DESIGNING OUR FUTURE

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



Immaculate Heart Central School

Watertown, New York

Amy Mitchell
Principal

October 13-16, 2026

3819 Chestnut Street, Suite 310 | Philadelphia, PA 19104
267.284.5000 | info@msa-cess.org | www.msa-cess.org

Introduction and Self-Study Preparation	1
Profile of the School and Student Performance	8
Self-Assessment of the Standards for Accreditation	
Foundations Standard	23
Student Well-Being Standard	50
Resources Standard	68
School Funding Chart	83
Adequacy of Facilities	84
Teaching and Learning Standard	86
Art	101
English Language Arts	111
Spanish	123
Mathematics	133
Music	142
Physical Education	152
Religion	162
Science	172
Social Studies and Business	186
Faith Based Schools	198
Plan for Growth and Improvement	200
Technical Review	200
Objective #1 - Improve Enrollment	206
Objective #2 - Enhance Curriculum	211
Objective #3 - Increase Income	216
Action Plans Resumés	221
Stakeholders’ Survey	227
Stakeholders' Comments	240
Students’ Survey	250
What Students Like Best	260
What Students Would Like Improved	263
Students' other comments	266

Designing Our Future
INTRODUCTION TO THE SELF-STUDY
SCHOOL INFORMATION

Recommended for: Schools seeking accreditation for the first time OR schools that have gone through significant changes

Focus: This protocol is designed to establish an initial baseline of a school's compliance with the five MSA standards. It requires a holistic review of the school's curriculum, instructional practices and assessment strategies.

Official Name of the School	**Immaculate Heart Central**			
Address of the Main Campus (street address, city, state, zip code)	**1316 Ives St Watertown, NY 13601**			
Telephone Number of Main Campus	**315-788-4670**			
Name and Title of Head of School	**Amy Mitchell, Principal**			
E-mail Address of Head of the School	**amy.mitchell@ihcschool.org**			
Website Address for the School	**http://www.ihcschool.org**			
Names and Addresses of All Branch Campuses (if any)	**Name: Address:**			
	Name: Address:			
Year School Began Operating	**1880 This is the historical origin of the school that became Immaculate Heart Academy and then Immaculate Heart Central**			
Grade Levels Included in this Accreditation	**PRE-K to 12**			
Total School-Wide Enrollment	**217 (2026-2027)**			
State/Agency/Country Granting License to Operate	**New York State**			
Diplomas/Certificates School is Licensed to Grant	**New York State Regents Diploma**			
	School Diploma			
Is the School Currently Accredited by any Other Agencies?		**Yes**		**No**

		X		
If Yes, please list.	**Name of Agency**		**Accredited Until**	
	Cognia		**June 2032**	

Is the school part of a larger school district, system, or corporation?	X	**Yes**
		No
If yes, name of district/system/corporation:	**Roman Catholic Diocese of Ogdensburg**	

FOR INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

Please check all that apply to the school.

	Independent
X	**Religious**
	Proprietary
	None of the Above

*If none of the above. Please skip this section.

Is the school incorporated?	**X**	**Yes**
		No
If yes, name of corporation:	**Immaculate Heart**	

Is the school licensed to operate as a school?	X	**Yes**
		No
If yes,		
In what state(s)/ country(ies) is the school licensed to operate?	**New York State**	
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)/country(ies) is the school licensed to grant diplomas or certificates?	**New York State**	
Type(s) of diplomas or certificates offered	**New York State Regents Diploma School Diploma**	
If no, explain the school's authority to grant diplomas or certificates:		

Religious Affiliation?	**Roman Catholic**

SELF-STUDY PREPARATION

In this section of the school's self-study, the school is asked to ensure it has the elements and processes necessary for the school to be successful in achieving its Plan for Growth and Improvement.

A. Internal Coordinators

The Internal Coordinators (MSA recommends at least two) play a vital role in facilitating the school's self-study and improvement planning processes. They assist with planning, coordinate team efforts, and ensure effective communication and documentation throughout the process. Additionally, they monitor the implementation of action plans, manage data collection of assessments of student performance, and communicate progress to stakeholders, ensuring the school's goals for growth and improvement are achieved. They are the main coordinator between the school and MSA.

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

Name	Role in the School
Rev. Msgr. Robert H. Aucoin	**Vicar of Education, Diocese of Ogdensburg Former Principal**

How and why were the Internal Coordinator selected?

Msgr. Aucoin has an extensive background in elementary and secondary education. He was a teacher and principal at Immaculate Heart Central from 1970 until 1985. He has been pastor in parishes with a Catholic school. Since 2002, he has been Vicar of Education for the Diocese of Ogdensburg. Under his administration of Immaculate Heart Central, the school obtained its first accreditation from Middle States. He served on four visiting teams of other schools. He has served as team leader in twenty-five school visits. Finally, since 2025-2026 was the first year that all grades were located in the same building, he volunteered to serve as the Internal Coordinator.

B. The Planning Team

Planning Team members are key stakeholders that include but are not limited to, administration, teachers, staff, parents, students, etc. The size of the planning team is at the discretion of the school and meets as needed as decided by the Internal Coordinator. The planning team member should be someone who is a visionary, open-minded, and respected within the community. They act as liaisons to the community, provide input, and meet with the Visiting Team during reviews. They help develop and revise key documents, such as the school's Mission and Profile of Graduates, and ensure effective communication between the team and stakeholders. The Planning Team also coordinates and prioritizes the school's initiatives and formulates the Plan for Growth and Improvement.

The members of the Planning Team are:

Name	Role in the School
Jen Bombard	**Vice Principal & SEL**
Nathan Abel	**Teacher**
Josh Miller	**IT Coordinator**
Patti McElheran	**Reading Specialist**
Brietta Lowman	**Teacher**
Amy Mitchell	**Principal**
Robert Aucoin	**Internal Coordinator**

How were the members of the Planning Team selected?

Each member, except for Josh Miller, Amy Mitchell, and Robert Aucoin, were chairs of the committees that reviewed the standards. Mrs Mitchell is the Principal, and Mr. Miller is the Information Technology Director.

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

All have been involved with Immaculate Heart for many years. Mrs. Bombard and Mrs. Mitchell are alumnae. Msgr. Aucoin is an alumnus, former teacher and Principal for 15 years, and currently Vicar of Education for the Diocese of Ogdensburg.

How will the Planning Team function?

The Planning Team was also instrumental in formulating the three objectives. In addition it is anticipated that they will likewise take key roles in working on the Action Plan.

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 school administration recognizes the need to engage other stakeholders in implementing and reviewing the Objectives and Action Plans. Likewise, we hope that members of the Education Council will take more active roles in implementing the Action Plans, especially those aspects that involve advancement.

C. Role of the School's Leadership and Governance

What is the role of school leadership and governance in the self-study process and the planning for growth and improvement in student performance?

The Board of Governors (three pastors and the diocesan Superintendent of Schools) and the Bishop of the Diocese of Ogdensburg are most concerned that there be a continued presence of Catholic education in the Diocese of Ogdensburg. They fully support the school's mission. In addition, the Sisters of St. Joseph of Watertown, the original staff of three of the four parishes of Watertown and Immaculate Heart Academy, maintain a keen interest and engagement in the school's welfare and continued presence.

If the school is part of a larger system of schools, what role will the leadership and governance of the system play in the planning process?

The Catholic schools of the Diocese of Ogdensburg do not operate as a single school system. The Diocesan Department of Education provides ongoing support for each of the schools and serves as the school's liaison with New York State and the New York State Catholic Conference.

D. Implementing a Culture of Change

How will the school monitor the implementation of the Plan for Growth and Improvement?

As part of your self-study you will create a Plan for Growth and Improvement which includes goals and action plans for the next several years. These will be based upon the results of your self-study and decided by the planning team.

The Action Plans provide timelines for various activities designed to implement the Plan for Growth and Improvement.

Who is responsible for data collection, and what process will they use?

Many activities indicate those responsible for data collection. The methods will depend on the type of activity.

Describe in this section the school's plan for conducting periodic reviews of its Plan for Growth and Improvement. (i.e. progress, results, and revisions)

The Principal will monitor the ongoing work of Objective 2. The Vice Principal will monitor progress of Objectives 1 & 3. A progress review will be conducted at the end of each semester.

Describe the school's plan for communication. How will the school keep its community of stakeholders involved and supportive of the self-study process and the Plan?

The school will publish the self-study and the eventual report from the Visiting Team on the school's website. The Internal Coordinator will develop and publish online a survey asking stakeholders (parents, Governors, Education Council) and readers to respond. The Internal Coordinator will review the results and report back to the school administration.

How will the school celebrate successes while progressing toward achieving its objectives?

The Guidance Counselor will monitor progress being made on the academic aspects of the Objectives and will report the progress and continuing steps to parents in the Principal's newsletter and in other reports made to stakeholders, especially to donors, alumni, and other supporters of the school.

E. Use of Surveys

- No adjustments were made to the MSA provided surveys
- Parents, teachers, support staff, education council members, and students were invited to respond to the surveys.
- A link to the surveys was given to the people enumerated in the previous bullet.
- Response Rate:

There were 83 responses from students.
There were 98 responses from stakeholders
1 Administrator, 1 Booster Club, 66 Parents, 1 Education Council Member, 2 Stakeholders
26 Teacher or Staff Member, and 1 Volunteer
Stakeholder Survey Results – Page 227 Student Survey Results – Page 250

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 and challenges the school faces as it seeks to achieve its Mission.

A. THE COMMUNITY

Describe the community's history and major characteristics, including geographic location and socioeconomic and demographic makeup.

Located in Jefferson County, Watertown, NY, Immaculate Heart Central School is a Pre-K-12 school on one campus. Jefferson County has a population of 110,00. Watertown has a population of 24,300. Racial breakdown in the count is whites 85%, African American 7%, Hispanic 8%, and Asian 2%. The median income is $61,000. 92% of the population has a high school diploma. 26.5% percent of the county population have a minimum of a bachelor's degree while 11% have an advanced degree.

Jefferson County has extensive recreational opportunities. There are twelve golf courses, a zoo in Watertown, various playgrounds,and three indoor ice rinks in the county. Just outside the city is a ski slope. A major recreational area is the St. Lawrence River about twenty-five miles from Watertown. The St. Lawrence River is the home of the Thousand Islands, two villages (Clayton and Alexandria Bay) offering hotels, restaurants, and recreational activities. Several state parks with recreational activities and camp grounds border the river and Lake Ontario. In addition, the village of Cape Vincent, about twenty miles from Watertown, borders Lake Ontario and the St. Lawrence River. The surrounding area of these villages have well over one thousand cottages according to reliable, but unofficial statistics. The Thousand Islands Bridge, located between Clayton and Alexandria Bay, joins the United States and Canada.

Watertown also has an international airport serviced by American Airlines with commuter service to Philadelphia and, from there, connections to many national and international airports.

Jefferson Community College, a two-year college, is in the city. The State University of New York at Potsdam, NY operates extension programs in the city. There are eleven public school districts servicing the county and an additional pre-k to eight Catholic school (Augustinian Academy) in Carthage, NY.

Extensive healthcare services are available at Samaritan Medical Center, Carthage Area Hospital, and EJ Noble Hospital in Alexandria Bay, NY. Serious medical cases are transported to the major medical centers in Syracuse, NY.

The United States Army Fort Drum installation is the largest employer in the county. The attached document lists the major employers in the county along with the number of employees.

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 (Over the last five years)

The most recent change in our community has been the consolidation of grades PreK through 12th grade into one campus. A fundraising campaign for construction and renovations to the existing high school campus to meet the needs of the elementary students realized approximately $250,000. A huge effort by staff, parents and volunteers from the community packed and moved the entire elementary building. This tremendous support showed the desire to continue to provide Catholic education for the families in our community.

Many public schools now offer free universal Pre-K which has reduced the population of Immaculate Heart Central's Pre-K. Also, the number of children under 18 in the Watertown area has recently dropped to 22.5%.

Military bases are always being considered for significant changes. The closure of Fort Drum or the reduction in personnel at Fort Drum would drastically affect the Watertown area as it is one of the major employers. Many local politicians and business groups have advocated that Fort Drum be saved and it continues to grow.

Expected Changes (During the next three years)

Many of the Catholic parishes in the county have merged resulting in a fewer number of parishes. For example, there were four parishes in the city of Watertown. Now there are two. The two parishes of Watertown subsidize the school by $350,000 annually. In the Diocese of Ogdensburg, parishes without a Catholic school contribute to a common fund to assist Catholic schools in the diocese. Immaculate Heart Central received approximately $125,000 from that fund. In addition, the Tuition Assistance Program from the annual diocesan Bishop's Fund provides about $80,000 to families at Immaculate Heart Central.

The diocese is in chapter 11 proceedings. The settlement that will be required from the parishes may affect the ability of the parishes to support the schools as they currently do. Thus, Immaculate Heart Central must significantly increase its advancement efforts to cover projected gaps in income.

The Federal Tax Credit Scholarship Program, which will begin in 2027, will provide a financial boost to the school's families. The income guidelines for applying for financial assistance through this program are such that the vast majority of families in the school will be able to apply for assistance.

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

The school continues to face several significant challenges that impact its long-term sustainability and its ability to fulfill its mission of providing a high-quality Catholic education. The most significant challenges include declining enrollment, demographic changes within the community, and limited financial resources.

Enrollment has steadily declined over recent years, reflecting broader educational and demographic trends affecting many Catholic schools. Families today have an increasing number of educational options, including public,, home schooling, and virtual schools. In addition, economic pressures have made tuition affordability a concern for many families. Declining enrollment directly affects tuition revenue, which is the school's primary source of operating income, creating challenges in maintaining programs, staffing, and facilities while preserving the quality of education.

Finding qualified/competent teachers and retaining them is an ongoing concern. The 2025-2026 school saw the last full-time religious staff member. School administration seeks to preserve the Catholic identity and mission of the school by implementing the diocesan policy requiring participation in the Growth in Faith Program, providing Catholic instructors in religion, and supervision of teachers regarding Catholic world view and the inclusion of this world view in all subjects/programs.

The school is also experiencing the effects of a declining and changing population within its service area. Lower birth rates, an aging parish population, and shifts in residential demographics have reduced the number of school-age children available for enrollment. These demographic trends have increased competition for students and require the school to continually assess enrollment patterns, recruitment strategies, and program offerings to remain responsive to community needs.

Unfortunately, a diminished interest in a faith-based education is affecting schools throughout the diocese. In some cases, the lack of an extensive sports program at the high school level leads families to choose their public school of residence for these programs.

Financial sustainability remains an ongoing challenge. As an institution that relies primarily on tuition, parish support, fundraising, and charitable contributions, the school must balance rising operational costs with limited revenue growth. Increases in salaries and benefits, instructional technology, facility maintenance, insurance, and regulatory compliance have placed additional pressure on the annual operating budget. At the same time, parish subsidies and philanthropic support are subject to changing economic conditions and cannot always offset increasing expenses.

List the major educational and cultural programs and facilities in the community that are available for use by the school community.

Program/Facility
4H program
YMCA
Rotary
Northern New York Community Foundation
Mina B Anthony Nature Center

Sci-Fi Center Watertown NY
Sci-Tech Center of Northern New York
Jefferson County Historical Society
Roswell P. Flower Memorial Library
Jefferson Community College
Board of Cooperative Educational Services (BOCES)
Sackets Harbor Battlefield State Historical Site
Thousand Islands Museum
Fort Drum Cultural Resources
Trinity Church Concert Series
Stage Notes
Ethnic Festivals notably The French Festival in Cape Vincent and The Mount Carmel Festival at St. Anthony parish in Watertown.
Clayton Opera House

B. SCHOOL INFORMATION

History of the School:

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

In 1880, an appeal was sent to the Buffalo Community of the Sisters of St. Joseph to teach the children of Our Lady of the Sacred Heart Parish in Watertown. In December of that year, three sisters arrived in Watertown. A fourth arrived in January, and the school, a small-frame house at 114 Main Street, opened its doors. The small community struggled, and a plea was sent to the Sisters of St. Joseph in Erie, Pennsylvania for assistance. The request brought one response, that of Sister M. Josephine Donnelly. In 1889, several members of the community decided to leave for Michigan; however, Sister Josephine, who recognized the spiritual needs of Watertown and envisioned the tremendous possibilities for good, remained. She was made Superior of the Watertown community and the Sisters of St. Joseph grew slowly but steadily founding schools and doing social service work in many parishes throughout the diocese.

Due to financial problems, Our Lady of the Sacred Heart building was closed in 1896. However, the Sisters of St. Joseph continued the school as a private academy, Immaculate Heart Academy. The first charter as an academic school was received in October 1904, and it received full accreditation by the University of the State of New York in 1908. In 1912, a new building was erected at 362 West Main Street and, with registrations continuing to increase, an addition was built in 1923. By 1954, overcrowded conditions made the need for a new

building evident. A financial campaign was undertaken by the four Catholic parishes of Watertown and in September of 1965, Immaculate Heart Central School opened for classes. A few years later, athletic fields, a concession stand, and a press box were added to the site.

In 2003 a plan to consolidate the Watertown parochial schools resulted in the creation of Immaculate Heart Central School District: IHC Elementary consisting of a Pre-K – 3 building, a 4 – 6 Intermediate building, and IHC Jr/Sr High consisting of a grade 7 & 8 Junior High and a 9 – 12 Senior High School, located on the Ives Street campus. One major improvement since the last accreditation, was the completion of the Athletic Complex, including field enhancements, a field house, bleachers, a new concession stand, and press box. In July 2017, the school was restructured to include a Vice Principal in each of the three buildings,and one Principal to oversee all three buildings.

IHC moved grades 4-6 out of the former Intermediate Building located on Massey Street at the end of 2019. In 2021, due to a lack of space at the elementary building, the 6th Grade students joined the junior high at the campus located at 1316 Ives Street. By the 2019-2020 school year, Immaculate Heart Central School encompassed 3 buildings (the Greystone and the elementary at the Winthrop Street school) and 2 campuses to make up one school.

During the 2024-2025 school year, School Leadership began discussing the benefits of having all students located on the Main Campus at 1316 Ives Street. As benefits outweighed the potential costs, plans were set in motion to close the Elementary Campus at 122 Winthrop Street. The Consolidation Campaign was started and renovations began.

At the start of the 2025-2026 School Year, all grades (Pre-K-12) are currently housed at the Main Campus at 1316 Ives Street.

One characteristic of the school, which has been impacted by changes in the community, is the increase in numbers of lay teachers due to the diminishing number of priests and religious personnel. IHC does have a school pastor and a priest school chaplain. There are two campus ministers Brietta Lowman (Elementary teacher) and Henry Pecori (High school Religion teacher). The Diocese of Ogdensburg has acted to preserve IHC's and other schools' Catholic identity by requiring all teachers to complete a comprehensive training program, "Growth in Faith."

