

## **SECTION C: IMPLEMENTATION AND MAINTENANCE OF STANDARDS**

### ***C.1 Standards Review Process***

The method for completing the Standards Review Process was to form a subcommittee of faculty members for each of the 12 standards. Each of the 24 faculty members was assigned to two or three subcommittees based upon a survey of what standard committees each member wanted to be on. Once the subcommittees met, each made a list of possible additional subcommittee members of parents, students, alumni, staff, and/or parish members. Additional subcommittee members were then invited to become part of the standards process. Planning Team members were also encouraged to join the subcommittee of their choice and become part of the process. The inclusion of all stakeholder groups in the Standards Review Process assured that all elements of the Saints Peter and Paul community would be involved in the self-evaluation study.

Once the subcommittees were finalized, all stakeholder groups completed standards surveys. Faculty members completed all 12 standards surveys. Students, parents, alumni, and parish members were asked to complete a random number of surveys. The goal was to have a total of 125 completed surveys for each standard. Faculty and students completed surveys in school, while parents, alumni, and parish members were mailed surveys.

When all completed surveys were received, they were given to the appropriate subcommittee for tallying and analysis. The total responses for each indicator were averaged and a consensus number was indicated. All indicator numbers were averaged and an overall rating for each standard was determined. Based upon comments made on the completed surveys and the rating for each indicator, each subcommittee made comments on ratings of 5, 2, or 1, and made a list of strengths and weaknesses for the standard at Saints Peter and Paul High School.

The next task was to make a list of all supporting documents that were needed for each standard. Once the list was finalized, subcommittees met to gather all necessary supporting documents so that their final standard report could be complete. If a document was not available or did not exist, the subcommittee determined how the document could be secured. It was then decided by the subcommittee who would be responsible for creating any necessary documents that did not exist. As a result of this process, the supporting documents for all 12 standards were secured.

Once all standards reports were finalized, subcommittee chairs made a report to the faculty explaining their findings. Planning Team members were present at the faculty meeting to hear the reports. A copy of each standard report was given to all faculty members as well as to each Planning Team member.

## ***C.2 Relationship of Standards to Plan Content***

Describe the relationship of the standards to the mission, objectives, and action plans.

### **Standard #1 Philosophy/Mission/Beliefs/Objectives**

- **To the mission:**  
There is a direct correlation between this standard and Saints Peter and Paul High School's mission, beliefs, and philosophy documents. The mission statement was formulated to make a strong statement about our school's identity. A committee comprised of all stakeholder groups developed it. It is consistent with ethical standards and meets the needs of the students and community of Saints Peter and Paul.
- **To the objectives:**  
All three Student Performance Objectives were developed and based on our mission statement. Each objective deals with a specific concept from the mission statement. Since our school "endeavors to graduate students who are strong in mind, body, and spirit," the basis for Objective #1 is *Mind*, for Objective #2 is *Body*, and for Objective #3 is *Spirit*.
- **To the action plans:**  
All three action plans were developed to improve the academic, physical and social, and spiritual lives of our students. Each plan's activities will serve to prepare students "in mind, body, and spirit" so that they "can think critically, creatively, and globally...in a quest for wisdom, knowledge, and grace before God and their fellow human beings." Every element in the action plans relates to Saints Peter and Paul High School's Mission, Belief, and Philosophy statements.

### **Standard #2 Governance and Leadership**

- **To the mission:**  
Without the total commitment of the school's leadership to the mission of the school, the true identity of Saints Peter and Paul High School could never be revealed. The stability and strength of the Principal's leadership will ensure that graduates are prepared for the next phase of their lives. The extensive and consistent financial support provided by the pastor and parish of Saints Peter and Paul Church is a significant support to our mission as well.
- **To the objectives:**  
The leadership provided by the Principal has resulted in a stronger academic program, a broader array of student courses, activities, and opportunities, and a clearer focus on the spiritual aspect of our Catholic high school. Collaborative working arrangements with the diocese, the parish, and the elementary school were integral in the development of our objectives.

