looking to leave his post as commissioner; open to suggestions for replacement.

Spring/Fall kickball: Coaches call-out planned for last week of March.



Baseball: Looking for new commissioner for Spring 2018.

St. Luke Dads' Club:

Casino night netted a little over \$9K; will be asking for feedback. Will add bingo next year and schedule to end event later in the evening. Dads' Club may also run Trivia Night Feb 2018.

**Stewardship**

Stewardship Commission Meeting 08 January 2018

- Solicitations forms will be available by end of January
  - Any group/committee/person planning to ask Parish AND School for \$, donations, goods, services, book fairs, trash bag sales, banquet(s) etc must make request in advance! Used to create Solicitation Calendar (fiscal year)
  - Trying to avoid overlap of events and overwhelming congregation on 'giving'.
  - Commission will be approving these 'events' at their March meeting
  - Action Needed: Liaisons – please pass on this information to all your committees. Asking for 'forgiveness' afterward is not an appreciated approach.
- Photo Directory finishing up. Should arrive by mid-February
- Fall stewardship planning --- need a Volunteer Coordinator. Ad will continue in bulletin/website; will extend to N. Deanery

Next Meeting: 05Feb2018

**Finance**

Patrick reports the November financials are in line with budget and we are projecting we'll be in line with loss/subsidy for the full year.

Still trying to confirm the details but Patrick indicated total SGO donations came in at approx. \$84,000, slightly ahead of what we paid out. This level of giving should allow us to maintain the current scholarship amounts for next school year.

I met with Rob Rash down at the archdiocese in December, and he's given me the go ahead to develop a student loan forgiveness pilot program at St Luke. I'm working with Mrs. Kissel to develop the details and asking around to other area schools to see if anybody else has something we can model or use as a starting point. The goal is to have this in place starting in the fall.

Tuition and budget modeling will be taking place in the next couple weeks, Patrick and the school administration are working to get those numbers together. The goal here is to have a proposal for us to discuss and give our preliminary recommendation to Monsignor at our February meeting.

**Faith Formation**

No update as per Derek Hileman.

**Nominations**

No update received.

Level 4: Exceeds Benchmark

<https://www.catholicschoolstandards.org/standard1-worksheet>

Level 3: Fully Meets Benchmark

Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

Hold for Table of Contents

## Benchmark 1.1:

The governing body and the leader/leadership team ensure that the mission statement include the commitment to Catholic identity.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
- What needs to be improved or sustained to ensure the delivery of this benchmark?
- What tangible actions need to be undertaken to improve or sustain the delivery of this benchmark?
- Propose a projected timeframe to achieve your objective(s) with the actions being undertaken
- Who are the persons that will be responsible for carrying out this objective?

Level 4: Exceeds Benchmark

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Level 3: Fully Meets Benchmark

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## Benchmark 1.2:

The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 1.3:

The school leader/leadership team regularly calls together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae) to clarify, review and renew the school's mission statement.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 1.4:

The mission statement is visible in public places and contained in official documents.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ **Comments/Concerns**

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## Benchmark 1.5:

All constituents know and understand the mission.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ **Comments/Concerns**

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## Benchmark 2.1:

Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 2.2:

Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 2.3:

Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 2.4:

The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ **Comments/Concerns**

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## Benchmark 2.5:

Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 2.6:

Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 2.7:

The theory and practice of the Church's social teachings are essential elements of the curriculum.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 3.1:

Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 1: Does Not Meet Benchmark

## Benchmark 3.2:

Every student is offered timely, regular, and age appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 3.3:

Every student participates in Christian service programs to promote the lived reality of action in service of social justice.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 3.4:

Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 4.1:

The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 1: Does Not Meet Benchmark

## Benchmark 4.2:

The leader/leadership team and faculty assist parents/ guardians in their role as the primary educators of their children in faith.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
- What needs to be improved or sustained to ensure the delivery of this benchmark?
- What tangible actions need to be undertaken to improve or sustain the delivery of this benchmark?
- Propose a projected timeframe to achieve your objective(s) with the actions being undertaken
- Who are the persons that will be responsible for carrying out this objective?

Level 4: Exceeds Benchmark

<https://www.catholicschoolstandards.org/standard1-worksheet>

Level 3: Fully Meets Benchmark

Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

## Benchmark 4.3:

The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents/guardians to grow in the knowledge and practice of the faith.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
- What needs to be improved or sustained to ensure the delivery of this benchmark?
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Level 4: Exceeds Benchmark

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Level 3: Fully Meets Benchmark

Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

## Benchmark 4.4:

All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
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Level 4: Exceeds Benchmark

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Level 3: Fully Meets Benchmark

Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

## Benchmark 4.5:

Every administrator, faculty, and staff member visibly supports the faith life of the school community.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
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Level 3: Fully Meets Benchmark

Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

## Benchmark 5.1:

The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
- What needs to be improved or sustained to ensure the delivery of this benchmark?
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Level 3: Fully Meets Benchmark

Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

## Benchmark 5.2:

The governing body systematizes the policies of the school's operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
- What needs to be improved or sustained to ensure the delivery of this benchmark?
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Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

## Benchmark 5.3:

The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop's legitimate authority.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
- What needs to be improved or sustained to ensure the delivery of this benchmark?
- What tangible actions need to be undertaken to improve or sustain the delivery of this benchmark?
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Level 3: Fully Meets Benchmark

Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

## Benchmark 5.4:

The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the (arch) diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Bishop.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 3: Fully Meets Benchmark

Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

## Benchmark 5.5:

In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
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Level 3: Fully Meets Benchmark

Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

## Benchmark 5.6:

The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 1: Does Not Meet Benchmark

## Benchmark 6.1:

The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
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Level 3: Fully Meets Benchmark

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Level 1: Does Not Meet Benchmark

## Benchmark 6.2:

The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 3: Fully Meets Benchmark

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Level 1: Does Not Meet Benchmark

## Benchmark 6.3:

The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ **Comments/Concerns**

- Identify next steps for improvement
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Level 3: Fully Meets Benchmark

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Level 1: Does Not Meet Benchmark

## Benchmark 6.4:

The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 1: Does Not Meet Benchmark

## Benchmark 6.5:

The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 3: Fully Meets Benchmark

Level 2: Partially Meets Benchmark

Level 1: Does Not Meet Benchmark

## Benchmark 6.6:

The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 1: Does Not Meet Benchmark

## Benchmark 6.7:

The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 1: Does Not Meet Benchmark

## Benchmark 7.1:

The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 1: Does Not Meet Benchmark

## Benchmark 7.2:

Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ **Comments/Concerns**

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## Benchmark 7.3:

Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 7.4:

Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 1: Does Not Meet Benchmark

## Benchmark 7.5:

Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 1: Does Not Meet Benchmark

## Benchmark 7.6:

Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 7.7:

Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 7.8:

The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
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Level 3: Fully Meets Benchmark

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Level 1: Does Not Meet Benchmark

## Benchmark 7.9:

Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
- What needs to be improved or sustained to ensure the delivery of this benchmark?
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Level 1: Does Not Meet Benchmark

## Benchmark 7.10:

Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
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## Benchmark 8.1:

School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
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Level 1: Does Not Meet Benchmark

## Benchmark 8.2:

The governing body and the leader/leadership team ensure that the mission statement include the commitment to Catholic identity.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 8.3:

Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
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## Benchmark 8.4:

Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ **Comments/Concerns**

- Identify next steps for improvement
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Level 4: Exceeds Benchmark

<https://www.catholicschoolstandards.org/standard1-worksheet>

Level 3: Fully Meets Benchmark

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Level 1: Does Not Meet Benchmark

## Benchmark 8.5:

Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
- What needs to be improved or sustained to ensure the delivery of this benchmark?
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## Benchmark 9.1:

School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

- Identify next steps for improvement
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## Benchmark 9.2:

An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 9.3:

Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ **Comments/Concerns**

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## Benchmark 10.1:

The governing body and leader/leadership team engage in financial planning in collaboration with experts in nonprofit management and funding.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 10.2:

Financial plans include agreed-upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 10.3:

Financial plans define revenue sources that include but are not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities' assistance, foundation gifts, entrepreneurial options and other sources not listed.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ **Comments/Concerns**

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## Benchmark 10.4:

Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ **Comments/Concerns**

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## Benchmark 10.5:

Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ **Comments/Concerns**

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## Benchmark 10.6:

Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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Level 1: Does Not Meet Benchmark

## Benchmark 10.7:

The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 10.8:

The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices as a means of providing good stewardship of resources.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 11.1:

Human resource programs are professionally staffed at the appropriate level (i.e central office, school office) and ensure full compliance with human resource policies.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 11.2:

Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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Level 1: Does Not Meet Benchmark

## Benchmark 11.3:

Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 11.4:

Human resource policies ensure that institutional planning includes investment in personnel growth, health care and retirement.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 12.1:

The school's facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

### ➤ Comments/Concerns

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## Benchmark 12.2:

The school's budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 12.3:

The school's purchasing, and physical and technological improvements are, by design, done in alignment with the mission and the school's planning and curricular goals, and consistent with environmental stewardship.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 13.1:

The communications/marketing plan requires school leader/leadership team and staff person(s) to insure the implementation of contemporary, multiple information technologies to reach targeted audiences, and to establish reliable and secure databases and accountability to stakeholders.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 13.2:

The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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## Benchmark 13.3:

The development plan requires school leader/leadership team, in collaboration with the governing body, to insure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate.

➤ **Existing Evidence:** List examples of evidence & data that demonstrate that the benchmark exists in your school

➤ **Opportunities:** List evidence & data that you think may be lacking, difficult to locate, or in disagreement with establishing the benchmark in your school

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