Enrollment:

FOR THE ACADEMIC YEAR: 2025 to 2026

Grades Included in This School	PAST		PRESENT	PROJECTED
	Two Years Ago	One Year Ago	This Year	Next Year
Infant	0	0	0	0
PK2	0	0	0	0
PK3	0	0	0	0
PK4	18	15	20	16
Kindergarten	31	20	19	20
Grade 1	26	29	16	16

Grade 2	29	22	21	15
Grade 3	26	25	21	19
Grade 4	23	25	26	19
Grade 5	32	26	15	24
Grade 6	25	20	22	14
Grade 7	22	11	19	20
Grade 8	20	16	6	17
Grade 9	24	17	13	7
Grade 10	25	18	16	10
Grade 11	30	17	22	10
Grade 12	31	19	17	13
Ungraded	0	0	0	0
Postsecondary	0	0	0	0
TOTALS	362	280	253	220

Student Demographics:

FOR THE ACADEMIC YEAR: 20__26__ to 20__27__

Student Characteristic:	Percent of Student Body Now	Percent of Student Body Last Year
Catholic	59%	59%
Non-Catholic	41%	41%
Military	27%	41%
Asian	7%	24%
Black/African American	10%	8%
Hispanic/ Latino	4%	4%
Caucasian	73%	72%
2 or more races	5%	5%
Students who qualify for tuition assistance	12%	19%

Students who receive academic interventions services	23%	19%

Staff:

FOR THE ACADEMIC YEAR: 20_25___ to 20_26___

	Full-Time	Part-time
Administrators	3	0
Classroom teachers-elementary/lower school	8	0
Classroom teachers- middle school	2	0
Classroom teachers-high school/upper school	5	1
Special needs teachers	1	1
Guidance/college/career counselors	1	0
Specialists and consultants	0	0
Technology services personnel	1	0
Information resources/ library personnel	0	1
Health services personnel	1	0
Paraprofessionals and aides/teaching assistants	1	1
Secretaries and clerks	2	1
Custodial personnel	2	0
Maintenance personnel	0	3
Food services personnel	0	2
Security personnel	0	0
Other:Advancement	0	1

Experience of the Staff in your School:

FOR THE ACADEMIC YEAR: 20__25__ to 2026____

Years	Administrative Staff	Instructional Staff	Student Services Staff	Support Staff
0-3	2	9	0	3

4-10	3	6	1	4
11-20	0	4	1	1
Over 20	0	2	0	1

Staff Mobility:

New Hires

FOR THE ACADEMIC YEAR: 2025 to 2026_

	Number New Hires Two Years Ago	Number New Hires One Year Ago
Administrative Staff	**0**	**2**
Instructional Staff	**9**	**2**
Student Services Staff	**0**	**0**
Support Staff	**6**	**0**
TOTAL	***15***	***4***

Staff Turnover

	Percent Changeover Two Years Ago	Percent Changeover One Year Ago
Administrative Staff	%0	%33
Instructional Staff	%10.5	% 21 Elementary % 40 Jr/Sr Highschool
Student Services Staff	% 0	%0
Support Staff	% 60	% 0
TOTAL	**100%**	**100%**

Academic Preparation of Staff:

FOR THE ACADEMIC YEAR: 20__25__ to 20__26__

	Administrative Staff	Instructional Staff	Student Services Staff
Associate's or No Degree	0	1	0
Bachelor's Degree	3	8	1

Bachelor's Degree plus hours	0	0	0
Master's Degree	2	11	1
Master's Degree plus hours	0	0	0
Doctorate	0	0	0

Professional Certifications:

FOR THE ACADEMIC YEAR: 20___25_ to 20___26_

	Administrative Staff	Instructional Staff	Student Services Staff
No Certificate	3	10	1
Emergency Certificate	0	0	0
ECE Certificate	0	0	0
Elementary Level Certificate	1	5	0
Middle Level Certificate	0	0	0
Secondary Level Certificate	1	4	0
Administrative Certificate	0	0	0
Other (such as nursing, counselor, etc):	0	0	1- Special Education
Other (such as nursing, counselor, etc):	0	0	0

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.

Assessment Results

(Standardized Assessments, SAT/Advanced Placement, International Baccalaureate, MAP testing, etc)

FOR THE ACADEMIC YEAR:

Name of Assessment	Grade Level		Percentage of Student Performance 23-24	24-25	25-26
Math 3-8	3	4	8%	21%	40%
		3	44%	54%	45%
		2	44%	25%	15%
		1	4%	0%	0%
	4	4	0%	9%	8%
		3	39%	26%	38%
		2	26%	56%	38%
		1	35%	9%	16%
	5	4	0%	12%	6%
		3	23%	17%	20%
		2	32%	33%	47%
		1	45%	38%	27%
	6	4	13%	21%	9%
		3	52%	47%	23%
		2	35%	21%	41%
		1	0%	11%	27%
	7	4	22%	30%	42%
		3	26%	40%	26%
		2	26%	30%	21%
		1	26%	0%	11%
	8	4	15%	20%	29%
		3	46%	60%	42%
		2	24%	0%	29%
		1	15%	20%	0%

Name of Assessment	Grade Level	Percentage of Student Performance	23-24	24-25	25-26
ELA 3-8	3	4	16%	12%	25%
		3	44%	63%	30%
		2	32%	25%	45%
		1	8%	0%	0%
	4	4	5%	26%	12%
		3	30%	35%	32%
		2	35%	30%	48%
		1	30%	9%	8%
	5	4	0%	12%	13%
		3	20%	29%	27%
		2	35%	38%	47%
		1	45%	21%	43%
	6	4	9%	10%	14%
		3	35%	53%	31%
		2	52%	16%	41%
		1	4%	21%	14%
	7	4	26%	22%	37%
		3	37%	56%	42%
		2	32%	22%	0%
		1	5%	0%	21%
	8	4	45%	64%	29%
		3	35%	22%	42%
		2	15%	14%	29%
		1	5%	0%	0%

Name of Assessment	Grade Level	Percentage of Student Performance	23-24	24-25	25-26
Science 5 & 8	5	4	0%	4%	20%
		3	32%	42%	40%
		2	49%	50%	40%
		1	19%	4%	0%
	8	4	17%	10%	14%
		3	50%	70%	57%
		2	25%	20%	29%
		1	8%	0%	0%

FOR THE ACADEMIC YEAR: 2025 to 2026

Name of Assessment	Grade Level	Percentage of Student Performance	23-24	24-25	25-26
NYS Regents English Language Arts	11, 12	85-100	53.3%	38.1%	53.3%
		65-84	46.7%	61.9%	40.0%
		0-64	0%	0%	6.7%
NYS Regents Global History & Geography II	9, 10, 11	85-100	31.2%	31.9%	57.1%
		65-84	68.4%	54.5%	42.9%
		0-64	0%	13.6%	0%
NYS Regents US History & Government	11, 12	85-100	35.8%	14.3%	50.0%
		65-84	57.1%	85.7%	44.4%
		0-64	7.1%	0%	5.6%
NYS Regents Algebra I	9, 10, 11, 12	85-100	3.3%	36%	11.8%
		65-84	90%	60%	35.3%
		0-64	6.7%	4%	52.9%
NYS Regents Geometry	9, 10, 11	85-100	25%	0%	14.3%
		65-84	66.7%	84.6%	71.4%
		0-64	8.3%	15.4%	14.3%

NYS Regents Algebra II	10, 11, 12	85-100	0%	22.2%	10%
		65-84	100%	66.7%	90%
		0-64	0%	11.1%	0%
NYS Regents Living Environment	9, 10	85-100	38.1%	40%	33.3%
		65-84	57.1%	60%	60%
		0-64	4.8%	0%	6.7%
NYS Regents Physical Science: Chemistry	10, 11, 12	85-100	0%	8.3%	16.7%
		65-84	60%	50%	50%
		0-64	40%	41.7%	33.3%
NYS Regents Earth Science	8, 9, 10	85-100	50%	90.9%	Not offered this year
		65-84	45.5%	9.1%	Not offered this year
		0-64	4.5%	0%	Not offered this year
NYS Regents Physics	10, 11, 12	85-100	50%	100%	Not offered this year
		65-84	50%	0%	Not offered this year
		0-64	0%	0%	Not offered this year

FOR THE ACADEMIC YEAR:

Name of Assessment	**Grade Level**	**Percentage of Student Performance**			
			23-24	**24-25**	**25-26**
AP English Literatures	11, 12	5	12.5%	Not offered this year	0%
		4	62.5%	Not offered this year	0%
		3	12.5%	Not offered this year	0%
		2	12.5%	Not offered this year	100%
		1	0%	Not offered this year	0%
AP English Language	11, 12	5	Not offered this year	8.3%	9.1%
		4	Not offered this year	25%	18.2%
		3	Not offered this year	42.7%	54.5%

		2	Not offered this year	25%	18.2%
		1	Not offered this year	0%	0%
AP Seminar	10, 11	5	Not offered this year	Not offered this year	10%
		4	Not offered this year	Not offered this year	15%
		3	Not offered this year	Not offered this year	70%
		2	Not offered this year	Not offered this year	5%
		1	Not offered this year	Not offered this year	0%
AP Spanish (VHS)	11	5	0%	Not offered this year	100%
		4	0%	Not offered this year	0%
		3	100%	Not offered this year	0%
		2	0%	Not offered this year	0%
		1	0%	Not offered this year	0%
AP Statistics	11, 12	5	Not offered this year	Not offered this year	10%
		4	Not offered this year	Not offered this year	20%
		3	Not offered this year	Not offered this year	30%
		2	Not offered this year	Not offered this year	30%
		1	Not offered this year	Not offered this year	10%
AP US History	11, 12	5	0%	0%	0%
		4	37.5%	14.3%	25%
		3	37.5%	14.3%	31.3%
		2	25%	71.4%	37.5%
		1	0%	0%	6.2%
AP Government	11, 12	5	Not offered this year	Not offered this year	0%
		4	Not offered this year	Not offered this year	18.2%
		3	Not offered this year	Not offered this year	18.2%
		2	Not offered this year	Not offered this year	45.4%
		1	Not offered this year	Not offered this year	18.2%
		5	0%	0%	Not offered this year

. AP Calculus	12	4	100%	0%	Not offered this year
		3	0%	33.3%	Not offered this year
		2	0%	66.7%	Not offered this year
		1	0%	0%	Not offered this year
AP Computer Science (VHS)	12	5	0%	Not offered this year	Not offered this year
		4	100%	Not offered this year	Not offered this year
		3	0%	Not offered this year	Not offered this year
		2	0%	Not offered this year	Not offered this year
		1	0%	Not offered this year	Not offered this year
AP World History (VHS)	11	5	0%	Not offered this year	Not offered this year
		4	0%	Not offered this year	Not offered this year
		3	100%	Not offered this year	Not offered this year
		2	0%	Not offered this year	Not offered this year
		1	0%	Not offered this year	Not offered this year

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.

Attending review classes before exams should not only be encouraged but expected. Students who need additional help typically don't attend review classes. Better communication between teachers and parents is needed to also encourage students to attend review classes.

FOUNDATIONS

Standard for Accreditation

Introduction: Every effective school improvement process must begin with a clear definition of its preferred future and the understanding of the means to achieve it. MSA believes that the school's purpose and direction can best be expressed through three Foundation Documents: a Mission, a set of Core Values, and a Profile of a Graduate. The **Foundations** Standard for Accreditation consists of three key concepts. Schools will self-assess if they meet these Key Concepts, and ultimately the overall Standard, by a review of required evidence, supporting documentation, and a determination of their adherence to a series of Indicators of Quality.

Each indicator will be rated on the following scale:

1. **Does Not Meet:** The evidence indicates the school *does not meet* the expectations of this Indicator.
2. **Partially Meets/In Need of Improvement**: The evidence indicates that the school *partially meets* the expectations of this Indicator and is *in need of improvement*.
3. **Meets**: The evidence indicates the school *meets* the expectations of this Indicator.
4. **Exceeds**: The evidence indicates the school *exceeds* the expectations of this Indicator.

Name	Job Title
Amy Mitchell	Principal
Lindsay Sparacino	Education Council Member
Rev. John M. Demo	Pastor and Education Council Member
Andrea Garrabrant	Alumna and Former Education Council Member
Brietta Lowman	Teacher
Jillian Norris	Teacher
Courtney Tryon	Booster Club Member

Key Concept F1:

The Foundation Documents are clearly aligned to the school's preferred future.

A. Evidence and Documentation

Required Evidence Links
Mission Statement Immaculate Heart Central School is a faith community whose mission is to provide a quality Catholic and secular education, to cultivate holiness based on the love and imitation of Christ, and to form responsible citizens whose Christian values will transform the world.
Core Values

- We believe in God, the traditions of the Holy Catholic Church, and Catholic education founded on the love and teachings of Jesus Christ.
- We believe in welcoming students and families of all faiths and backgrounds.
- We believe in a safe, nurturing environment.
- We believe in the dignity, potential, and individual gifts of every student.
- We believe in excellence – in academics, athletics, the arts, and service.
- We believe in cultivating leaders and good citizens of our community, country, and world.
- We believe in mutually supportive relationships through a faith community of students, parents, faculty, alumni and friends.
- We believe in lifelong learning and service to others.
- We believe in accountability to those we serve and in always striving to improve.

Profile of Graduates

A Person of Faith

- Who values a deep personal relationship with an ever-present God.
- Who has knowledge of the Catholic faith, its heritage, and traditions.
- Who accepts God's universal call to holiness in one's vocation who respects all persons as children of God, regardless of differences.

A Person of Character

- Who makes good moral and ethical decisions based on the Gospel values.
- Who treasures and protects all human life at its various stages.
- Who accepts responsibility for one's action and choices.
- Who practices the social skills of courtesy, gratitude, and helpfulness.
- Who strives for excellence in all areas of life.

A Well-Educated Person

- Who is cognizant of the impact of Christianity in all courses of study.
- Who demonstrates competence in the humanities, arts, and sciences.
- Who is an effective communicator in both oral and written expressions.
- Who is proficient in the use of technological tools.
- Who can work both independently and collaboratively on activities.
- Who demonstrates creative, reflective, and critical thinking skills.
- Who is prepared for future educational opportunities.

A Person of Service

- Who witnesses Catholic Social Teaching by promoting justice, peace, and compassion to those in need in local, national, and global situations.
- Who shares God-given gifts and talents to enhance the lives of others.
- Who respects the environment and uses natural resources wisely.
- Who respects and appreciates the rights, privileges, and responsibilities of a citizen of the United States of America.

MISSION

How and by whom was the school's Mission developed/reviewed/revised? And when was the most recent revision/adoption?

The school's Mission Statement was developed in 2000. It was revisited in 2006 with one change. In 2009 it was slightly altered and received the approval of the Education Council. In

2017 the Mission Statement was reviewed during committee meetings and by email for re-accreditation. The committee determined that the current Mission Statement is the embodiment of Immaculate Heart Central School. The Planning Committee reviewed it again in 2026, and after consultation with faculty and the Education Council, determined that it should stand as is.

Where is the Mission formally published? How does the school communicate its mission to the community of stakeholders?

- The Mission Statement is published on the school's website and often on Facebook postings.
- It is often used as part of school announcements and in school prayers.
- It is emphasized and recited at Education Council meetings and is often referred to when policies and procedures are discussed.

How is the mission evident in the life of the school?

- The mission of our school and our Catholic identity is evident in the way we intentionally integrate our faith and learning across all grades levels and subject areas.
- Through daily prayer and worship (mass, the celebration of holy days, sacramental opportunities, etc…) the students are offered the opportunity to deepen their understanding of our faith and openly practice it.
- Students are provided with meaningful opportunities to serve others, support those in need and participate in projects that address global needs. Our Faith Community organization and teacher/ class organized activities allow for multiple ways for our students to live their faith.
- The mission is evident in the relationships that exist within our school community. Faculty, staff, and parents strive to model the values we hope to instill in our students. Treating others with dignity , compassion, and respect are integral parts of our school environment. Helping all feel known, valued and encouraged is a priority.
- The way we partner with families, parish members and administrators and supporters from the diocese is proof of our mission as well. All are welcome to participate fully in the faith formation of the students.
- Our graduates are evidence of our mission. We seek to graduate young people who not only are academically prepared but grounded in their faith, committed to serving others, and equipped to "transform the world"
- We believe in teaching the whole child, not just academically, but spiritually and morally. We incorporate our Catholic view into our teachings and atmosphere. We teach that it sometimes okay to make mistakes as long as we look for forgiveness and that we learn from them. As a faculty. we operate as a team to present the teachings of Christ in all that we do.
- The mission is deeply evident in the daily life of our school through the integration of faith formation, academic excellence, and community service. We cultivate holiness through daily prayer and regular mass throughout the school year. Christian values are woven into every subject, guided by teachers who model Christ-like love and patience.
- We have courses which provide an excellent secular education and quality Religion classes. Our students who come back to school while they are in college verify that they are ahead of the students in their classes and often have to tutor them
- The mission of Immaculate Heart Central School is evident throughout the daily life of the school. Students receive a strong academic education while being encouraged to grow in their faith and relationship with Christ. Prayer, Mass, service opportunities, and lessons centered on Christian values are incorporated into the school experience. Teachers and staff model kindness, compassion, responsibility, and respect while helping students understand the importance of serving others. The school also encourages students to become responsible

citizens by teaching them to use their gifts and values to make a positive difference in their school, community, and the world.

- Regular scheduled Masses and Prayer Services, Service projects especially on the secondary level, Daily prayer involving students and teachers, encouragement through professional development, to integrate faith belief and moral teaching across the curriculum.
- The mission is evident through daily prayer, faith formation, strong academics, service opportunities, and a focus on developing students of faith, character, and responsibility.
- This is evident from the religious values and religion classes that we teach in our school.
- The mission statement is evident in the way that the school carries out day to day activities. The day begins and ends with prayer. The students attend monthly masses and have the opportunity to participate in service projects. Lessons are also imbued with the spirit of Catholic values and teachings so that students are centered in Christ. We provide quality academics that allow students to flourish in a variety of settings. We expect that our students will take the rich Catholic values and strong academic base they receive at IHC and use them to live quality lives that will have a positive impact on those around them.
- The mission is evident in the life of the school through various exercises including but not limited to the many Masses and events we hold throughout the year, daily prayer and reflection, lesson connections within the classrooms, artifacts throughout the building that call to mind Jesus, Mary, Joseph and God whenever we pass them, and a chapel that is accessible to any adult or student at any time he or she should feel the need or desire to retreat there.
- I think that our mission is evident in our classrooms and our expectations for our students. We are trying to incorporate Christian values in all we do while still focusing on providing a quality education.
- Classrooms foster intellectual curiosity in both secular subjects and faith formation. Community service, athletics, and various clubs help students translate Christian values into leadership and lifelong service to others.
- The mission is evident in our school because we integrate God in our daily lessons and activities. We focus on a virtue each month and practice, teach, and incorporate ways to represent that virtue in everyday circumstances. We include morning and afternoon prayer, teach the students the importance of the church, and include clergy members in school activities. We teach that everyday choices can represent the examples of how Jesus wants us to live and how those actions will transform each other, those around us, and the world.
- At IHC we teach the whole child. Students receive a quality education while also being given opportunities to grow their faith and provide community service.

CORE VALUES

How and by whom were the school's Core Values developed/reviewed/revised?

The Core Values were reviewed at the end of the 2016-2017 school year. They were tested with the “What Are Beliefs” materials from Middle States. In planning for this current reaccreditation, they were reviewed by the Planning Committee that made some adjustments in language but remained essentially the same and were the ones that that school has consistently followed over the years.

How are the Core Values evident in the life of the school?

- Immaculate Heart Central’s Core values are evident in the life of our school through the way students, teachers, and staff interact with one another and the community. Values such as respect, responsibility, integrity, and compassion are demonstrated in classroom behavior,

academic honesty, service projects, extracurricular activities, and school-wide events. Teachers model these values by creating supportive learning environments, while students practice them through collaboration, leadership opportunities, and community service. School policies, recognition programs, and daily expectations reinforce these principles, helping to create a positive and inclusive culture where everyone is encouraged to grow academically, socially, and ethically.