- **To the action plans:**

The achievement of desired outcomes in the action plans is highly dependent on the full cooperation of the diocese, the parish and its pastor, and the school administration. A strength of the school's governance and leadership is a commitment to progress and growth for not only the students, but also for the school itself.

### **Standard #3 Organizational Design and Staff**

- **To the mission:**

In order "to graduate students who are strong in mind, body, and spirit and who can think critically, creatively, and globally in a faith based environment," a highly qualified staff is essential. The school's mission, beliefs, and philosophy are strongly supported by the school's leadership and its staff.

- **To the objectives:**

The commitment of the faculty and administration to the academic, social, and spiritual growth of each student is paramount at Saints Peter and Paul High School. Professional development, which is strongly supported by the school's leadership, helps prepare faculty members to achieve the three objectives.

- **To the action plans:**

Though commitment to individual student growth is important, activities in the action plans cannot be accomplished without a stable faculty. The addition in recent years of an Assistant Principal for Academic Affairs and a Director of Guidance, as well as an increase in the size of the faculty, make the achievement and maintenance of the action plans easier and more effective.

### **Standard #4 Educational Programs**

- **To the mission:**

The educational program is clearly defined and is consistent with the school's mission. The system of multiple levels of instruction (Introductory, General, Honors, and Advanced placement) allows for each student to achieve at his or her own pace. In order for students to be "strong in mind, body, and spirit," they must be challenged academically, socially, and spiritually by the curriculum that is offered by the school. The educational program at Saints Peter and Paul High School challenges all students to perform to the best of their capabilities.

- **To the objectives:**

The quality and variety of courses and electives available to students will enable the school to achieve its three student performance objectives. The extensive number of opportunities for students to be involved in academic, social/athletic, and spiritual endeavors is a strength of the school.

- **To the action plans:**  
Those areas in the educational program perceived as weaknesses will be enhanced by activities in the action plans. The addition of various courses, the expansion of social activities, and the increase of spiritual opportunities for students will make our educational program significantly stronger than it is at present.

### **Standard #5 Learning Media Services and Technology**

- **To the mission:**  
As a college preparatory institution, Saints Peter and Paul High School endeavors, through its media services and technology, to prepare students for college level work. In relation to the size of the school, the media center and technological elements are a strength of the school and are integral parts of achieving the school's mission.
- **To the objectives:**  
The extensive use of learning media services and technology is instrumental in developing students “who can think critically, creatively, and globally” in our rapidly changing world. The academic achievement and preparation of students is dependent upon their ability to use current media sources and 21<sup>st</sup> century technology.
- **To the action plans:**  
The action plans call for an increase in the accessibility to and the addition of media and technology sources. The achievement of desired action plan goals will better prepare all students to meet the challenges of a technological world.

### **Standard #6 Student Services**

- **To the mission:**  
All student services help to support and achieve the mission of the school. Guidance, health, and admissions services provide students with the necessary extra curricular programs to develop their academic, social, and spiritual being.
- **To the objectives:**  
Guidance services are an integral part of Objective #1. Increased academic performance is dependent upon appropriate individualized counseling and guidance. The use of national tests, such as the PSAT, SAT, and Advanced Placement exams, helps prepare students to be successful in their college careers. The admissions process accepts students for whom there is a reasonable expectation of success in their academic, social, and spiritual growth.

- **To the action plans:**  
Objective #1's action plan centers on increasing AP, PSAT, and SAT scores while decreasing the number of students who are academically ineligible sometime during the school year. Guidance services are designed by the Director of Guidance to help achieve these goals. Action plan activities, such as establishing a school-wide AP committee, providing for vertical teaming within academic departments, and establishing mandatory study hall sessions for academically ineligible students, are under the direction of the Assistant Principal and the Director of Guidance.