- We see that the teachings of our faith within the curricula presented year to year reflects the teachings of the Church and the history of our faith. Students here feel that they are in a safe, caring, and nurturing space. They know that their teachers want the best for them in all aspects of life. We encourage them to strive to become the best version of themselves in all ways while expecting them to pass on the qualities we have instilled. As teachers we recognize that we are an integral piece of forming their lives; academically, socially, and spiritually. Our school is a community and we all work together as members of that community, to teach them not only today, but every day.
- Our school's core values come alive daily through an environment that balances spiritual devotion, academic excellence, and a deeply nurturing community. The strong Catholic identity coexists with an inclusive culture that welcomes students of all faiths, creating a safe nurturing environment. The school fosters a belief in excellence and lifelong learning by challenging students academically while teaching accountability while also preparing students to serve their local community, country and the world.
- Students are encouraged to do their best, are given help outside of class in our safe and nurturing environment. They give service to others locally and internationally, and are constantly striving to improve.
- The Core Values of Immaculate Heart Central School are evident in the everyday experiences and relationships within the school community. Faith is woven throughout school life through prayer, religious instruction, Mass, and opportunities to live out the teachings of Jesus. The school welcomes students and families from diverse backgrounds and strives to provide a safe, nurturing, and supportive environment where every student is valued for their unique gifts and potential.
- The commitment to excellence is reflected in academics, athletics, the arts, and service opportunities. Students are encouraged to develop leadership skills, take responsibility, and become respectful and contributing members of their school and community. Strong relationships among students, families, faculty, staff, alumni, and friends help create a sense of belonging and shared purpose.
- The school also promotes lifelong learning and service by encouraging students and staff to continue growing academically, spiritually, and personally while using their talents to help others. Through reflection, collaboration, and a willingness to address areas for growth, IHC demonstrates its commitment to accountability and continuous improvement.
- A respect for each student, accessible programs and staff to go the 'extra mile' to meet the special needs of students, a welcoming friendly environment for visitors to the school, invitations to family and community to religious events, the acceptance of all students regardless of ability to pay tuition, invitations to community members to share their expertise and community values with students as well as the opportunity through field trips to learn about their community and government, the expectation and reality that the entire Church of Ogdensburg supports the Catholic School system.
- The core values are reflected in our welcoming and supportive community, commitment to student growth and excellence, emphasis on faith and service, and strong relationships among students, families, faculty, and staff.
- This is shown by the support that our school receives from former IHC students and family members to keep our relationship with the community strong. We are welcoming to new military families as well to make them part of a nurturing school environment.
- Our school is centered around Christ and functions because of the dedication of talented

teachers, administrators, parents, and volunteers. We have a highly diverse student body which includes students from around the world, along with many military families who may only be with us for a short time. While they are here, they become part of the IHC family and these bonds often last long after they have moved on.

- The Core Values of IHC are evident in the life of the school on a daily basis wherein we show our belief in God, traditions, and Catholic education while we welcome all who would come through our doors. We work to provide safe nurturing classrooms that defend the dignity of each student while allowing them to pursue their own educational goals within a framework that we provide.
- I think as a school family we are accepting of people from different faiths and backgrounds. Our students seem generally happy to be here and I think if you were to ask them they would say they feel safe here. I think our parents would agree that IHC provides a safe environment in which to learn. I believe that we teach students from a young age to be of service to others and I know I see that continue with my own children - one is a teacher in a Catholic school in Philadelphia PA and I see her volunteer her time in and outside of school often. My other daughter is in Medical School and yet all through college and even now as a busy med student she finds time to volunteer to help and serve others and I believe that started at IHC and with the Faith Community Service program we have. I think our students have always participated in many different activities and are active in the school and beyond. This helps them become well rounded and they learn valuable lessons including how to manage their time.
- Daily prayer, school Masses, religious education, open enrollment, peer mentoring, AP classes, competitive athletic teams, fine arts showcases, student council, and local volunteering.
- The Core Values are evident in the life of our school when we accept students with different religious backgrounds and teach acceptance of all God's children. The teachers begin teaching core values and build upon them each year, modeling for our students what is needed to be a successful member of society. Each grade level teaches what accountability and responsibility looks like with each age group. We cleebrate each other's accomplishments in and out of school. We support families with financial help, SEL groups, and students with different talents and abilities.
- Our core values are evident by the lives of our students and staff. We offer advanced academics, sports, community service, clubs, and faith enrichment through monthly Masses and programs like Mystery Play.

PROFILE OF GRADUATES

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

The school's current Profile of Graduates was created in 2017 by a committee of teachers and administrators and approved by the school board upon completion. The committee researched similar documentation from various Catholic schools and local public schools and then created a document that aligned with the beliefs and goals of Immaculate Heart Central. The Profile of Graduates was revised and discussed in 2026 by members of the planning committee, and minor changes were agreed upon.

How is the Profile of Graduates evident in the life of the school?

- The profile of a graduate is evident in the classroom. Teachers design lessons that challenge the students to think critically, communicate clearly with each other, collaborate and apply their knowledge and faith to real world situations. They are encouraged to be lifelong learners
- Daily Prayer, religion classes, mass, retreats, and participation in liturgical life provide students

the opportunity to deepen their relationship with God and develop a strong moral compass.

- Service projects help the profile of a graduate come to fruition. Students participate in service and outreach opportunities to put their faith into action. These experiences encourage empathy, leadership and an understanding of the calling to contribute to the common good.
- Leadership opportunities throughout the school provide additional evidence of the Profile. Students are encouraged to take initiative, accept responsibility, and utilize their leadership skills in positive ways. Through student organizations, athletics, clubs, service activities, and school events they are able to develop confidence, resilience and team work.
- Our academic program, counseling services, college and career preparation, extracurricular opportunities and faith formation help students understand their individual gifts and talents. They develop the skills that are necessary to be successful in college, career, relationships and life as a productive member of our society.
- We strive to educate the student body in the teachings of Christ in all aspects of life. We see this in our students' involvements with faith, whether it is morning prayer, school masses and prayer services, or groups like our "Mystery Players" or our "Respect Life Initiative". This carries over into our interactions with others and the choices we make. Through the teachings of Christ, we learn that through recognizing our own faults we are forgiven, not just by God, but by our neighbor as well. We have students and faculty who strive to serve our community whether it is by community service projects or those activities that serve our school, such as peer tutoring. Academically we continue to share our knowledge with each other, whether teacher to student, student to teacher, or student to student. As teachers we strive to lead by example in all aspects of academia and faith. When we see the end result of our efforts, we see a graduate who has learned to be a kind, informed, and faith influenced young adult.
- The Profile of the Graduates is visible in our school culture as students are systematically encouraged and motivated to become people of service, well-educated individuals, and persons of both character and faith. Our commitment to service is demonstrated by regular community outreach, showing that the students look beyond themselves to help others; we cultivate a strong character through a school-wide positive behavior system that emphasizes accountability, integrity, and mutual respect. The rigorous curriculum and the dedicated and passionate educators ensure that the students are well-educated while the students' identity as people of faith is nurtured through daily prayer and regular mass through the school year.
- The graduates do service projects in their colleges and years after. They have received college degrees, training in life skills, and have used the skills in their professions. They often thank us for the education they received at IHC,
- The Profile of Graduates is evident throughout the daily life of Immaculate Heart Central School. Students are encouraged to grow as people of faith through daily prayer, Mass, religious instruction, and opportunities to deepen their relationship with God. The school promotes strong character by teaching students to make good choices, take responsibility for their actions, show kindness and respect, and treat every person with dignity.
- Students are also challenged to become well-educated individuals through a strong academic program that develops communication, critical thinking, creativity, collaboration, and technology skills. Finally, students are given opportunities to become people of service through community service, helping others, participating in school and parish activities, and caring for their community and environment.
- Overall, the school strives to develop students who are academically prepared, grounded in their Catholic faith, guided by strong moral character, and willing to use their gifts and talents to serve others and make a positive impact on the world.
- The response is evident as graduates return with anecdotal conversations of what they learned and how it has influenced their lives; return visits by the graduates, attendance at alumni gatherings, the influence that participating in the Mystery Players has influenced and/or changed their lives, the continued yearly return of the Mystery Players to be present for the current production, the presence of expressed values (in practice) of our graduates who

remained in Watertown to live their adult lives in various professions.

- Students are encouraged to grow in faith, character, academics, leadership, and service while developing the skills and values needed to become responsible and compassionate citizens.
- This is shown through the monthly masses and prayer services our school has throughout the year. It is also shown through the community service that our school does for the community. The blood drives done at IHC help people through the country in need of this life saving resource.
- Our school is small, and, yet, we produce a tremendous number of community service hours each year. Our students demonstrate an understanding of the needs of our community and a sense of compassion towards those around them. We provide a curriculum that exceeds the state expectations and are the only school in the area to offer students access to the AP Capstone diploma. We model the teachings of the Catholic church and provide many opportunities for prayer daily.
- The profile of the graduate is evident in the life of the school simply in the number of individuals working to attain the features of the profile: students practice faith daily, develop character through challenges, education through rigor, and service through the many opportunities provided to enter the community and help where needed.
- At one point there was a weekly focus on social media with alumni and a focus on how successful they have been. We have not done that this year but could maybe do that again I think it would also be nice to have our graduates come in as guest speakers to focus on how to be successful in college, how IHC prepared them, what careers they have gone into, etc I think with our current students we promote the values of Christianity while also encouraging them to learn and be prepared for life after high school.
- A Person of Faith: School days begin and end with prayer. We host monthly Masses and maintain an active chapel where students can cultivate a deep, personal relationship with God.
- A Person of Character: When disciplinary issues arise, our administration uses a restorative justice model based on Gospel values, teaching students to accept responsibility for their actions and choices.
- A Well-Educated Person: AP courses challenge students to use critical thinking skills, ensuring our students are fully prepared for future educational opportunities.
- A Person of Service: In our Community Service Program, students participate in projects such as leaf relief, tree planting, Christmas cards to the elderly, filling stockings at Christmas for the Urban Mission, annual can drive, assemble irrigation drip kits, and more.
- The Profile of Graduates is represented in the values that our teachers instill in our students. We set the example, in and out of the classroom, of how a Catholic can honor God. Our character and lifestyle is shared with students and supports how many are taught to represent themselves from their parents. We have students who complete service projects, create opportunities to bare witness, write essays remarking on the need for faith and service and how that can be achieved by younger civilians. Our student body as a whole, check off each description of the Profile of Graduates. Last year, we organized participation in Pope Leo's Green Apple Project, and included representation from Pre-K- 12th grade. Participation in this project highlighted the need for conservation of water, reduction of waste, recycling, and many other ways to keep God's creation clean and respected.
- Graduates of IHC are equipped to be leaders in our communities. Students leave with the skills and faith to not just excel but to use their talents for the good of others.

Are there other foundation documents (such as philosophy, vision, etc.) that are important to your school?

Mission Statement of the Office of Education of the Diocese of Ogdensburg

Catholic Schools of the Diocese of Ogdensburg promote and proclaim the Gospel message in the

context of the Tradition and official teaching of the Catholic Church. Rooted in the humanities and sciences, they exhibit academic excellence and identify the uniqueness of their students. They foster a vision and desire of the students to develop as individuals and members of families and to continue life-long growth as Catholics and believers influencing society and the world.

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
F1a.	The school's preferred future is clearly outlined in its Mission.				X	
F1b.	The identity and ethical norms of the school community are articulated in its Core Values.				X	
F1c.	The Profile of a Graduate defines the skills, traits and characteristics that are expected of every graduate.				X	
F1d.	The school's Foundation Documents are internally consistent, non-discriminatory and acknowledge the values of the school community.				X	

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

F1b. After review of the survey results and the student and parent comments, it is clear that our identity and integrity is articulated well in our core values.
*92.9% of stakeholders feel the school operates ethically.
*87.8% of stakeholders feel the school creates a fair and positive environment.
*85.7% of stakeholders feel respected
*Stakeholders comments- IHC not only provides a high-quality education but also nurtures our son's spiritual growth and
values. The school community emphasizes kindness, compassion, and integrity, helping him become a well-rounded and morally grounded individual. I'm grateful for the supportive environment where faith and learning go hand in hand.
*56.1 % of the student body feels IHC provides a positive environment
*54.9 % of the student body feels IHC provides a welcoming environment
*Student comments- What do you like most about your school?
The welcoming environment

The close community and everyone is like your family I like that people are kind and accepting here The fact that we can worship God here.

Key Concept F2:

The Foundation Documents are reflective of the community's expectations.

A. Evidence and Documentation.

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
F2a.	The Foundation Documents are developed using input by appropriate stakeholders of the school institution and their expectations for student learning.			X		
F2b.	The Foundation Documents are shared widely by the institution through a variety of mediums.			X		
F2c.	The Foundation Documents are understood and supported by the institution's community of stakeholders.			X		
F2d.	The Foundation Documents are assessed periodically to determine effectiveness using input from appropriate stakeholders.			X		
F2e.	The Foundation Documents are respectful of all races, religions, cultures and lifestyles, as well as the values of the community and inclusive of the voices of the community.				X	

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

F2a , F2c & F2d Our foundation documents are developed and reviewed utilizing input from appropriate stakeholders. The composition of the planning committee is evidence of this. It is composed of teachers, alumni, administration, parents, clergy, and board members. Many of the members play more than one of these roles.

*96.9% of stakeholders strongly agree or agree with the mission
*100% of the stakeholders strongly agree or agree with the core values.
*100% of the stakeholders strongly agree or agree with the profile of a graduate.
Stake holder comments- -It is faith based and had great academic standards
-That is truly fosters a Catholic culture in school and how to carry that out to the world
-The staff and administration create a safe learning environment. I know that when I drop her off she is safe and in a positive learning place. She feels that way as well.
-IHC not only provides a high-quality education but also nurtures our son's spiritual growth and values. The school community emphasizes kindness, compassion, and integrity, helping him become a well-rounded and morally grounded individual. I'm grateful for the supportive environment where faith and learning go hand in hand.
IHC in the community events.

F2b Our foundation documents are widely shared with our stakeholders and students.
They are shared on our website About | IHC
They are displayed in our school
They are shared and discussed during morning prayer
They are shared via social
F2e. Our foundation documents are respectful of all races, religions and cultures and inclusively represent the voice of our school community. The way we implement our mission, values and goals for our graduates is evidence of this.
*International Student Program- Each school year we welcome several students from countries all over the world. They engage in our faith and academic program and in turn we always strive to provide multiple opportunities for them to share their culture and religion with the student body.

Survey
*81.7% of the stakeholders are very satisfied or satisfied with the school's approach to global awareness and diverse cultures and lifestyles
*67% of the students are very satisfied or satisfied with the school's approach to global awareness and diverse cultures and lifestyles.
*At the elementary level, our teachers always provide opportunities for students to share their culture and traditions

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take?

Key Concept F3:

The Foundation Documents are used as a guide for decision-making.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
F3a.	The Foundation Documents form the basis for short and long-range decision-making.				x	

F3b.	Institution-wide goals and school improvement objectives are directly related to the Foundation Documents.				x	
F3c.	Written policies and procedures are consistent with the school's Foundation Documents, are implemented at all times, and are reviewed regularly.			x		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

x	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

At IHC, the decisions made by the education council, the administration, and the faculty are made with knowledge and understanding of the school's mission, values, and goals. The best interests of students, their families, and other stakeholders are considered within the parameters of the school's foundational documents and identity. The school's ultimate goal is to adhere to Catholic values while creating responsible citizens who are lifelong learners, and this objective is the motivation behind all decisions at the school.

THE FOUNDATIONS STANDARD

Does your school meet the Foundations Standard?

Based on the self-assessment of the above Key Concepts, Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the Foundations Standard.

X	Our self-assessment is that our school **MEETS** the Foundations Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** the Foundations Standard for Accreditation.

Why do you feel you meet or do not meet the Foundations Standard?

We believe that our school meets the Foundations standard because our core values, mission statement and profile of a graduate are clear evidence of who we are, what we value and what we seek to accomplish to every student. The core values provide a common framework for how we approach education and how we interact with each other. The mission which is at the heart of everything we do seeks not just to educate the child but to form the whole person. The Profile of a graduate provides a clear picture of the qualities we hope students will embody when they leave our school. The mission explains why we exist. The values describe how we strive to live the mission. The profile presents the young people we strive to form.

Identify any information or comments from your surveys that inform your self-assessment of

the Foundations Standard?

The surveys and written comments from stakeholders clearly demonstrate that the Foundation Standard is alive and well at Immaculate Heart Central.

Identify any strengths in the Foundations Standard:

IHC excels in a few areas in regard to the Foundations Standard. Our Faith Community program is extremely successful. Several students end the school year with an impressive amount of hours they have given to serving those in need and supporting projects that promote discipleship. They are celebrated at an awards assembly at the close of the year. Another area we excel in would be creating an environment that encourages and expects empathy, compassion and integrity when engaging with others. The teachers and our vice principal/ family support coordinator do excellent work when it comes to making students feel valued and included. They are also extremely successful at providing individual support to the students who may be struggling.

Identify any areas for improvement for the Foundations Standard that should be considered for the Plan for Growth and Improvement:

Increased advancement and promotion efforts and projects are necessary to keep the spirit and mission of Immaculate Heart alive and well.

GOVERNANCE AND ORGANIZATION STANDARD

Standard for Accreditation

Introduction: A school must be clearly organized and effectively led in order to achieve its preferred future. MSA believes that school governance, leadership, faculty, and staff must work together collaboratively and cooperatively with the community to strategically plan for the school's continuous improvement. Policies and procedures detail roles and responsibilities of governance and leadership as well as the promotion of staff well-being. The **Governance and Organization** Standard for Accreditation consists of seven key concepts. Schools will self-assess if they meet these Key Concepts, and ultimately the overall Standard, by a review of required evidence, supporting documentation, and a determination of their adherence to a series of Indicators of Quality.

Each indicator will be rated on the following scale:

1. **Does Not Meet:** The evidence indicates the school *does not meet* the expectations of this Indicator.
2. **Partially Meets/In Need of Improvement**: The evidence indicates that the school *partially meets* the expectations of this Indicator and is *in need of improvement*.
3. **Meets**: The evidence indicates the school *meets* the expectations of this Indicator.
4. **Exceeds**: The evidence indicates the school *exceeds* the expectations of this Indicator.

Name	Job Title
Nathan Abel	⅞ Grade ELA and SS lead teacher
Teresa Lucas	Business Manager
Kim Murrock	Administrative Assistant/ Enrollment
Santina Baker	PE teacher/Health/Ant-Phys
Leslie Gayne	⅞ Grade Math/Science lead teacher
Kerri Gonas	St. John Bosco Junior K- Lead teacher
Sister Maryanne Croitz, SSJ	Pre-Calc Lead Teacher

Key Concept O1:

The school is legally chartered, licensed, and/or authorized by the appropriate civil authorities.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
O1a.	The school's governing body and/or owner ensures that the school is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates.				x	
O1b.	The school has no legal or proprietary ambiguities in ownership, control, or responsibility.				x	

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

x	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

Immaculate Heart Central School is a private Catholic school in Watertown, NYunder the guidance and support of the Bishop of the Roman Catholic DIocese of Ogdensburg. IHC's predecessor (Immaculate Heart Academy) received its provisional charter in the early 1900's. (Date is illegible on certificate) Full accreditation from the University of the State of New York in 1908. As a Catholic school, its governance and operational policies are guided by the Diocese, the Board of Governors, and the school's Education Council. The school complies with all applicable statutes, regulations, and requirements of civil authorities and maintains appropriate recognition as required for non-public schools. In addition, the school follows the requirements of Canon Law. The Roman Catholic Diocese of Ogdensburg, the Board of Governors, and the Education Council support the school's participation in the accreditation process through Middle States Association Commissions on Elementary and Secondary Schools.

Key Concept O2: The school has an organizational structure clearly detailing its positions/jobs and corresponding relationships.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality	1	2	3	4	NA

O2a.	The governing body has and implements written policies and/or procedural guidelines that define: ● Proper roles and responsibilities ● Qualifications for members ● Composition, organization, and operation ● Terms of office for members ● Provisions for identifying and selecting new board members when vacancies occur ● Membership that represents constituencies served by the school where appropriate.				X	
O2b.	The governing body provides opportunities for education of its members, including orientation and training sessions, so that all members understand their responsibilities and roles.		X			
O2c.	The governing body conducts regularly scheduled meetings that are communicated to the school's community of stakeholders.			X		
O2d.	School leaders are supported by stakeholders.			X		
O2e.	School leaders possess the appropriate qualifications, experience, and competencies for their position.				X	
O2f.	School leaders create a culture where all students achieve expected levels of performance.				X	
O2g.	The school has and implements written policies and/or procedural guidelines for the day-to-day operation of the school.				X	
O2h.	Succession plans for key roles ensure stability.				X	
O2i.	School personnel are adequate in number and qualified to deliver the programs, services, and activities.			X		
O2j.	A logical and clear table of organization specifies the levels of responsibility and reporting relationships within the school.				X	
O2k.	Written job descriptions are provided for all personnel and positions.				X	
O2l.	The school has a process to select and evaluate all external educational organizations that deliver any part of the school program.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

2A: There is a clear written constitution and a Code of Ethics for the governing body regarding policies and procedures. A list of current members and meetings are posted on the school webpage IHC Education Council .
2B: see below Rated 2

2C: Regular scheduled meetings are conducted. The meeting dates are published on the website. Minutes are posted to the school website, but not on a regular basis. To move towards a 4, council will delegate a member to publish the minutes as soon as they are available.

2D: The Survey feedback Survey Evidence for Leadership showed positive and reflective confidence in leadership. Leadership is committed to continuous improvement by addressing areas identified for growth and strengthening stakeholder engagement to support enrollment and long-term sustainability. This is a 3 because in consolidating all the grades in one building we have learned that there is room to learn and grow into a more unified school.

2E: Our school leadership has demonstrated exceptional leadership, and her faith clearly informs her approach to guiding the school community. The school leaders possess the qualifications and value on the job experiences that strengthen their leadership effectiveness.

2F: School leaders are committed to achieving academic excellence and to preparing students to meet expected performance levels. Leaders stress student success during their time at IHC and ensure that graduates are prepared to continue their education or enter the workforce as stated in the school's foundation documents. With the consolidation, teachers and staff are adjusting to new structures and roles, but commitment to the students' learning is evident. Cohesion across instructional teams is developing. The leadership values cohesion as an opportunity for growth and is committed to strengthening collaboration by offering more professional development that will benefit all students.

2G: School outlines daily operations through student parent handbook with daily schedules, bells, calendar of events and emails to show new schedules on off days (snow day, mass)

2H: There is a written Succession Plan for key positions.

2I: IHC employs qualified personnel, capable of delivering the school's academic programs, services, and activities. While staffing is adequate to maintain current programming, leadership recognizes that personnel numbers in certain areas do not fully align with current enrollment levels. Leadership should:
*Conduct an annual review of staffing levels in relation to enrollment trends.
*Identify opportunities to strategically combine services and shared responsibilities.
* Continue professional development to ensure personnel remain qualified and effective.

2J: There is a clear written Organizational Structure Chart for reporting purposes.

2K: School has written and accessible Job Descriptions that clearly define roles,

responsibilities.

2L: The evidence shows that the school utilizes several external educational organizations and instructional tools to supplement and enhance its academic program. These include Virtual High School, 4H program for grades 3-5, Castle Learning, Learning A-Z, google classroom, speech therapy and reading services as well as the parent portal through FACTS so parents can stay in the know. In selecting programs and service providers, the school will:
*Develop written criteria for selecting and approving external learning platforms.
*Implement an annual review process for all external providers and instructional tools.
*Assign administrative oversight for monitoring the effectiveness of the programs.

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take to resolve the identified areas for improvement?

The Governing Body has not recently done workshops or training of its new or existing members. They do receive a yearly orientation. The following can be used to resolve this rating from a 2 to a 3 or 4.

*Utilize free or low-cost online governance webinars, training modules, and written resources.
*Implement a peer mentoring approach pairing new members with experienced members.
*Expand professional development opportunities incrementally as financial resources allow.

Key Concept O3: The school has a system in place for regularly assessing the effectiveness of governance, leadership, and all personnel.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
O3a.	The school's governing body annually evaluates itself.				x	
O3b.	The school has and implements written policies and/or procedural guidelines for annually evaluating all personnel (leadership, faculty and staff) performance.				x	
O3c.	The annual evaluations are based on professional standards and expectations that have been communicated in advance.				x	
O3d.	Personnel evaluations are conducted with the staff member's knowledge and results are reported in writing as well as verbally.				x	

O3e.	Personnel are 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	

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

x	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

03a The school's body annually evaluates itself

03b The school has and implements written policies and/or procedural guidelines for evaluating all personnel performance.

03c The annual evaluations are based on professional standards and expectations that have been communicated in advance.

03d Personnel evaluations are conducted with the staff member's knowledge and results are reported in writing and verbally.

03e Personnel are provided with an opportunity to discuss performance evaluations with the evaluators and the ability to appeal evaluations to a designated level of leadership above the evaluators. Should additional observations be warranted they may be scheduled as needed or requested, for example to meet additional requirements for new teachers or to follow up on concerns or unobserved requirements.

Key Concept O4:

The school governance and leadership plan strategically for continuous school improvement.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality	1	2	3	4	NA

O4a.	The school's governance and leadership plans strategically, reflecting on its decisions and the consequences of its actions on the community of stakeholders.				x	
O4b.	The school develops a strategic plan that is approved and supported by the school's community of stakeholders.				x	
O4c.	Operational and strategic planning are aimed at accomplishing the school's mission and goals.				x	
O4d.	Strategic plans are based on data.				x	
O4e.	The governing body and leadership think creatively and act responsibly when considering the school's capacities in terms of time, energy, personnel and resources when planning new initiatives, setting goals, and developing action plans.				x	
O4f.	Action plans support strategic planning and are regularly monitored and revised as needed to ensure continuous progress.				x	
O4g.	Governance and leadership have a documented plan to continue education in the event of an interruption to in-person instruction.		x			

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

x	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

The 2026-2031 Strategic Plan is "work-in-progress" document. Having completed the school's consolidation during the 2025-2026 school year, the school is now assessing and evaluating and finalizing the new strategic plan. With the inclusion of the previous strategic plan (2019-2025), evidence shows that the school meets the indicators relevant to strategic planning.

Strategic Planning evidence includes input from Stakeholder Surveys and from Student Surveys

Strategic Planning evidence includes examples of alignment and adherence to the school's mission statement and identity.

The rating for the continuity of education related to the interruption of in-person instruction is based solely on the (current) absence of that document in evidence. The school has had a plan in the past, re: the interruption created during the COVID crisis. The school also has

evidence of planning for interruptions based on events like “snow days,” delayed start of day, and early dismissal in the form of altered bell schedules.

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take to resolve the identified areas for improvement?

A draft of the Continuity of Education Plan is available.

Key Concept O5:

The governance and leadership are responsible for maintaining clear, open, and appropriate communications with and among stakeholders.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
O5a.	Appropriate written guidelines for confidentiality in communications are clear and are implemented consistently throughout the organization.				x	
O5b.	Members of the community of stakeholders have appropriate opportunities to provide input.				x	
O5c.	Marketing materials related to the school’s educational programs, services, activities, and resources are clear, accurate, current, and non-discriminatory.				x	
O5d.	Written policies or procedural guidelines govern admission to the school.				x	
O5e.	The school 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	
O5f.	Documented policies or procedural guidelines govern the placement of students in the appropriate educational levels and the transfer of academic credits.				x	
O5g.	The school provides an orientation program for new students and their families to share the school’s foundation documents, educational program, services, policies, and expectations.			x		

O5h.	The school has and implements policies and procedures for appropriate communication regarding social media, website, photographs, newsletters, etc.				x	

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

x	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

O5a: IHC's Faculty Handbook (pages 10, 12, 27) and Employee Handbook (page 2) provide written guidelines for faculty and staff regarding confidentiality. The Diocese of Ogdensburg has a Child and Youth Protection Policy which specifically addresses confidentiality (pages 38, 39, 43, and 44). The IHC IT Acceptable Use Policy addresses confidentiality (page 5) and indirectly discusses confidentiality while discussing date privacy and security. Additionally, IHC provides a Photo Consent Form and Contact Directory Form to all families. Families can decide if and how they want their student's name, photo, etc. used and if IHC can share contact information with others. IHC can improve this standard by adding a section on confidentiality for others in the IHC community in the Student Handbook to include students.

O5b: IHC offers a variety of ways for stakeholders to provide input to include: Education Council Meetings, Middle States and Updates, Teacher Conferences, Open Houses, Committees. The Principal sends weekly updates to families and staff regarding upcoming events and activities within the school community. Monthly calendars and activity flyers are also sent home and emailed to families.

O5c: IHC's website, brochure, and social media pages promote the school's education opportunities, services, activities, and resources available.

O5d: IHC's Student Handbook and Enrollment and Admissions information found on the website and sent out by the Office provide the policies and procedures for admission to the school. The Office also sends emails to the IHC Community regarding open enrollment opportunities. This information is also posted on social media, the website, and hard copies are sent home to students. Brochures and marketing materials are also distributed throughout the community.

O5e: The IHC website provides information to applicants regarding the mission of the school, educational opportunities, services, tuition and fees, school policies and expectations. Families can also access the Student Handbook, IT Policy, Safety Plan, and Dress Code on the IHC website.

O5f: IHC uses a variety of forms to govern the placement of students to include: information provided during the online enrollment process, access to academic credit via the Records Request Form, and the Course Request Forms used by the Guidance Office to support and guide student education.

O5g: IHC provides all families with the Student Handbook and opportunities to tour and learn about the school. All families are invited to Open Houses, Meet the Teacher Night, and the Popsicles in Park event. IHC could improve upon this standard by creating an orientation program for new students and international students.

O5h: IHC has policies and procedures for appropriate communication which can be found in the Student Handbook, Student Code of Conduct, IHC IT Acceptable Use Policy, Faculty Handbook, and the Employee Handbook. Additionally, there is a new cell phone policy that employees should not communicate with students via cell phone (text or call).

Key Concept O6:

School governance and leadership are responsible for safety and are expected to model ethical behavior to promote a safe and orderly environment.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
O6a.	A written code of conduct is followed by the governing body, all personnel (including contractors), and students.			X		
O6b.	Any consequences of infractions of the written code of conduct are applied fairly and uniformly.			X		
O6c.	Documented policies and procedures address student and staff academic integrity and plagiarism.				X	
O6d.	Documented policies or procedures ensure courses and materials meet content copyright law and fair use guidelines.				X	
O6e.	The community of stakeholders maintain appropriate and constructive relationships characterized by mutual trust and cooperation.				X	
O6f.	Personnel (including contractors providing services) feel safe in school.				X	
O6g.	The school has and implements written policies and/or procedural guidelines for due diligence in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.				X	

O6h.	The school has and implements written policies and/or procedural guidelines for diligence to ensure that all volunteers are eligible and continue to be eligible to work with children.				X	
O6i.	The school has and implements written policies and/or procedural guidelines for due diligence to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.			X		
O6j.	The school has and implements written policies and/or procedural guidelines for appropriate orientation and supervision for volunteers, contracted services, and service providers not employed by the school.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

6a) The document labeled student code & integrity exhibits clear evidence of this for students.
6b) The PreK-12 Parent/Student Handbook elementary p. 23, secondary p. 25 lists policies for this.
6c,d) The document labeled copyright and fair use key provides evidence for this. The PreK-12 Parent/Student Handbook p. 25 also addresses these topics
6e) The document labeled ”Governance O6e Survey Result“ provides evidence of stakeholders' relationships.
6f)The document labeled “Governance O6f Survey Result” provides evidence of stakeholders’ responses.
6g-j)The documents on virtus and volunteer staff diligence exhibit the standards required for working with students in this school. All personnel are subjected to a background check as well. Virtus IHC & Volunteer Staff Diligence with Conduct

Key Concept O7:

School policies and procedures promote a positive work climate for all personnel.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
O7a.	The school has and implements written policies and/or procedural guidelines for ensuring a positive work environment.			x		
O7b.	There are clear lines of two-way communication between faculty and administration.				x	
O7c.	The school promotes a sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school among the staff.				x	
O7d.	The school promotes professional satisfaction and good general morale in promoting its mission.				x	
O7e.	Staff are encouraged and supported to offer and pursue new ideas in accordance with their interests.				x	
O7f.	The school has and implements written policies and/or procedural guidelines for orienting and mentoring of new staff members.				x	
O7g.	The school has and implements written policies and/or procedural guidelines for determining adequate compensation, reasonable workloads, acceptable working conditions, and defining just and fair treatment for all members of its staff.				x	
O7h.	The school has and implements written policies and/or procedural guidelines for handling complaints/ grievances by members of the staff.				x	

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

x	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

7a. This indicator is in evidence through the Faculty Handbook, Mission Statement, and Root Beliefs Statement.
7b. This indicator is in evidence through the school's Organizational Chart, Employee Handbook, and Faculty Handbook.
7c. This indicator is in evidence through the Stakeholder Surveys conducted by the school during the 2025-26 school year.
7d. This indicator is in evidence through the Mission Statement, Root Beliefs Statement, Profile of a Graduate Statement, and Stakeholder Surveys.
7e. This indicator is in evidence through the Stakeholder surveys.

7f. This indicator is in evidence through the Employee Handbook and the Faculty Handbook.
7g. This indicator is evidenced through the Job Descriptions, Benefits plans (health insurance, retirement, etc.), the Employee handbook, and the Faculty Handbook.
7h. Organizational Documents, Bylaws, etc. indicate a process for conveying concerns and grievances to the appropriate administrative level when necessary.

THE GOVERNANCE AND ORGANIZATION STANDARD

Does your school meet the Governance and Organization Standard?

Based on the self-assessment of the above Key Concepts, Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the Governance and Organization Standard.

x	Our self-assessment is that our school **MEETS** the Governance and Organization Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** the Governance and Organization Standard for Accreditation.

Why do you feel you meet or do not meet the Governance and Organization Standard?

Immaculate Heart Central provides a significant amount of documentation and evidence to support meeting the Governance and Organization Standard. With only 2 exceptions, we achieved consensus on ratings of 3 (meets) or 4 (exceeds) on all indicators. In both cases of a rating below 3, the narration provides commentary and suggestions for a path to improve the rating by either locating or improving upon documentation.

Identify any information or comments from your surveys that inform your self-assessment of the Governance and Organization Standard?

In addition to serving as a communication tool for stakeholders to address concerns, provide feedback, and give stakeholders an opportunity to be involved as a school community, the surveys provided guidance and direction in documenting several Key Concepts of this self-study. Specifically, we have included folders and/or documents collating survey responses applicable to Key Concept C05, Key Concept C06, and Key Concept C07, as well as referring to surveys within narration.

Identify any strengths in the Governance and Organization Standard:

Recent changes due to the consolidation of Immaculate Heart Central from two buildings to one JK-12 building, as well as a change in leadership, has prompted assessments, evaluations, and updates to several key components of programming, policy, procedures and practices for employees, and guidelines for students and families. In addition,

Immaculate Heart Central's commitment to keeping its Mission Statement, Root Beliefs Statement, and Profile of a Graduate as the focus of decision and policy making as well as day-to-day operations and instruction represents the institution's significant strength. The additional layer in organization and structure represented in the Diocesan leadership also provides additional support to maintain an "on mission" focus for the school.

Identify any areas for improvement for the Governance and Organization Standard that should be considered for the Plan for Growth and Improvement:

Areas for improvement could potentially include more training for board members as well as increased communication from the board members to other community stakeholders. Communication from Immaculate Heart Central to all the communities it serves could be improved, enhanced, or expounded upon to include more self-promotion of the school to those communities, and to poll/survey those communities for interests and incentives that Immaculate Heart Central could pursue to drive increased enrollment in the coming years.

Student Well-Being Standard
Standard for Accreditation

Introduction: Effective learning requires a nurturing school community focused on student well-being. MSA believes the school must ensure the physical, mental, and emotional well-being of its students. Student well-being is developed in a school culture that encourages creativity, active engagement, and collaboration with families and the community. The **Student Well-Being** Standard for Accreditation consists of four key concepts. Schools will self-assess if they meet these Key Concepts, and ultimately the overall Standard, by a review of required evidence, supporting documentation, and a determination of their adherence to a series of Indicators of Quality.

Each indicator will be rated on the following scale:

1. **Does Not Meet:** The evidence indicates the school *does not meet* the expectations of this Indicator.
2. **Partially Meets/In Need of Improvement**: The evidence indicates that the school *partially meets* the expectations of this Indicator and is *in need of improvement*.
3. **Meets**: The evidence indicates the school *meets* the expectations of this Indicator.
4. **Exceeds**: The evidence indicates the school *exceeds* the expectations of this Indicator.

Name	Job Title
Jen Delaney-Bombard	Family Support Coordinator
John Montondo	HS History, Accounting, Personal finance teacher
Brietta Lowman	3rd grade Teacher, Campus minister
Shannon Margery	HS science Teacher/AIS
Shannon Barber	Kindergarten Teacher
Lindsey Peatfield	Computer/Library Teacher/AIS
Henry Pecori	JR/SR Religion Teacher
Paige Richarson	Spanish Teacher JK-12 grade
Megan Smith	School Nurse

Key Concept W1:
The school leadership creates and supports a safe and secure environment for all students.

A. Evidence and Documentation
B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
W1a.	Students feel safe in the school.				X	
W1b.	Written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors are regularly reviewed and updated.				X	
Child Protection						
W1c.	The school is cognizant of cultural expectations of its school community and complies with the legal and ethical expectations regarding child abuse within the jurisdiction in which it operates, as well as international expectations for the rights of children.				X	
W1d.	The school has developed and adopted an appropriate definition of child abuse including physical, emotional or sexual abuse, sexual exploitation, neglect, and inappropriate behavior of children towards other children.				X	
W1e.	The school has a policy approved by the governing body that describes how it is committed to preventing and responding appropriately if children are harmed, or if allegations of harm to children are made.				X	
W1f.	All reports of suspected or disclosed abuse and any actions taken by the school are confidential and are securely archived, regardless of the conclusions reached.				X	
W1g.	The staff has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting, conducted by trained members of the faculty or qualified external providers.				X	
W1h.	A person or team is clearly responsible for all child protection matters; procedures are clearly defined.				X	
W1i.	The school has clearly defined leadership responsibilities for child safety and duty of care.				X	
W1j.	Formal opportunities to educate students on a full range of child protection topics (such as bullying, personal safety, physical abuse, manipulation, grooming, online safety, healthy sexual behavior, neglect and negligent behavior, self-harm, staying safe away from home, commercial exploitation and disclosing abuse) are embedded in the school program, inclusive of an online environment, and led by trained members of the faculty or qualified external providers.				X	

W1k.	The school has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students on excursions, trips and student exchanges including any homestay, residential arrangements, or boarding facilities.				X	
Emergency Plans						
W1l.	The school regularly reviews and updates its plans for responding to emergencies and crises.				X	
W1m.	The school has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, to evacuate all school facilities, and to shelter in place (including any boarding, satellite, or athletic facilities).				X	
W1n.	The school conducts evacuation drills and maintains written records of drills.				X	
W1o.	The school conducts shelter in place drills and maintains written records of drills.				X	
W1p.	The school conducts other relevant drills based on country, federal, and state jurisdiction environment and location needs, and maintains written records of drills.				X	
W1q.	The school assesses the effectiveness of its plans and revises them accordingly based on the outcomes of the drills.				X	
W1r.	The school provides appropriate training for all staff members on implementing the school's emergency and crisis plans, including but not limited to emergency drills, handling accidents and illnesses, and universal precautions for preventing the spread of infectious diseases.			X		
W1s.	The school has a procedure to ensure (such as a risk assessments) a safe and secure environment for students during all off-campus school-sponsored activities including field trips.				X	
Physical Security/School Access/Supervision						
W1t.	Students are appropriately supervised during the school day and during all school activities.				X	
W1u.	The school has and implements a system to account for students at all times.			X		
W1v.	The school has an effective system to control access to the school by visitors and other non-school personnel, including volunteers.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

W1a. IHC students report feeling safe at school, as reflected in the results of the student and stakeholder surveys.

W1b. IHC maintains policies and procedural guidelines to ensure the health and safety of students, staff, and visitors. These policies are regularly reviewed and updated by school leadership in collaboration with diocesan guidelines and state requirements to reflect current best practices. These policies are found in the student and faculty handbooks on pages 49-54 and 54-56.

W1c. Immaculate Heart Central School complies with New York State mandatory reporting laws and Diocesan Safe Environment requirements, ensuring that all staff are trained and informed.

W1d. IHC defines child abuse that includes physical, emotional, and sexual abuse, sexual exploitation, neglect, and inappropriate behavior among students. This definition is aligned with New York State law and diocesan Safe Environment guidelines. It is communicated to staff through training and supports consistent understanding, prevention, and response to concerns involving student safety.

W1e. IHC has a child protection policy that clearly outlines procedures for preventing and responding to incidents involving student harm. The policy reflects compliance with New York State law and diocesan Safe Environment requirements, ensuring appropriate action is taken when concerns or allegations arise. Through staff training, clear reporting protocols, and ongoing oversight, the school demonstrates a strong commitment to safeguarding all students.