### **Standard #7 Student Life and Student Activities**

- **To the mission:**  
There is a strong connection between our mission statement and this standard. Students' social, athletic, and spiritual development is enhanced by the supplemental experiences and activities that are available to all students.
- **To the objectives:**  
Objective #2 seeks to increase student commitment to student life and physical wellness. This will be achieved by providing students with a vast array of social, co-curricular, and service activities that meet the needs and interests of the student body. Graduating well-rounded individuals is a priority at Saints Peter and Paul High School. The student activities program fosters a positive cultural and social climate which allows for student growth in leadership and social interaction skills.
- **To the action plans:**  
The action plan for Objective #2 encourages students to take advantage of all aspects of the student activities program. Increased student involvement in clubs, service organizations, athletic teams, and social functions is the primary goal of this action plan.

### **Standard #8 Facilities**

- **To the mission:**  
The faculty and staff make full use of the available facilities in order to achieve our school's mission. Though the facilities are limited in a number of areas, through creative scheduling and a faculty willing to be flexible, graduates are prepared to meet the challenges presented by the college, career, social, and spiritual arenas.

- **To the objectives:**  
Current facilities are fully utilized to increase student academic achievement, student life involvement, and spiritual growth. The use of shared facilities with the elementary school and community resources such as the North Easton Park Athletic Complex, Hog Neck Community Center, the Talbot YMCA, and various theaters also allows for the achievement of student performance objectives.
- **To the action plans:**  
The action plans not only make use of our available facilities, but they extend beyond our campus to other facilities for such activities as field trips, retreats, math and science competitions, foreign language enrichment, and art appreciation.

### **Standard #9 Health and Safety**

- **To the mission:**  
The physical and mental well being of the students is paramount to achieving the school's mission.
- **To the objectives:**  
There is a significant relationship between this standard and the performance objectives. An increase in student academic performance and commitment to physical wellness rely heavily on the health and safety aspects of our school. A safe and healthy environment is essential to the development of students' minds, bodies, and spirits.
- **To the action plans:**  
The success of the action plans is dependent on a safe and healthy atmosphere in the school. The school environment is productive and orderly and allows for the attainment of the action plans' activities.

### **Standard #10 Finances**

- **To the mission:**  
The financial resources are sufficient to provide the successful achievement of the mission statement.
- **To the objectives:**  
The administration utilizes the financial resources so that the academic, social, and spiritual needs of the students can be met.
- **To the action plans:**  
The action plans were developed in accordance with the financial resources. Finances that will be needed to achieve the desired action plan goals will become part of the school's short-term and long-range financial plans.

## **Standard #11 Assessment of Student Learning**

- **To the mission:**  
The curriculum, instructional practices, and assessment are consistent with the stated goals in the mission statement.
- **To the objectives:**  
Assessment results and their analysis are integral to the Student Performance Objectives. Academic achievement, student life involvement, and commitment to a Christian lifestyle can be realized if the curriculum, instruction, and assessment are aligned into a coherent system. The faculty uses appropriate and varied methods to assess student learning and performance. This allows students to see their own growth in mind, body, and spirit. The constant adaptation of teaching techniques and utilization of assessment tools will allow for the desired attainment of the student objectives.
- **To the action plans:**  
The ongoing assessment of student learning is vital to the success of the action plans. All action plan activities are dependent upon the assessment of and reevaluation of curricular and co-curricular activities and opportunities.

## **Standard #12 Planning**

- **To the mission:**  
There is a significant relationship between this standard and the mission statement. Appropriate strategic, long-range, and operational planning is essential if Saints Peter and Paul High School is to continue “to graduate students who are strong in mind, body, and spirit.”
- **To the objectives:**  
Students will be able to achieve the desired objectives if student performance and organizational growth are high priorities for Saints Peter and Paul’s collective community. The ongoing review and evaluation of the Student Performance Objectives will allow for possible alterations in the measurement tools which would better serve the students of Saints Peter and Paul High School.
- **To the action plans:**  
Annual reviews of the action plans will highlight what has been done and what still needs to be done to complete the activities of each plan. Activities suggested in the three action plans will need to become part of our school’s overall student performance plan. The results of a systematic analysis of student performance and organizational growth will allow for appropriate alterations to action plans which will better meet the needs of students and the Saints Peter and Paul community in general.

### ***C.3 School Review of Standards – See attached***