W1f. IHC ensures that all reports of suspected or disclosed abuse, along with any actions taken, are handled with strict confidentiality and securely maintained. The school nurse, principal, guidance counselor and family support coordinator all maintain records. These practices reflect the school's commitment to protecting student privacy and maintaining the integrity of all child protection procedures**.**

W1g. IHC provides a structured and ongoing program of professional training for staff, and volunteers focused on student safeguarding and child abuse prevention, through monthly virtus training,background checks and mandated reporter certificates. The principal regularly checks to make sure the staff's training is up to date.

W1h. IHC has clearly designated personnel responsible for all child protection matters, ensuring accountability and consistency in implementation.

W1i. IHC has clearly defined leadership responsibilities that ensure accountability for child safety and duty of care.

W1j. IHC provides formal opportunities to educate students on key child protection topics, including bullying, personal safety, and online safety, through classroom instruction and school-wide initiatives.

W1k. IHC has specific child protection policies, practices and faculty and staff training programs to ensure the safety and welfare of all students on excursions, and trips.

W1l. Immaculate Heart Central School regularly reviews and updates its emergency and crisis response plans to ensure alignment with current best practices and safety requirements. These plans are reinforced through practice drills and the implementation of a comprehensive emergency plan. School leadership collaborates with staff and, local authorities to evaluate procedures and make necessary improvements, ensuring preparedness for a wide range of emergency situations**.**

W1m. Immaculate Heart Central School maintains and implements comprehensive written procedures and functional equipment to ensure effective communication and response during emergencies. The school is equipped to summon assistance, evacuate facilities, and shelter in place as needed, with procedures clearly communicated and regularly practiced.

W1n.IHC conducts evacuation drills and maintains written records of drills.

W1o. IHC conducts shelter in place drills and maintains written records of the drills.

W1p.IHC conducts other relevant drills based on country, federal and state jurisdiction environment and locations needs, and maintains written records of drills.

W1q. Immaculate Heart Central School assesses the effectiveness of its emergency plans through the evaluation of practice drills. Outcomes are reviewed by school leadership and local emergency officers; procedures are revised as needed to improve response and preparedness.

W1r. Immaculate Heart Central School provides staff with training on implementing emergency and crisis plans, including procedures for drills, responding to accidents and illnesses, and maintaining safe health practices. Staff are informed of protocols to support student safety and well-being.

W1s. Immaculate Heart Central School has procedures to support a safe and secure environment for students during off-campus, school-sponsored activities, including field trips. Planning includes supervision guidelines, parental permission slips, and the use of Virtus-trained, CPR- and First Aid-certified staff and volunteers**.**

W1t. There is always an adult teacher or qualified staff present at all school sponsored events.

W1u. Immaculate Heart Central School has established and consistently implements procedures to account for students at all times throughout the school day and during all activities. Systems such as attendance tracking, supervised transitions, and emergency accountability protocols ensure that students are monitored and accounted for in all settings.

W1v. Immaculate Heart Central School maintains an effective system to monitor and control access to the building by visitors, volunteers, and other non-school personnel. All doors

remain locked during the school day, and visitors must be admitted by a school employee after being identified through camera-monitored entrances and exits.

Key Concept W2:
Student health and wellness are a main priority of school leadership.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
W2a.	The school provides appropriate and adequate health care to its students during the school day and makes provisions for appropriate health care at school functions that take place away from the school's premises.				X	
W2b.	Policies and procedures are in place to ensure that all students receive adequate nutrition.			X		
W2c.	The school has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.				X	
W2d.	The school has and implements policies and/or procedural guidelines for maintaining confidentiality and sharing medical records and health information of students and members of the staff in compliance with applicable laws. (FERPA, HIPAA, confidentiality, GDPR)				X	
W2e.	The governing body and leadership ensure that the school has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to mental and physical health, safety, and child protection.				X	
W2f.	The school 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	
W2g.	The school has formal learning programs related to child protection, bullying, personal safety, etc.			X		
W2h.	The school has policies and procedures relating to child protection, bullying, personal safety, etc.			X		
W2i.	Students know what to do if they feel uncomfortable or have concerns including mistreatment, abuse, or mental health issues.				X	

W2j.	The school 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.			X		
W2k.	The school provides proactive and responsive student support services that address students' emotional and social needs.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

W2a. Immaculate Heart Central School provides appropriate and adequate health care to students during the school day, with a school nurse on site during school hours and established health procedures in place. The school also ensures that proper provisions are made for student health and safety during off-campus activities and school-sponsored events.

W2b. Immaculate Heart Central School has policies and procedures to support and promote adequate nutrition for all students. The school provides access to nutritious meal options and encourages healthy eating habits within the school community, including offering a backpack program to support families in need. The school continues to review and enhance its practices to ensure all students' nutritional needs are consistently met.

W2c. Immaculate Heart Central School has established and implements written policies and procedures for the safe storage and administration of student medications. Medications are securely stored and administered by trained personnel in accordance with established health guidelines and parental authorization**.**

W2d. Immaculate Heart Central School has policies and procedures in place to maintain the confidentiality of student and staff medical records and health information in compliance with applicable laws, including FERPA and HIPAA. Access to sensitive information is limited to authorized personnel and handled through secure systems and professional practices**.**

W2e. Immaculate Heart Central School maintains relationships with community organizations that provide support and resources related to student mental and physical health, safety, and child protection. School leadership collaborates with these partners as needed to support student well-being and address specific concerns. The school continues to strengthen and expand these partnerships to ensure consistent and comprehensive access to services. Some of the organizations are Catholic Charities, Urban Mission, Samaritan Medical Center Behavioral health, as well as many counselors.
W2f. Immaculate Heart Central School provides opportunities within its educational program with activities for students to develop knowledge and habits that support personal wellness and a healthy lifestyle. Through physical education, health-related instruction, and extracurricular activities, students are encouraged to make positive choices. The school continues to expand and strengthen these opportunities to ensure consistent development of healthy practices across all grade levels.

W2g. The school has formal learning programs related to child protection, bullying, and personal safety.

W2h. The school has policies and procedures relating to child protection, bullying, and personal safety.
W2i. The survey feedback shows students know what to do if they feel uncomfortable or have concerns including mistreatment, abuse, or mental health issues**.**

W2j. Immaculate Heart Central School implements programs that promote awareness, prevention, and responsiveness to issues related to students' social and emotional well-being. Through guidance counseling and Family Support Coordinator services, local agency referrals, school-wide initiatives, and faculty support, students are provided with resources to

address their needs. The school continues to evaluate and expand these efforts to ensure comprehensive and consistent support for all students.

W2k.The school provides adequate, proactive and responsive student support services that address students' emotional and social needs. However to move to a 4 a school counselor on staff would be a positive addition.

Key Concept W3:
Student activities and experiences are provided for all students.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
W3a.	All school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.			X		
W3b.	All students are offered opportunities through experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.				X	
W3c.	The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school's educational program.				X	
W3d.	Activities are varied, developmentally appropriate, and enhance the educational program.			X		
W3e.	Students, staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.				X	
W3f.	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	
W3g.	Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's mission.			X		
W3h.	Students are provided with a program of co-curricular or extra-curricular programs/activities or the school actively encourages and promotes students' involvement in such activities in their community.				X	
W3i.	Students are provided with opportunities for service learning to address meaningful community needs.				X	
W3j.	The school 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	
W3k	Students are provided opportunities for collaboration and teamwork.				X	
W3l.	Procedures are in place to provide students with opportunities to suggest additions or changes to the available student activities and experiences.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

x	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

W3a. Immaculate Heart Central School ensures that school programs and activities are appropriately planned, supervised, and staffed with qualified personnel. Faculty and staff provide oversight and support to maintain a safe and productive environment for students.

W3b. Immaculate Heart Central School offers students opportunities to develop responsibility, initiative, leadership, cooperation, and self-direction through academic, extracurricular, and service experiences. Students are encouraged to take active roles in their learning and school community.

W3c. Immaculate Heart Central School provides non-discriminatory student experiences that are age- and developmentally appropriate and designed to enhance the educational program. Through a variety of academic, extracurricular, and service opportunities, students are able to participate in inclusive and supportive learning environments.

W3d. Immaculate Heart Central School offers a variety of developmentally appropriate activities that enhance and support the educational program. Through academic, extracurricular, and co-curricular opportunities, students are able to engage in meaningful experiences.

W3e. Immaculate Heart Central School provides opportunities for students, staff, and families to offer input regarding student activities through open Educational Council meetings, and ongoing communication and feedback. This input helps inform planning and improve student experiences.

W3f. Immaculate Heart Central School ensures that staff members, parents, and volunteers who lead student activities are approved by school leadership and meet appropriate qualifications. These individuals provide supervision and support to maintain a safe and productive environment for students.

W3g. Immaculate Heart Central School ensures that student activities are appropriately financed and aligned with the school's mission and values.

W3h. Immaculate Heart Central School offers extracurricular opportunities and encourages student involvement in community activities. The school continues to expand these opportunities to support participation and student growth. One way is through monthly Faith Community Service activities.

W3i. Immaculate Heart Central School provides students with opportunities for service learning that address meaningful community needs. Through school and community-based activities, students are encouraged to serve others and develop a sense of responsibility.

W3j. Immaculate Heart Central School provides opportunities within its educational program and activities for students to develop knowledge and habits that support personal wellness and a healthy lifestyle. Through physical education, health-related instruction, and extracurricular activities, students are encouraged to make positive choices.

W3k. Immaculate Heart Central School provides students with opportunities for collaboration and teamwork through academic activities, group projects, and extracurricular programs. These experiences encourage cooperation, communication, and shared responsibility**.**

W3l. Immaculate Heart Central School provides opportunities for students to suggest changes to activities through monthly class officer meetings and open discussions with principals and teachers.

Key Concept W4:
Policies and procedures promote a fair and positive school climate for students.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
W4a.	The school recognizes and celebrates student accomplishments, contributions, responsibilities and culture, ethnicity, and heritage in meaningful ways.				X	
W4b.	Students understand and abide by the Code of Conduct that clearly defines expected behavior and documented disciplinary actions.			X		
W4c.	Students understand the rights and responsibilities of engaging in a digital society.			X		
W4d.	Students exhibit a sense of pride in their school.			X		
W4e.	Interactions among the students, and between students and staff/volunteers are appropriate and characterized by respect, trust, and fairness.			X		
W4f.	Students feel respected and supported by faculty and administration.			X		
W4g.	Through policies and activities, the school encourages the development of strong character, integrity and ethical behavior in its students as aligned with the Foundation Documents.				X	
W4h.	The school encourages the development of student initiative in the pursuit of their unique interests and individual creativity.			X		
W4i.	The school encourages a culture of inclusivity, collaboration and teamwork among the school, students, and their families.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

x	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

W4a. Immaculate Heart Central School recognizes and celebrates student accomplishments and contributions through academic, extracurricular, and community-based activities. The school highlights student achievements through social media posts, the school website, morning announcements, student spotlights, and events such as international nights.

W4b. Immaculate Heart Central School maintains a clearly defined Code of Conduct that outlines expected student behavior and disciplinary procedures. Students are made aware of these expectations through the student handbook and ongoing reinforcement by faculty and staff.

W4c. Immaculate Heart Central School provides guidance to help students understand the rights and responsibilities of engaging in a digital society. Through digital citizenship instruction in computer classes, a student technology agreement, and school-wide expectations, students are introduced to appropriate online behavior and digital safety.

W4d. Immaculate Heart Central School students demonstrate a strong sense of pride in their school through participation in academics, athletics, and extracurricular activities.

W4e. Interactions among the students, and between students and staff/volunteers are appropriate and characterized by respect, trust, and fairness as reflected in the results of the student survey.

W4f. The results of the student survey demonstrate the respect and support provided by the faculty and administration.

W4g. Immaculate Heart Central School promotes the development of strong character, integrity, and ethical behavior through its policies, daily practices, and faith-based mission. Through religion classes, service opportunities, and school-wide expectations, students are encouraged to demonstrate respect, responsibility, and moral decision-making.

W4h. Immaculate Heart Central School encourages the development of student initiative through participation in academic, extracurricular, and creative activities. Students are provided opportunities to explore their interests and express individual creativity in a supportive environment.

W4i. Reflected in the surveys, the school encourages a culture of inclusivity, collaboration and teamwork among the school, students, and their family.

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take to resolve the identified areas for improvement?

THE STUDENT WELL-BEING STANDARD

Does your school meet the Student Well-Being Standard?

Based on the self-assessment of the above Key Concepts, Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the Student Well-Being Standard.

X	Our self-assessment is that our school **MEETS** the Student Well-Being Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** the Student Well-Being Standard for Accreditation.

Why do you feel you meet or do not meet the Student Well-Being Standard?

Immaculate Heart Central School meets the Student Well-Being Standard through consistent implementation of policies and programs that support student safety, well-being, and development. The school aligns strongly with its mission and maintains a safe, supportive environment. While many practices are well-established, the school continues to strengthen consistency and expand programs through ongoing improvement efforts.

Identify any information or comments from your surveys that inform your self-assessment of the Student Well-Being Standard?

Comments from the survey support our self -assessment and reflect many strengths of our school community. Survey responses highlight a caring and supportive atmosphere within the school, noting the genuine concern and love shown towards students. When stakeholders were asked what they like most about the school, some responses were 1. “The all-around love within the school and for all students. The support, services, and involvement with the student and families. 2. “IHC not only provides a high-quality education but also nurtures our son’s spiritual growth and values. The school community emphasizes kindness, compassion, and integrity, helping him become a well-rounded and morally grounded individual. I am grateful for the supportive environment where faith and learning go hand in hand.” 3. “How engaged they are to my daughter’s needs.”
The student survey highlighted the welcoming supportive environment. What do you like most about your school? The students responded the following; 1. The close community and everyone is like a family. 2. Close relationship between student and teachers 3. How small it is and getting support is usually easy, 4. The teachers and the support they give.

Identify any strengths in the Student Well-Being Standard:

Immaculate Heart Central School demonstrates several strengths in the Student Well-Being Standard, particularly in providing a wide range of activities that support student engagement and personal growth. Students have access to diverse academic, extracurricular, and service opportunities that foster a sense of belonging and community. The school maintains a safe and supportive environment, as reflected in student feedback, where students feel secure and valued. Additionally, rooted in its Catholic mission, the school strongly promotes the development of character, integrity, and ethical behavior through daily practices, faith formation, and service experiences.

Identify any areas for improvement for the Student Well-Being Standard that should be considered for the Plan for Growth and Improvement:

Immaculate Heart Central School has identified areas for growth within the Student Well-Being Standard. Following the recent consolidation, there is a need to update procedures to ensure clarity regarding where students and teachers should go for specific types of assistance and to strengthen systems for student accountability throughout the school day. Additionally, the school recognizes the importance of expanding opportunities for student voice, particularly in decisions related to activities and course offerings. Other areas for improvement include enhancing lunch options to better meet student needs, increasing the use of guest speakers to address topics related to student safety and well-being, and providing additional staff support and training to further address students' social and emotional needs. These areas will guide ongoing planning and improvement efforts.

RESOURCES

Standard for Accreditation

Introduction: In order for a school to attain its preferred future, it must have sufficient resources. MSA believes those resources include finances, facilities, transportation, food services, and technology. The **Resources** Standard for Accreditation consists of four key concepts. Schools will self-assess if they meet these Key Concepts, and ultimately the overall Standard, by a review of required evidence, supporting documentation, and a determination of their adherence to a series of Indicators of Quality.

Each indicator will be rated on the following scale:

1. **Does Not Meet:** The evidence indicates the school *does not meet* the expectations of this Indicator.
2. **Partially Meets/In Need of Improvement**: The evidence indicates that the school *partially meets* the expectations of this Indicator and is *in need of improvement*.
3. **Meets**: The evidence indicates the school *meets* the expectations of this Indicator.
4. **Exceeds**: The evidence indicates the school *exceeds* the expectations of this Indicator.

Name	Job Title
Gina Weil	5th grade teacher (Last month April, 2026)
Cassie Maitland (Minnie)	PE teacher - Pre K - 8th Grade
Kurt Perin	Maintenance
Sara Gerken	Secretary (Last month June, 2026)
Mary O'Brien	Director of Advancement
Jodie Ramos	Guidance
Marie Nyugen	6th Grade Teacher
Mary Post	Pre K Aide
Tara Petrillose	Music Teacher - Grades Pre k- 12th
Josh Miller	IT Administrator

Key Concept R1 (Finances):

Sufficient and stable financial resources are dedicated to attain the expected learning outcomes identified in the Foundation Documents.

A. Evidence and Documentation

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

Driveway, parking lot, and ceiling tiles have been improved during the summer of 2026. The building exterior has also been painted during the summer of 2026. In the future, some of the toilets and sinks may need some updating.

Annual Per Pupil Costs: *Complete the table below to show the approximate per pupil cost at each level, where applicable.*

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Pre K	$9,823	$9,373
Kindergarten thru 5th Grade	$9,823	$9,373
6th grade thru 8th Grade	$9,823	$9,373
9th Grade thru 12th Grade	$9,823	$9,373

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
R1a.	Sound financial practices ensure the successful delivery of school programs as defined in the school's Foundation Documents.			X		
R1b.	Business practices are ethical and follow accepted budgeting and accounting principles.			X		
R1c.	The school is free of any contingent financial liabilities or ongoing litigations that could affect the school's ability to continue operation.			X		
R1d.	Income and expenditures are in balance.			X		
R1e.	Written policies and procedures, aligned with the school's Foundation Documents, require prudent control over the school's finances and financial operations.			X		
R1f.	Oversight and conduct of financial and business operations are entrusted only to those who possess the appropriate qualifications.			X		
R1g.	Short and long-range financial plans ensure resources are available to deliver the educational program and services.			X		
R1h.	The school conducts annual financial audits, external reviews by qualified external agencies, or provides other evidence of financial viability and stability.			X		
R1i.	The school responds appropriately to the findings and recommendations of financial audits/external reviews.			X		

R1j.	Staff and other stakeholders have appropriate opportunities to participate in determining financial priorities to achieve the expected learning outcomes identified in the Foundation Documents.			X		
R1k.	Insurance coverage is adequate for protecting the interests and operations of the school and in compliance with the civil jurisdiction. (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner)			X		
R1l.	Tuition and fee schedules (if applicable) are developed and published.			X		
R1m	Tuition, collection, and refund policies are written and followed.			X		
R1n.	Families enrolling students in the school are informed about financial obligations for attending the school.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school MEETS the Key Concept.
	Our self-assessment is that our school DOES NOT MEET the Key Concept.

Please provide a narrative explanation for the ratings above.

R1a.

1. Aligning spending with the school's mission
   The school's "Foundation Documents" (such as its mission statement or guiding principles) outline what it exists to do—such as providing Catholic education, academic excellence, and faith formation.
   Sound financial practices ensure money is spent on things that directly support those goals, such as:
   - Teachers and instructional programs
   - Curriculum and learning resources
   - Faith-based and extracurricular programs
   - Student support services
2. Budgeting and planning
   The school creates a budget that:
   - Plans income (tuition, donations, parish and diocesan support, fundraising)
   - Controls expenses so they do not exceed available funds
   - Prioritizes essential programs over non-essential spending
3. Accountability and transparency
   Strong financial systems include:
   - Regular audits or financial reviews
   - Clear recordkeeping of income and expenses
   - Oversight by administrators, education council, and diocesan offices. This builds trust and ensures funds are used properly.

R1b. The school handles money honestly, avoids misuse of funds, and follows moral and legal standards in financial decisions.

R1c. The school does not have any major legal cases or financial obligations that could unexpectedly harm its finances or threaten its ability to keep operating. The Diocese of Ogdensburg is currently in Chapter 11. It is not yet known what impact, if any, this will have on the school.

R1d. Revenues are adequate to meet expenses.

R1e. The school has official financial policies assuring that money is handled carefully, responsibly, and in line with its mission. You can access all documents thru Teresa in the office. The school follows the accounting standards of the Diocese of Ogdensburg which reflect generally acceptable accounting standards.

R1f. Teresa Lucas, Business Manager, Immaculate Heart Central.

R1g. Increasing school tuition, raising money through advancement efforts ensure short and long term financial planning.

R1h. As a nonprofit 501-C-3 Catholic school (Diocese of Ogdensburg affiliated), IHC is not required to file annual IRS Form 990 financial reports. The school is exempt from this filing because it is covered by a diocesan.

R1i. Implementing recommended improvements to financial controls or procedures.

R1j. Staff and stakeholders are always included in any updates and asked for

advice and input. For example, we did surveys and questionnaires and held meetings prior to making the decision to move all grades into one building.

R1k. Immaculate Heart Central (IHC) School offers student accident insurance coverage for injuries sustained during school-sponsored activities, including interscholastic sports, clubs, and field trips. Coverage includes supervised travel to and from these events, with claims to be reported to the school nurse or athletic department. The school also has coverage for employees and for the building.

R1l. School's Tuition Page- Budgets are developed yearly by the Business Manager and Principal. The Finance Committee reviews and helps to complete the budget each year, as well. Once completed the budget moves to the Educational Council for review and vote. Once it passes the Council, it moves to the Board of Governors for final approval.

R1m. Handbook and Policies

R1n. Families are informed when they inquire about the school. Scholarships & Financial Aid

Key Concept R2 (Facilities):

The facilities are satisfactory or acceptable in quality and quantity to achieve the school's mission. The facilities are safe, clean, and well-maintained.

A. Evidence and Documentation

Describe the maintenance operations and adequacy of services.

Maintenance operations typically include routine inspections, preventive maintenance, and timely repairs. Staff regularly check building systems such as heating, ventilation, plumbing, and electrical systems to ensure they are functioning properly.

Cleaning and sanitation are also a major part of maintenance operations. Custodial staff perform daily cleaning of classrooms, restrooms, and common areas, along with deeper periodic cleaning. This helps control the spread of germs, maintain hygiene, and create a comfortable environment for students and staff.

Ground maintenance is another component, including care of playgrounds, athletic fields, parking areas, and walkways. This ensures that outdoor spaces are safe, accessible, and well-kept throughout the year.

Facilities. *In the table below, list the school's facilities, including buildings and grounds.*

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
Immaculate Heart Central	1316 Ives Street, Watertown, NY 13601	1964	2025	X	Diocese owns property Four parishes of Watertown own the building
					Leased

Maintenance and Custodial Staff: *In the table below, indicate staffing for the maintenance and cleaning of the facilities. Rate the adequacy of the types and numbers of the staff.*

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance- Kurt Perin	315-221-0680	4	Satisfactory
			Needs Improvement
			Unsatisfactory
Custodial- Richard Franks	315-489-0906	4	Satisfactory
			Needs Improvement
			Unsatisfactory
Grounds- Kurt Perin	315-221-0680	4	Satisfactory
			Needs Improvement
			Unsatisfactory

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
R2a.	Facilities are sufficient and appropriate for all aspects of the school's educational programs, activities, and services including: Instructional areas/classrooms, Administrative offices, Conference rooms, Residential Boarding (students and faculty), Health Services, Student Activities, Student Services, Safe and secure storage of school property, student belongings, equipment, official records, and materials (e.g., cleaning supplies and chemicals).			X X		
R2b.	The learning environment is aesthetically appropriate, effective, and supports the educational goals.			X		
R2c.	Budgeting includes the resources needed for facilities, equipment, and materials.				X	
R2d.	The school plans for, funds, and schedules regular preventative measures, repairs, replacement, and maintenance of its facilities, equipment, and materials.				X	
R2e.	Facilities, equipment, and materials are regularly and systematically assessed.			X		
R2f.	The school makes provisions for the capacities of its facilities and equipment before adopting new programs.			X		
R2g.	Sufficient systems are in place to monitor and provide appropriate air quality throughout its facilities.			X		
R2h.	Adequate and appropriate lighting exists throughout the facilities.			X		
R2i.	Safe drinking water is available for students, staff, and visitors to the school.			X		
R2j.	Appropriate and safe temperature is maintained throughout the facility.			X		
R2k.	The school is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept. Based on our self-assessment, our school meets the key concept criteria for its facilities.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

R2a. The school's facilities are effective because they adequately support the academic, residential, operational, and student service needs of the school community. Each space is designed, maintained, and utilized in a manner that promotes student learning, safety, well-being, and efficient school operations.

- Instructional areas/classrooms provide appropriate learning environments equipped to support curriculum delivery, student engagement, and differentiated instruction.
- Administrative offices and conference rooms allow staff to effectively manage school operations, collaborate with families and community partners, and conduct meetings confidentially and professionally.
- Residential facilities for students and faculty provide safe, supervised, and comfortable living environments that support student development and community life outside the classroom.
- Health services areas ensure students have access to medical care, wellness support, and emergency response when needed. The medication is properly secured and locked.
- Student activities and student services spaces promote social-emotional development, extracurricular participation, counseling, and academic support services.
- Storage areas are secure and appropriately organized to protect school property, student belongings, equipment, official records, and potentially hazardous materials such as cleaning supplies and chemicals, ensuring compliance with safety regulations.

R2b. The learning environment is aesthetically appropriate, well-maintained, and intentionally designed to support the school's educational goals. Classrooms and common areas are organized, welcoming, and conducive to learning, helping to promote student engagement, focus, collaboration, and creativity. The physical environment reflects the school's mission and fosters a positive school culture by providing safe, comfortable, and functional spaces for instruction, student interaction, and extracurricular activities. Displays of student work, educational materials, and accessible resources further enhance the environment and reinforce academic achievement and student pride. The classrooms each display smart boards, academic posters pertaining to subject and grade level, computers are provided to help maintain student learning.

R2c. & R2d. Although the school budgets various fundraisers along with the home and school club and important updates are placed in the budget, we think there could be more effort should be made to budget gym equipment, art supplies, music equipment, and computers. The fields and grounds are well maintained, classrooms are being updated with new shades, some classrooms have already received new floors, and there is a plan to update the ceiling tiles in each classroom. The school demonstrates strong stewardship of fundraising efforts and effectively allocates resources to support programs and operations. However, some facilities, equipment, and materials would benefit from updates and modernization to better meet current needs.

R2e. Ongoing

R2f. Planning processes include evaluating available space, resources, staffing, technology, and infrastructure to ensure that new initiatives can be effectively supported

without compromising the quality of existing educational programs and services.

R2g. There are carbon dioxide monitors to assess ventilation effectiveness, air purifiers in the class room, cleaning of vents, ducts and intakes. Windows that are easily opened to improve air quality.

R2h. Classrooms have sufficient light for reading, writing, and instruction. Hallways, stairwells, entrances, and exits being well lit for safety. Emergency and exit lighting functioning properly. Specialized spaces (science labs, gyms, cafeterias, libraries, offices, etc.) having lighting appropriate to their use. Outdoor lighting supporting security and visibility around parking lots, walkways, and entrances Lighting systems being maintained, with broken bulbs or fixtures repaired promptly. Over the past few years the school updated the lighting to the latest LED technology.

R2i. We use Advanced Business Systems (ABS) in Watertown, NY, located at 22811 County Route 51 that provides the water fountains and the water flows thru them with water provided by the city. ABS just recently did a test of the water for us.

R2j. We use a Dyna Force Series boiler made by Camus, we use central heat to supply heat throughout the building. The heat is regulated by a diagnostics and can be regulated manually thru the touch screen on the boiler in the boiler room. Blake Thermos company comes out and inspects the boiler yearly.

R2k. The school follows local fire codes (such as having alarms, extinguishers, and emergency exits). It meets rules about how many people can safely be in the building at one time (occupancy limits). It has passed required inspections by fire marshals or building inspectors. Emergency exits are clearly marked and accessible. Fire drills are conducted as required

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take to resolve the identified areas for improvement?

The Education Council met in August with Mrs. Mitchell to go over more ways to fundraise and improve things that need to be updated at the school, including outside grounds of the school.

Key Concept R3 (Technology):

Technology resources (as defined as hardware, software, platforms, policies, and procedures for the use by students and staff) support attainment of expected student outcomes.

A. Evidence and Documentation

Describe the various platforms, student information management systems, and technological resources most commonly used by the school.

- IHC utilizes Google Workspace for Education, which includes Gmail, Google Drive, Docs, Sheets, Slides, and Google Classroom to support communication and

instructional activities.
- FACTS Student Information System (SIS) manages student records, attendance, grading, and family communication through its Family Portal.
- IHC uses GoGuardian to monitor school-issued student device activity and support classroom management.
- Technology resources supporting the environment include Chromebooks for students, laptops/desktops for staff, classroom smartboards, and WiFi access.

Describe the staffing and support for technology and information resources at your school.

- The IT Administrator manages technology resources and infrastructure.
- The IT Administrator supports student devices, staff computers, network systems, and technology platforms.
- Responsibilities include device deployment, system maintenance, troubleshooting, vendor coordination, and user management.
- The IT Administrator also maintains the technology inventory and replacement schedule and implementation of technology policies and procedures.
- Faculty and staff may request assistance or guidance from the IT Administrator as needed.

Describe the training provided to your staff and students for the appropriate use of technology.

- Staff receive instructional guides and training resources for commonly used systems such as FACTS SIS, GoGuardian, and Google Classroom in the IHC IT Professional Development document.
- Staff may request additional assistance from the IT Administrator.
- Students develop familiarity with school technology through classroom use of Chromebooks and Google Workspace tools integrated into daily instruction.

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	N/A
R3a.	Technology resources are appropriate and adequate in scope, quantity, and quality to attain the expected student outcomes.			X		
R3b.	The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using technology resources.				X	
R3c.	The school has a written data protection policy that is followed and shared.				X	
R3d.	The school has policies for acceptable use of administrative technology				X	

	and confidentiality in telecommunications.					
R3e.	Staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.			X		
R3f.	Staff and students are provided with training for the appropriate, ethical, and most effective uses of the technology resources.			X		
R3g.	Technology resources are age and developmentally appropriate.			X		
R3h.	Technology resources are properly organized and maintained for ready access and use by students and the staff.				X	
R3i.	Technology resources are reviewed periodically for relevancy, currency, renewal, and alignment with the school's curricula and instructional programs.				X	
R3j.	Technology resources are appropriately supported with funding from the school's budget and aligned with the school's technology plan.			X		
R3k.	The student information management system, finances, business operations, facilities maintenance, and communications are efficient and effective.				X	
R3l.	The school provides appropriate technological support services for students, families, and staff.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

R3a. Each student receives a Chromebook for grades 9 through 12 and shared Chromebook carts for grades 1 through 8 to support access to instructional technology.

R3b. The school maintains a written Technology Acceptable Use Policy that outlines expectations for ethical and responsible use of technology for students and staff.

R3c. Data protection practices are supported through the Technology Acceptable Use Policy addressing privacy, secure account usage, and applicable data protection.

R3d. The Technology Acceptable Use Policy establishes expectations for appropriate use of school, network, and communication systems.

R3e. Teachers may provide input on technology needs through direct communication with the IT Administrator.

R3f. Staff receive instructional guides for platforms such as FACTS SIS, GoGuardian, and Google Classroom.

R3g. Teachers carefully select developmentally appropriate materials to use in student learning.

R3h. The IT Administrator manages and maintains technology resources for reliable access for staff and students.

R3i. Technology systems are reviewed annually and as needed by the IT Administrator to ensure they remain relevant for instructional needs.

R3j. The IT Administrator maintains a technology inventory and replacement schedule to support responsible lifecycle planning.

R3k. Administrative and communication systems, including Google Workspace, PayChex, Microsoft Word, Microsoft Excel, FACTS SIS, Quickbooks, and others listed in the Technology Plan support efficient school operations.

R3l. The IT Administrator provides support by managing devices, infrastructure, and tech support for staff and students. Faculty and staff may request technology help or guidance as needed to support instruction and use.

Key Concept R4 (Transportation & Food Services):

Transportation and food services are sufficient in quality and quantity to achieve the school's mission. Transportation Services are safe, clean, and well-maintained. Food Services are well-maintained and based on nutritional standards.

A. Evidence and Documentation

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.

Transportation is provided through the public school districts in which the student resides. Parents complete the district's transportation form. The school maintains the documents in the main office.

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.

External vendors provide lunch.. Each vendor has a specific item made fresh daily. Students receive a monthly calendar and can choose from different options of what they want. Through their FACTS account, parents will order their lunches for the week. Payment is also processed through their FACTS account biweekly.

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
R4a.	Transportation services comply with the requirements of the civil jurisdictions within which the school is located.				X	
R4b.	Transportation services include procedures and equipment in compliance with the safety requirements of all appropriate civil authorities.				X	
R4c.	Written policies or procedural guidelines ensure the safety of students when being transported to and from school and school events by means provided by the school.					N/A X
R4d.	All transportation personnel of the school or those contracted by the school are authorized and qualified to transport students.					N/A X
R4e.	The school has and implements procedures for the students' safe arrival to and departure from the school.			X		
R4f.	The school has and implements written policies or procedural guidelines related to food services.			X		
R4g.	Food services personnel meet the health and training requirements of all civil authorities of the jurisdictions in which the school is located.					N/A X
R4h.	All food services personnel are authorized and qualified to work with students.			X		
R4i.	Food service facilities are inspected regularly and meet the health and safety requirements of the jurisdiction in which the school is located.				X	
R4j.	Food preparation and dining areas are functional and hygienic.			X		
R4k.	Meals provided by the school meet generally accepted nutritional standards, and information about nutritional values is available.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take to resolve the identified areas for improvement?

R4a. Transportation services are provided in compliance with the requirements of the civil jurisdiction in which the school is located, pursuant to a signed contract agreement between the resident school district and the parent(s).

R4b. Transportation safety procedures are implemented in cooperation with the public-school districts providing transportation to IHC students. Required emergency bus drills are conducted throughout the school year and include instruction in safe boarding and exiting, safe riding practices, emergency exits, fire extinguishers, first-aid equipment, and emergency evacuation procedures. Completed drills are documented and maintained by the school

R4c. **N/A** – IHC doesn't provide our own transportation for students. Transportation is provided by the students' resident public-school district or by parents/guardians. Safety procedures associated with the transportations are administered by the public-school district. We keep documentation of completed student bus-safety instruction and emergency drills.

R4d. **N/A** – IHC doesn't employ transportation personnel, nor do we directly contract personnel to provide transportation. Since transportation is provided by public-schools, those districts are responsible for ensuring their drivers are authorized and qualified to transport students.

R4e. Student arrivals and departures are monitored and recorded, and students follow their established transportation or dismissal arrangements unless an authorized change has been communicated to the school.

R4f. IHC does have written policies and guidelines related to food services. Facts document shows families how to order lunch, establishes window of time to order, explains billing. The In-School Lunch program documents lunch vendors, lunch schedules, and food holding.

R4g. **N/A** – Food does not come from IHC food service personnel?

Meals are prepared and provided by commercial food-service establishments, therefore they are subject to NYS sanitary code and inspection requirements. Added links to the inspections above.

R4h. Meals are prepped by outside vendor and delivered to IHC. Vendor personnel deliver food and students are supervised by school employees. The food is distributed by school employees who maintain VIRTUS certification.

R4i. Our kitchen is inspected annually and is maintained in accordance to the health and safety requirements per NYS Department of Health Food Service Permit.

R4j. Meals arrive from our vendor and are placed in a warming oven at an appropriate temperature until service time. Do we have a written cleaning/sanitizing procedure, inspection list?

R4k. IHC offers students a variety of meal selections through its outside lunch vendors, and monthly lunch calendars allow families to review available choices before placing orders through FACTS. Current menus include a range of meal types, beverages, fruits, vegetables,

and other side options. Chick-fil-A and CoreLife, have their nutritional and allergen information provided through their respective websites.

THE RESOURCES STANDARD

Does your school meet the Resources Standard?

Based on the self-assessment of the above Key Concepts, Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the Resources Standard.

X	Our self-assessment is that our school **MEETS** the Resources Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** the Resources Standard for Accreditation.

Why do you feel you meet or do not meet the Resources Standard?

The school meets the resource standards because most of the indicators are rated a 3 or 4.. The school is currently working on those items judged to be a 2.

Identify any information or comments from your surveys that inform your self-assessment of the Resources Standard?

On the surveys the combined average percentage of very satisfied to strongly agree was around 70 percent with very little if none in some sections being very dissatisfied. We recognize that some items need improvement. Overall we are aligned with our goals and have an idea for future improvements and making that happen. The parents, staff and students all seem overall satisfied with everything going on resource wise with the school.

Identify any strengths in the Resources Standard:

Our strength is that we do have an amazing support with our staff, parents and students, they are always willing to help and come up ideas to raise funds needed for the school to get those improvements.

Identify any areas for improvement for the Resources Standard that should be considered for the Plan for Growth and Improvement:

We need to work on other ways for growth, increasing enrollment. We continue to promote to the public the ways in which IHC excels.

SCHOOL Income Distribution Chart

IMMACULATE HEART CENTRAL SCHOOL		
July 2024 through June 2025		
	Jul '24 - Jun 25	% of Income
Income		
Total 401.1 · Parental Payments	1,087,974	39.71%
Total 401.2 · Scholarship	88,864	3.24%
Total 401.3 · Financial Aid	59,232	2.16%
Total 401 · TUITION	1,236,070	45.11%
Total 402.0 · PRE-KINDERGARTEN	90,040	3.29%
410.0 · CATHOLIC SCHOOL FINANCE	136,500	4.98%
Total 411.0 · GOVERNMENT REIMBURSEM	471,300	17.2%
Total 413.0 · FEES	36,498	1.33%
414.0 · BOOKS	164	0.01%
Total 419.0 · INTEREST	20,086	0.73%
Total 420.0 · OTHER INCOME	64,293	2.35%
Total 421.0 · Student Activity Income	113,159	4.13%
Total 440.0 · CAFETERIA INCOME	67,995	2.48%
Total 460.0 · LATCH KEY	36,433	1.33%
Total 480.0 · ADVANCEMENT INCOME	145,669	5.32%
Total 499.0 · PARISH SUBSIDY	321,851	11.75%
Total Income	2,740,057	100.0%

July 2025 through June 2026		
	Jul '25 - Jun 26	% of Income
Income		
401 · TUITION		
Total 401.1 · Parental Payments	1,081,225	38.52%
Total 401.2 · Scholarship	82,933	2.96%
Total 401.3 · Financial Aid	113,661	4.05%
Total 402.0 · PRE-KINDERGARTEN	104,609	3.73%
Total 410.0 · CATHOLIC SCHOOL FINANCE	140,000	4.99%
Total 411.0 · GOVERNMENT REIMBURSEMI	136,397	4.86%
Total 413.0 · FEES	40,547	1.44%
Total 419.0 · INTEREST	13,473	0.48%
Total 420.0 · OTHER INCOME	411,088	14.65%
Total 421.0 · Student Activity Income	74,480	2.65%
Total 440.0 · CAFETERIA INCOME	72,986	2.6%
Total 460.0 · LATCH KEY	43,741	1.56%
Total 480.0 · ADVANCEMENT INCOME	141,342	5.04%
Total 499.0 · PARISH SUBSIDY	350,470	12.49%
Total Income	2,806,951	100.0%

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 Space(s)	X			
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		

For any areas that were deemed "Needs Improvement" or "Unsatisfactory" describe what the school plans to do.

Provision disabled - Elevator needs improvement to work consistently. We do have a company we are working to improve this.

Laboratories - Need work. Some do not work. Could use an upgrade to the older ones. New ones were added for the consolidation of the elementary and secondary buildings. The HS labs were cleaned out of all old chemicals during the summer of 2026, The class of 2004 has donated money towards updating some of the laboratory equipment.

Heating / AC - Heating needs improvement to help cut down on the cost to heat the school. There is no a/c in instructional areas.

Storage areas - need to be organized better after the consolidation of three buildings into one.

Maintenance/cleaning - A schedule could be implemented so staff organize their daily, monthly, yearly duties better. Perhaps a check sheet for this could be implemented to assure that the duties are done on a consistent basis.

TEACHING AND LEARNING

Standard for Accreditation

Introduction: Teaching and learning are the core of every school. MSA believes curriculum and instruction and assessment must be linked to the school's Foundation Documents, be contemporary, reflective of best practices, and supported by appropriate professional development. Student performance must be measured and appropriate student services be provided to ensure all students reach their full potential. The **Teaching and Learning** Standard for Accreditation consists of five key concepts. Schools will self-assess if they meet these Key Concepts, and ultimately the overall Standard, by a review of required evidence, supporting documentation, and a determination of their adherence to a series of Indicators of Quality.

Each indicator will be rated on the following scale:

1. **Does Not Meet:** The evidence indicates the school *does not meet* the expectations of this Indicator.
2. **Partially Meets/In Need of Improvement**: The evidence indicates that the school *partially meets* the expectations of this Indicator and is *in need of improvement*.
3. **Meets**: The evidence indicates the school *meets* the expectations of this Indicator.
4. **Exceeds**: The evidence indicates the school *exceeds* the expectations of this Indicator.

Name	Job Title
Patti McElheran	AIS Coordinator
Brandon Dube	Mathematics Teacher
Heather Geers	1st Grade Teacher
Andrea Lettiere	Art Teacher
Karen Montondo	Guidance/ELA Teacher
Cherly St. John	4th Grade Teacher
Michelle Delorey	2nd Grade Teacher

Key Concept T1:

The educational program is based on appropriate content and written curriculum aligned with generally accepted learning standards.

A. Evidence and Documentation

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER SEMESTER/YEAR				
The instructional hours are reported for:				
X	One academic Year			One academic semester

Curriculum Area	Grade Level			
	9	10	11	12
English/Language Arts	7200	7200	7200	7200
Math	7200	7200	7200	7200
Science	7200	7200	7200	7200
Social Studies	7200	7200	7200	7200
The Arts	7200	7200	7200	7200
Other Languages	7200	7200	7200	7200
Health/P.E.	3600	7200	3600	3600
Technology				
Religion	3600	3600	3600	3600

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

NYS Crosswalk standards are reviewed by each classroom teacher, and the current curriculum maps are updated accordingly.

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

Faculty across subject areas and grade levels meet to ensure that policies and procedures are aligned and that the material covered is consistent from grade to grade. Classroom teachers meet at the end of the year to review what was covered so the gaining teacher is aware of what was taught.

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

Individual teachers develop curriculum guides. Throughout the school year, teachers review and revise to meet state standards and classroom needs.

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

In all curriculum areas, students receive instruction for developing critical thinking, reasoning, problem-solving, and study skills. Teachers use inquiry-based and project-based learning.

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

Students in grades pre-K through 8 receive technology instruction once per six-day cycle using computer-based programs. The computer teacher works on skills such as making Google Slides and also focuses on keyboarding. In the classrooms, teachers utilize technology to provide subject-area instruction, support research, and provide independent practice in reading and math skills.

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.

Students develop social skills and self-regulation of emotions and behavior through Friendzy, lunch bunch, morning meetings, classroom peace (calm-down) corners, and classroom activities, such as group and partner work. Our school counselor, Jen Bombard, meets with some students on a regular basis as needed. She also conducts check-ins with students who may need extra attention and is available for emergencies when students may need to be removed from the classroom.

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

The school uses teacher collaboration and the piloting of new programs to evaluate, select, and review instructional materials. When a new program is being considered, a committee is formed to research and investigate options. Materials are ordered, and teachers are asked to review them and come together to agree on which materials would be best suited for our students.

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

Observation and assessment of students in the classroom identify student learning styles. Student-led projects, differentiated assignments, and a range of instructional methods address the different learning styles.

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.

An assessment such as STARS (Standardized Test for the Assessment of Reading), state testing, teacher observation, or parent-request results in a referral to RTI (Rite to Intervention) or AIS (Academic Intervention Support). A collaborative effort by faculty determines the accommodations and the differentiated, supportive instruction, in and out of the classroom, that will be followed. A referral to the psychologist at the Watertown City School District can be made to identify special needs. Testing is done by the Watertown City School District during the calendar year. If testing needs to be done in the summer, it is completed by the student's home district. Once testing is completed, a meeting is held with teachers, parents, and the psychologist who did the testing to develop and implement an IEP or Accommodation Plan.

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
T1a.	The curriculum supports the school's Foundation Documents.			X		
T1b.	Curricula consist of carefully planned and well-executed programs of study.			X		
T1c.	Curricula meet the needs of the student population served by the school.				X	
T1d.	The educational program considers the ages, cultures, and varying levels of ability of students when setting expected student outcomes.			X		
T1e.	The educational program includes programs of study which have a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and methods of assessment.			X		
T1f.	The school's educational program includes 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		
T1g.	The educational program includes opportunities that promote students' critical thinking, problem-solving skills, personal and social skills, and the transfer of learning to other curricular areas and real-life experiences.			X		
T1h.	The educational program includes experiences to promote global awareness and anti-racism, as well as an understanding of diverse cultures, power and lifestyles.			X		
T1i.	The educational program defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.			X		
T1j.	Curriculum guides are current, functional, available to and used by teachers, and reflect current research and proven practices.			X		
T1k.	The school has guidelines and criteria for regularly reviewing and revising programs of study, developing new programs, and eliminating programs.			X		
T1l.	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels through both horizontal and vertical articulation.		X			
T1m.	Information resources are supportive of the school's plan for growth and improvement and expectations for student performance.			X		
T1n.	Experiences exist for the use of technology in teaching and learning and the application of knowledge and skills learned.			X		
T1o.	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		

T1p.	Decisions made regarding the curriculum are based on student performance data, a focus on equity, diversity, and inclusion, and data that is inclusive of diverse groups in school.			X		
T1q.	An overview of the school's educational program is published.			X		
T1r.	The school collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels.			X		
T1s.	The educational program provides experiences that prepare students with the knowledge, skills, and habits necessary for a successful transition to the next level of education or work.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

Our school meets the key concepts for many reasons. The curriculum is thoughtfully designed to address the diverse student needs while providing instruction across all academic areas. In addition to building strong academic foundations, the program promotes critical thinking, problem solving, communication, and social skills that help students succeed both in and out of the classroom. Students are provided with meaningful opportunities to use technology to support learning and develop important 21st century skills. The school also values strong partnerships with families and works collaboratively with them to ensure students are performing at expected levels and receiving the support they need to succeed. Through these combined efforts, the education provided by IHC prepares students to successfully transition to the next level of education, further training, or career opportunities.

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take to resolve the identified areas for improvement?

Under a new roof, all teachers can collaborate across grade levels. However, we have not established a robust procedure to ensure compliance. The plan will be created for teachers to meet across grade levels and within subject areas at the beginning, middle, and end of the year to discuss curriculum and strengths and weaknesses they are finding with their students in particular subjects. Teachers will be able to share with the next grade level what objectives they completed and any challenges they faced. Working together will better prepare teachers to handle the students entering their classrooms and to meet their needs.

Key Concept T2:

A variety of instructional methods are used to deliver the curriculum and learning

settings are developmentally appropriate for students.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
T2a.	Instruction reflects proven practices and current research and is supported by professional development.		X			
T2b.	Instruction is modified to meet the needs of the unique student populations served by the school.			X		
T2c.	Scope and pacing of instruction are appropriately differentiated for every student.			X		
T2d.	Students are provided with additional instruction to address specific learning abilities.			X		
T2e.	Instruction is designed to foster active engagement of students in the learning process.			X		
T2f.	Instructional activities provide opportunities for both specialization and exploration of content knowledge and skills.			X		
T2g.	Instruction includes a variety of activities that include options for in-depth learning through authentic problem-solving and experience.			X		
T2h.	Instruction is delivered in a variety of learning settings (e.g., individual, small group, large group).			X		
T2i.	Meaningful educational experiences outside of the classroom environment are used to promote student learning.			X		
T2j.	Class sizes allow for the use of a variety of instructional strategies.			X		
T2k.	Instruction takes into account the design and use of physical space.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

Our school meets the Key Concept because instruction reflects current educational research and is supported through ongoing staff development and professional learning opportunities. Teachers use effective, research-based practices to ensure that all students receive high-quality instruction tailored to their individual learning needs. Additional instructional support is provided when needed, including after-school tutoring. Instruction is differentiated to address varying skill levels, learning styles, and abilities. Students receive instruction in a variety of settings, including whole-group, small-group, and individualized environments, allowing for flexibility and targeted support. These practices help ensure that all students are engaged, supported, and able to make meaningful academic and social progress.

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take to resolve the identified areas for improvement?

Professional development needs to be differentiated across grade levels, as most training is geared to elementary school. The goal of the Staff Development Days could include a school-wide meeting, and the detailed staff development training would be tailored to the needs of the teachers. Staff Development may be divided into Elementary (Grades Pre-K through 6th) and High School (Grades 7-12). It may also be divided into subjects, and teachers who teach multiple subjects could choose which training to attend.

Key Concept T3:

Assessment of student performance is used to measure individual and aggregate student progress and the effectiveness of the entire educational program.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
T3a.	The leadership and staff are committed to and take responsibility for student learning and performance.				X	
T3b.	The school has and implements written policies and procedures regarding assessing the levels of student learning and performance.			X		
T3c.	There is a plan for continuous improvement of student performance.			X		
T3d.	Assessment results are used to provide additional services based on student needs.			X		
T3e.	Student performance is assessed consistently through standardized and alternative methods using quantifiable and observable evidence.			X		

T3f.	The assessment program is used to make informed decisions regarding individual student performance, the effectiveness of the curriculum, and the efficacy of instruction.			X		
T3g.	The assessment program reflects understanding of the diverse needs of the student population.			X		
T3h.	Assessment reflects proven practices and current research supported by professional development.		X			
T3i.	The assessment program monitors learning by individual students as well as cohorts of students as they move through the school.			X		
T3j.	The assessment program compares student outcomes with the performance of comparable local, state, and/or national groups of students.			X		
T3k.	The assessment program facilitates the practice of students monitoring their own learning progress.			X		
T3l.	Student performance is assessed regularly and frequently using formal and informal systematic and objective processes.			X		
T3m.	The school's assessment program is supported through technology.			X		
T3n.	The school maintains appropriate records of student learning and performance.			X		
T3o.	The school 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		
T3p.	The school communicates regularly with families regarding student progress in learning.				X	
T3q.	The school reports the results of its assessment of student learning and performance regularly, accurately, and clearly to the school's community of stakeholders.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

The leadership and staff at IHC are deeply committed to student learning and continuous improvement. Assessment results are used to identify student needs and provide

appropriate services and support. A variety of assessment methods are utilized to evaluate student progress and achievement, ensuring a comprehensive understanding of student performance. These assessments also guide decisions related to curriculum development and overall school improvement efforts. Student performance is monitored regularly, and assessment results are communicated with families to maintain collaboration, transparency, and a shared commitment to student success.

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take to resolve the identified areas for improvement?

More professional development is needed to support teachers in current proven assessment practices and procedures, specifically the 4-point assessment system for elementary and middle school. The change in grading to a 4 point scale is new to us as a school and to our teachers, and we need to revisit it and address some of the challenges we have had with it now that we have used it for more than a full school year. Students in K-6 are now given a grade of 1 - 4 with 1 being performing below level, 2 is approaching grade level, 3 is performing on grade level, and 4 is performing above level. They do not receive number or letter grades. This has been an adjustment for our parents and our teachers and it would be valuable to meet as a group to discuss the successes and challenges we have had in switching to this new system of grading.

Key Concept T4:

Support services are provided to assist every student in achieving academic success.

A. Evidence and Documentation

Type of Student Services Personnel	Provided by		Adequacy of Type and Number		
			S	NI	U
Guidance and Counseling Services	X	School Staff	X		
		Outsourced			
Child Study Team Services		School Staff	X		
	X	Outsourced			
Special Education Services	X	School Staff	X		
	X	Outsourced	X		
Instructional Aides	X	School Staff	X		
		Outsourced			
Food Services	X	School Staff	X		

	X	Outsourced			
Transportation Services		School Staff	X		
	X	Outsourced			
Admissions	X	School Staff	X		
		Outsourced			
Library/Media Services	X	School Staff	X		
		Outsourced			

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).

The school's guidance counselor works with all students. The guidance counselor assists with academic, college, career, and personal counseling as needed. A counselor is also available to help students with personal and emotional issues and is a liaison between home and school. An MFLC (Military Family Life Counseling) counselor meets with students whose parents are in the military.

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).

Speech therapy is provided for students through online teletherapy sessions. A total of 14 students in grades K-4 currently receive services. The times and durations differ according to their IEPs and they are regularly monitored to see if services can be discontinued and students can transition out of the program. Sessions include digital resources, interactive games, hands-on activities, and visual aids to actively engage students and reinforce their speech and language skills.

Describe the special education services provided.

Students are seen in small groups for extra help in AIS. Teachers work with the students on ELA and Math with the goal of getting them on grade level. Accommodations, such as separate locations and tests read are provided as needed. Students with IEPs have the opportunity to receive special education services at Watertown Central School District either during the school day or after school.

Describe the use of instructional aides in the school.

Our Pre-school program has one full-time teacher and one aide. Fourth grade also has a full-time teacher and one aide, due to the size of the class.

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.

Lunch options are provided for purchase from local restaurants. Students are able to order on Facts.

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.

Bussing is provided by each local school district, based on students' home district. We currently have daily buses from Watertown, South Jefferson, Carthage, Indian River, General Brown, and Sackets Harbor.

Describe any career awareness activities provided by the school.

IHC provides opportunities to attend local college and career events. An active Rotary Interact Club at the school.

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

We have a shadow program for potential students. Prospective students may spend the day with a current student when they express an interest in coming to IHC. New students are encouraged to attend new student orientation before school begins. There is a summer program called Popsicles in the Park where students and families can come together to meet before the school year starts.

Describe the school's admission practices.

New families complete an online application. The school contacts the family to set up tours and to provide information. Records are requested from all previous schools. Once they have been examined, families meet with our Director of Finance and our Guidance Counselor. Paperwork is then completed, and the student is considered fully accepted.

Describe the school's library/media center practices.

Pre-K through 6 grades students attend library instruction one day per 6-day cycle.The library teacher reads a book and provides an activity for the students. Students are encouraged to check out books.

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
T4a.	The school provides student services that address developing students' academic, personal, emotional, social, and career skills.			X		
T4b.	The school provides additional services or revisions to current services based on identified student needs.			X		
T4c.	Student services staff are appropriately certified, qualified to carry out their duties and responsibilities, and adhere to a strict set of ethical standards.			X		
T4d.	Provisions are made to ensure equity among students regarding access to services, programs and activities.			X		
T4e.	Procedures exist for the referral of students who exhibit behaviors that may present barriers to learning.		X			
T4f.	School counselors work collaboratively with school resource officers, school nurses, child study team members and other school based intervention team members in the interest of student and family assistance.			X		
T4g.	The school provides student services that are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.			X		
T4h.	Student services use the results of follow-up studies to help determine their effectiveness.			X		
T4i.	Student services staff take appropriate and reasonable measures to ensure that confidentiality is respected.			X		
T4j.	The school provides or refers families to appropriate related services and/or accommodations to meet students' needs.			X		
T4k.	Student services are proactive and preventative and includes programs in concert with classroom instruction on topics such as, but not limited to, conflict resolution, anti-violence, cyber bullying and suicide prevention.			X		
T4l.	The school is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.			X		
T4m.	The school provides families with information about child development and learning.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.

	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

Our school meets this key concept by providing a wide range of student services that support academic achievement as well as students' personal, emotional, and social development. Staff members are appropriately qualified and trained to carry out their responsibilities and work collaboratively to meet the diverse needs of students. Procedures identify and refer students who may require additional support services, ensuring that interventions are provided in a timely and effective manner. Through these supports, IHC promotes a safe, caring, and inclusive environment where students are encouraged to succeed.

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take to resolve the identified areas for improvement?

Since this is the first year with PreK-12 in the same building, some procedures are still being developed.

Key Concept T5:

Professional development ensures effective design and implementation of the educational program.

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4	NA
T5a.	A program of professional development based on the needs of the school and staff is funded.			X		
T5b.	The staff is provided opportunities to offer input into the content of professional development experiences.		X			
T5c.	All staff are provided with professional development opportunities that address individual and school-wide needs.		X			
T5d.	The school 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.			X		
T5e.	The leadership has a plan for evaluating the effectiveness of professional development.			X		

T5f.	The leadership stays well informed of and implements proven practices identified in educational research and literature.			X		
T5g.	The leadership ensures that professional and support staff members stay well informed about educational developments.			X		
T5h.	The leadership supports the staff's participation in professional organizations.			X		

Does your school meet the Key Concept?

Based on the self-assessment of the above Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the key concept.

X	Our self-assessment is that our school **MEETS** the Key Concept.
	Our self-assessment is that our school **DOES NOT MEET** the Key Concept.

Please provide a narrative explanation for the ratings above.

While IHC meets the standards in this area, we recognize the need for continued improvement in staff development. This is the first year that the school has operated as a Pre-K - 12th grade building, and additional time should be devoted to planning professional development opportunities that address the unique needs of the different grade levels. Staff members should also be encouraged to participate in professional development and other learning opportunities offered through local educational institutions and organizations. Continued growth in this area will strengthen instructional practices and better support student learning across all grade levels.

If any of your ratings were less than 3, or you did not have all the required evidence, what actions do you plan to take to resolve the identified areas for improvement?

Most professional development days are geared towards elementary, and do not include practices for high school. We intend to have a conversation about planning professional development that is meaningful to each teacher and grade level appropriate. Also, many opportunities are offered by our local BOCES (Board of Cooperative Education Services), and we need to make these more accessible and noticeable by our faculty and staff as a way to provide staff development that may be more grade or subject-specific.

THE TEACHING AND LEARNING STANDARD

Does your school meet the Teaching and Learning Standard?

Based on the self-assessment of the above Key Concepts, Indicators, Evidence, and Supporting Documentation, evaluate your school as to whether or not you meet the Teaching and Learning Standard.

X	Our self-assessment is that our school **MEETS** the Teaching and Learning Standard for Accreditation.

	Our self-assessment is that our school **DOES NOT MEET** the Teaching and Learning Standard for Accreditation.

Why do you feel you meet or do not meet the Foundations Standard?

Overall, we successfully provide our IHC students with appropriate services, academics, and support to ensure they all reach their full potential. The leadership and staff at IHC are committed to student learning and take responsibility for student performance and success. School personnel work together to create a supportive learning environment where all students are encouraged to achieve their full potential. Student progress is monitored regularly, and data is used to guide instruction and provide additional support when needed. The school also values strong partnerships with families and communicates regularly through meetings, progress reports, conferences, phone calls, and other channels to keep families informed and involved in their child's education.

Identify any information or comments from your surveys that inform your self-assessment of the Teaching and Learning Standard?

Comments from our surveys support our self-assessment and reflect many of the strengths of our school community. Parents shared that they value the community-based learning opportunities that keep students engaged and excited to participate in school activities. Families also described the school as providing a high-quality education while remaining responsive to students' individual needs. Survey responses highlighted the caring and supportive atmosphere within the school, noting the genuine concern and love shown toward all students. Parents appreciated the strong support services and staff involvement with both students and families. In addition, families recognized the flexibility and dedication of teachers who are willing to accommodate students' needs to help ensure student and school success. Many responses also reflected satisfaction with the school's strong academic standards and commitment to student achievement.

Identify any strengths in the Teaching and Learning Standard:

One of our strengths is that everyone knows, or is at least familiar with, all students. We tailor our academics, support, and services to meet their individual needs. Also, our staff is dedicated and committed to IHC in all ways and focuses on students' success. One way that this is accomplished is through the collaborative work of faculty and staff.

Identify any areas for improvement for the Teaching and Learning Standard that should be considered for the Plan for Growth and Improvement:

An equitable behavior plan should be implemented for all students, Pre-K through 12. Staff, students, and families should be made aware of this behavior plan.

Internal staff development should focus on the individual needs of each teacher. We could offer multiple options that the teachers can choose from. It would also be useful to provide teachers with time to collaborate with other teachers.

CURRICULAR AREAS - Art

Description and Evaluation of the Curriculum Areas in the School's Educational Program

In this part of the self-study, the school conducts a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas; ● Coherence and consistency of the curricular component with the Foundation Documents; and, ● Alignment of the curricular component with any applicable state and national curriculum standards.

Curriculum Area	Art

A. Description of the Curriculum Area

List the courses, if any, which are subcomponents of this curriculum area.

Course	Required Elective	Grade Levels at Which Taught
Advanced Art	Elective	10 - 12
Studio Art	Required	9-12
Media Art	Elective	12
Elementary Art	Required	5 & 6

Describe any major changes that have occurred in this curriculum area within the past three years.

None; New York standards were adopted in 2017 and a curriculum has been handmade based on these standards.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

There is currently one Art Teacher for grades Pre-k - 4 and one Art Teacher for grades 5-12. Skills are built upon from the year before; Teachers meet to make sure that standards are aligned and being met.

List the major instruction methodologies used in this curriculum area.

The Elements of Art: Color, Shape, Line, Form, Value, Space, & Texture are all taught within the lesson areas. Many famous Artists' techniques and styles are portrayed & discussed; for example Monet, O'Keefe, Picasso, Rembrandt, Warhol, etc.

List the major methods for assessing student learning used in this curriculum area.

Informal assessments are made in every class on how well a student is learning, participating, and performing what is being taught.
Most informal assessments are performance/effort based.
Art rubrics are also used to measure success on final projects when submitted.

Describe how critical thinking and problem solving are developed in this curriculum area.

Critical thinking and problem solving in Art are processes where the Artist analyzes, experiments, and makes decisions. Artists utilize cognitive flexibility and trial-and-error to navigate challenges in their work while evaluating their choices. It also also occurs when students are asked to reflect on and describe how they feel about their Art & what they might change, do something different or nothing at all.

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Students in Studio & Advanced Art have the opportunity to be showcased at the Tri-County Art Show. Based on their performance, they are given a 1st, 2nd, or 3rd placement. This is done on the same level as any other school within our Tri-County region. They can also be showcased at our local county fair and placement is the same; 1st, 2nd. & 3rd.

As students are assessed on their skill and performance, they are able to create Art pieces themselves, and as a class.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

When students perform or demonstrate their knowledge in an Art project, they are effectively using what they learned in previous Art lessons. If a project assessment does not go well for the majority, then the lesson is revised. If just a few assessments are not up to the rest of their peers, then other platforms are given to help those students succeed.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.
2. In Need of Improvement	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**.
3. Meets	The evidence indicates the school **MEETS** the expectations

	of this Indicator.
4. Exceeds	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.
N/A	This Indicator does not apply to our school.

Curriculum Indicators of Quality (CI)
Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3 CI.4	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment. The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5 CI.6	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills. The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.					X
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.					X

CI.10	The curriculum is designed to foster active involvement of students in the learning process.				X	
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.				X	

CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.		X			
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media.				X	
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.				X	
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			X		

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Instruction Indicators of Quality (II)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.				X	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			X		

II.12 – II.13: Indicators for schools that deliver all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Assessment Indicators of Quality (AI)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			X		
	a. Individual students as they move through courses in the curriculum.			X		
	b. Cohorts of students as they move through courses in the curriculum.			X		
	c. Comparable (local, state, and national) groups outside of the school.			X		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.			X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

C. Root Cause Analysis - NOT APPLICABLE IF NO

Curriculum Design Issues

Content

Are the skills required for improvement in student performance included in the current curriculum? YES NO

Data to support your conclusion: New York State Standards

Hypothesis derived from your conclusion: Art is a skills based subject; all lessons or units build upon previous skills learned in both Studio, Advanced, or Media Art. While creativity and drive are important; there are techniques required to execute Art that are learned abilities & require consistent practice, instruction, and dedication to master.			
Sequence			
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	YES		NO
Hypothesis derived from your conclusion: Students can't succeed at a skill if it hasn't been taught yet.			
Pacing			
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?	YES NO		
Data to support your conclusion: Art Flow Chart			
Format			
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	YES NO		
Data to support your conclusion: Art Flow Chart			
Hypothesis derived from your conclusion: Art is a skills based subject. Art lessons are built around previous skills. If a skill needs more time, that time is given so that they will have success in future Art lessons & projects.			
Instructional Delivery Issues			
Teacher Awareness of Content			
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	YES		NO
Data to support your conclusion: New York State Standards			
Hypothesis derived from your conclusion: I use the New York Art Standards to create lessons. The standards are there to support and help to improve student performance as they progress.			

Teacher Awareness of Sequencing		
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?	YES	NO
Hypothesis derived from your conclusion: Lessons are designed to teach skills and knowledge before they are assessed in that area.		

Teacher Awareness of Pacing		
Are teachers spending the specified time on the skills required for improvement in student performance?	YES	NO
Hypothesis derived from your conclusion: Typically classes meet every day or every other day for forty minutes. However, time is spent as needed on each lesson and students do not move on until they are ready.		

Professional Development Issues

Teacher Awareness of Format

Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? YES NO

Data to support your conclusion: New York State Art Road Map Standards

Hypothesis derived from your conclusion: Following the New York State Art Standards, lessons are built based around the process of thinking, creating, and responding to their Art work. Almost every lesson has a performance based element for the students.

Teacher Resources

Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? YES NO

Data to support your conclusion:

Hypothesis derived from your conclusion: Many forms of media such as books, videos, and hands-

on activities, are used to supplement many lessons so that students can learn the content in various ways.		
Teacher Skills		
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance? YES		NO
Data to support your conclusion: Scholastic Art, Magazines, Websites		
Hypothesis derived from your conclusion: I will attend professional development each year to improve my skills so that I can best help the students. I also receive Art education publications that keep my lessons up to date.		

Describe any improvements related to this component of the educational program made within the past five years.

List the significant strengths of the school in this component of the educational program.

The Art department is inclusive, and I try my best to have every student succeed. Attention is given to the learning process of each topic; having students excel when given the chance to show what they have learned is beneficial to all aspects within Art.

List the significant areas for improvement of the school in this component of the educational program.

Higher level retention could be improved in Art. Many students drop out when they reach high school or cannot take the Art classes they want; b/c students start to take more demanding classes. Also, class scheduling has been a major deterrent, middle school students can only meet once every six days. High school students are split up into multiple classes due to demanding schedules.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

Student schedules should be considered so that there are no conflicts with any other higher level class that there is just one section of. More emphasis on different electives should be shown to the students. Students should be encouraged by the school to take electives such as Art and Music.

D. Implications for Planning

List the significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

New York State Standards are followed, and students build upon skills and knowledge taught in previous lessons and previous years.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The only 2 that were given above were on outside input to the curriculum. Students do have some say in what and how they learn within the confines of the unit being taught. Oftentimes, student-lead discussions drive classes and their questions are being answered. However, parents do not get the opportunity to say what should be taught in the Art curriculum. State standards are being followed, with a variety of styles and genres being taught with multiple resources.

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

Keeping students in Art classes after Elementary/Middle school will help grow the department. Classes should be made available within the students' schedules & around their higher level courses.

CURRICULAR AREAS - English Language Arts

Description and Evaluation of the Curriculum Areas in the School's Educational Program

In this part of the self-study, the school conducts a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas; ● Coherence and consistency of the curricular component with the Foundation Documents; and, ● Alignment of the curricular component with any applicable state and national curriculum standards.

Curriculum Area	ELA

A. Description of the Curriculum Area

List the courses, if any, which are subcomponents of this curriculum area.

Course	Required Elective	Grade Levels at Which Taught
JK Language Arts	Students gain familiarity with written text through teacher-guided read-alouds and student exposure to picture books in the library and the classroom. Students are introduced to letters, sounds, and their names. Tracing and beginner letter formation are the focus skills for early writing instruction.	JK
K-2 Language Arts	Superkids provides students with a solid base in phonics while connecting to relatable characters.	K-2
3-6 Language Arts	SAVVAS My View provides students with a comprehensive language arts curriculum grounded in the science of reading. This next step builds on the phonics introduction provided by Superkids.	3-6
7-9 ELA	Students use the SAVVAS myPerspectives curriculum, which provides grammar and writing exercises that are integrated with units based on core texts. Students also read class novels such as Lyddie, Frankenstein-graphic novel, and Lord of the Flies	7-9
AP Seminar	This course follows the AP curriculum and focuses on teaching students to research effectively and present their findings. Students who successfully complete the	10

	course receive AP credit.	
Regents English Language and Composition	This Regents-level course provides an overview of literature and focuses on writing both argument and literary analysis. Core texts include: Macbeth, Night, and The Crucible.	11
AP Language and Composition	This college-level course focuses on analyzing rhetoric and persuasive writing. Students follow the AP curriculum and read a broad variety of non-fiction texts.	11
AP Literature and Composition	This college-level course focuses on reading a variety of literary works across genres and honing analysis skills in writing and speaking.	12
Literature and Composition	This standard-level 12th-grade English course is designed to provide seniors with an overview of major literary genres and college-ready writing skills.	12
AP Research	This is an elective course for high school students who have completed AP Seminar and who wish to deepen their research skills in anticipation of earning an AP Capstone Diploma.	11/12

Describe any major changes that have occurred in this curriculum area within the past three years.

At the high school level, students have been offered an opportunity to take additional AP English courses, AP Seminar and AP Research, to earn an AP Capstone Diploma. Three years ago, Language Arts instruction for the middle grades changed curricula from Amplify to SAVVAS myPerspectives. Teachers at the elementary level received training in The Writing Revolution and shared what they learned through staff development with other teachers.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

Grade-level bands use specific curricula to ensure that students receive a solid foundation before moving to a new curriculum in the next grade-level band where they will build on the skills they have already mastered. The selected curricula are used by all teachers so that the students have a seamless transition between grades. Horizontally, through grade 9, each grade has the same teacher for ELA and social studies so that students hone their research and analytical writing skills across subject areas.

List the major instruction methodologies used in this curriculum area.

- Small group instruction
- Whole class instruction
- Centers
- Targeted intervention groups
- Writing workshops
- Presentations
- Lecture
- Socratic Seminar
- Discussion

List the major methods for assessing student learning used in this curriculum area.

Testing:

Benchmark Testing
STAR Testing
NYS Testing- grades 3-8
Comprehensive English Regents- grade 11
Unit Tests
Final Exams
Presentations
Major Papers
AP Tests- AP Seminar, AP Language and Composition, AP Literature and Composition
AP Research Portfolio

Other:

Exit Tickets
Group Work
Class Discussion
Self-Reflection
Quizzes
Writing Conferences

Describe how critical thinking and problem solving are developed in this curriculum area.

Students are encouraged to write and edit their work. The editing process provides students with an opportunity to engage in problem-solving and rework their language and structure until they are able to communicate their thoughts clearly and effectively. Students engage in class discussions that evaluate the actions of characters in the texts they are working with and provide insights into how the behaviors of the characters align with our values at school. Students consider a variety of perspectives and engage in critical thinking when encountering alternate points of view.

Describe how the results of the assessments of student learning are analyzed for: ● Individual students as they move through the school
● Groups of students as they move through the school
● Comparable local/state/national groups of students

Teachers of incoming classes have access to students' testing records. State test results are shared with teachers when they become available from the state. Student state test cohort results are compared with those of other local schools. Testing results have been discussed by band-level teachers and at faculty meetings in the past. Because we are a small school, teachers frequently collaborate and are aware of where students are working before they work with them.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

Individual teachers grade their students' work and assess the understanding and level based on the results. Teachers collaborate with each other on evaluating student writing and progress. Gaps in student learning are noted, and curriculum choices are evaluated regularly to ensure learning, progress, and growth remain consistent.

EVIDENCE

Evidence
Link to Scope and sequence for this curricular area New York State Next Generation English Language Arts Learning Standards

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.

2. In Need of Improvement	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**.
3. Meets	The evidence indicates the school **MEETS** the expectations of this Indicator.
4. Exceeds	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.
N/A	This Indicator does not apply to our school.

Curriculum Indicators of Quality (CI)

Indicators for all schools

	Indicator of Quality	!	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.				X	
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.				X	

CI.3 CI.4	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment. The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.				X	
CI.5 CI.6	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills. The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X	X	
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.		X			
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			X		

CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.		X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.	X			
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X	
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X	
CI.16 CI.17	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media. Decisions made regarding the curriculum are based on data			X	

	about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			X	
CI.18 CI.20	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission. CI.19 Administrative leadership and support are provided in the coordination and articulation of the curriculum. The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.		 X	 X X	

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Instruction Indicators of Quality (II)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.				X	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5 II.6 II.7 II.8	Students and teachers demonstrate mutual respect toward each other in classes. Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes. Class sizes promote and allow for varied instructional strategies to be used. Meaningful and frequent communications with parents are used to promote student learning in the curriculum.		 X	 X X	X	

II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.		X			

II.12 – II.13: Indicators for schools that deliver all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Assessment Indicators of Quality (AI)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.				X	
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			X		
	a. Individual students as they move through courses in the curriculum.				X	
	b. Cohorts of students as they move through courses in the curriculum.			X		
	c. Comparable (local, state, and national) groups outside of the school.			X		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.				X	
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure				X	

	the presence or absence of achievement in the curriculum.					

C. Root Cause Analysis - NOT APPLICABLE IF NO

Curriculum Design Issues

Content

Are the skills required for improvement in student performance included in the current curriculum? YES NO

Data to support your conclusion:
SAVVAS builds in assessments that allow teachers to view student skills by question. If multiple students miss the same questions, teachers can go back and reteach the skills to eliminate gaps in understanding. Writing skills are evaluated by teachers individually and by cohort to determine where mini-lessons to address skill gaps are needed.

Hypothesis derived from your conclusion: If students are continuously exposed to reteaching, even students who are not flagged as needing improvement will gain skills and achieve mastery in writing and analysis skills.

Sequence

Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? YES		NO

Data to support your conclusion: SAVVAS provides reinforcement sheets that teachers can use to review the skills taught in each unit before the exams. Teachers who use these sheets find that the reteach and practice pages are helpful for students who need additional support, students who were absent and missed earlier lessons, and advanced students who are ready for enrichment activities.

Hypothesis derived from your conclusion: Continued use of “Reteach and Practice” sheets will build on success for all students.

Pacing

Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum? YES NO

Data to support your conclusion: The curriculum maps are set up to allow adequate time for each skill to develop. They also utilize some spiraling so that students have time to practice skills before moving to the next unit.

Format

Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? YES NO

Data to support your conclusion: In most grades, the tests given are taken directly from the curriculum and are aligned with the curriculum units. For teacher-created units, the tests have been formatted to align with the skills that students have practiced throughout the unit.

Hypothesis derived from your conclusion: Students who are given tests that align with the curriculum are afforded an opportunity to reflect on their learning and demonstrate mastery in the curriculum area.

Instructional Delivery Issues

Teacher Awareness of Content

Are teachers aware that the skills required for improvement in student performance are included in the current curriculum? YES		NO

Data to support your conclusion: Teachers have access to all components of the curriculum, and there are trainings and resources available for teachers.

Hypothesis derived from your conclusion: Teachers who have access to learning materials are able to utilize the materials in a way that allows students to experience further success.

Teacher Awareness of Sequencing

Are teachers aware that the skills required for improvement in student performance are scheduled to be taught prior to the administration of the assessment? YES		NO

Data to support your conclusion: Teachers use a variety of teaching methods, including pretests to evaluate student learning. Teachers are aware that students need to be taught the skills in each unit before they are formally evaluated with a summative assessment at the conclusion of the unit. Formative assessments are used throughout each unit to gauge student understanding and progress.

Hypothesis derived from your conclusion: Teachers who use pretests, along with formative and summative assessments, will see greater student learning outcomes.

Teacher Awareness of Pacing

Are teachers spending the specified time on the skills required for improvement in student performance?	YES		NO

Data to support your conclusion: Teachers attempt to complete all aspects of the curriculum; however, giving attention to each curricular component is difficult. More time during the school day could be spent on developing crucial skills in ELA in small groups, etc. There are many interruptions to the school day and overall schedule. Cumulatively, these interruptions negatively impact student skill development and retention.

Hypothesis derived from your conclusion: Increasing time spent on ELA in a variety of modalities- small group, whole group, individual, independent, etc. will contribute to greater achievement in individual skill development and learning retention.

Professional Development Issues

Teacher Awareness of Format

Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? YES NO

Data to support your conclusion: Teachers have access to testing materials, including tests that align with curriculum units, examples of STAR test questions, state testing released materials, and AP practice tests.

Hypothesis derived from your conclusion: Access to testing materials allows teachers to ensure that students are prepared for the question stems and skills they will be asked to demonstrate. Teachers are not teaching to the test, but providing students with the means to be successful in demonstrating the skills they have attained.

Teacher Resources

Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? YES NO

Data to support your conclusion: Teachers are provided with a curriculum that supports the development of testing materials. Teachers may also choose to use the provided testing materials.

Hypothesis derived from your conclusion: Having resources that allow teachers to utilize various testing methods enhances student success because students are able to show their learning in a variety of ways.		
Teacher Skills		
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance? YES		NO
Data to support your conclusion: The teachers are all educated professionals with backgrounds that allow them to provide support in early literacy, skill development, and upper-level writing courses. Teachers are also able to access various trainings and resources, including the Writing Revolution and Science of Reading professional development opportunities.		
Hypothesis derived from your conclusion: Having resources available to build upon the skills that our professional teachers have already acquired allows students to experience greater success.		

Describe any improvements related to this component of the educational program made within the past five years.

List the significant strengths of the school in this component of the educational program.

- **The school provides ongoing training in ELA specific fields**
- **We have a literacy coach who provides targeted support and appropriate materials to elementary teachers**
- **We have AIS specific to ELA to provide intervention to struggling students which transitions to ELA labs for middle school students who test below grade-level in reading.**
- **We use a variety of materials to provide students with a thorough, well-planned curriculum that both mirrors their own life experiences and provides windows into other cultures and experiences.**

List the significant areas for improvement of the school in this component of the educational program.

- **We would like to work on further alignment of the ELA curriculum from PreK- 12, especially now that we are all in the same building.**
- **As a school, we would like to evaluate where time is lost from learning so that we can preserve as much time as possible for a variety of instruction opportunities, such as reading groups and project-based learning.**
- **We would like to enhance parent involvement in the curriculum by developing ways to share student learning and encourage ELA skills at home, such as family reading time and journal keeping.**
- **Professional development can always be enhanced, and we would like to continue to find new ways to add to our professional skills and tools.**

Based on the strengths and areas for improvement identified, list any important next steps or

strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

We will meet as a faculty of ELA teachers to work on aligning one specific aspect of the ELA curriculum, such as writing skill development, across grade levels. First, we would need to discuss skill areas most in need of improvement to establish a starting point, and then we would assign roles to evaluate where that specific area could be improved by level.

D. Implications for Planning

List the significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

- The SAVVAS curriculum provides a variety of learning materials that align with our goals for student progress.
- The Science of Reading and The Writing Revolution have provided teachers with a variety of teaching strategies and techniques that enhance the education they have already attained.
- Students are assessed in a variety of ways that allow them to show their learning.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

- We would like to look at further alignment between grades.
- We would like to spend more time on small-group instruction across grade levels.
- Differentiation continues to be an area of focus for all grade levels across subjects, but especially in ELA.

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

- We would like to look at finding a universal curriculum that incorporates the skills taught by SuperKids to align more closely to SAVVAS.
- We would like to look at areas where time taken from learning could be reduced so that time spent on differentiation and other modes of instruction can be increased.

CURRICULAR AREAS - Spanish

Description and Evaluation of the Curriculum Areas in the School's Educational Program

In this part of the self-study, the school conducts a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas; ● Coherence and consistency of the curricular component with the Foundation Documents; and, ● Alignment of the curricular component with any applicable state and national curriculum standards.

Curriculum Area	Foreign Language - Spanish

A. Description of the Curriculum Area

List the courses, if any, which are subcomponents of this curriculum area.

Course	Required Elective	Grade Levels at Which Taught
Elementary	Required	Pre-K - 6th Grade
Middle School	Required	7-8
Spanish 1	Required	8th - 12
Spanish 2-3	Elective	9-12

Describe any major changes that have occurred in this curriculum area within the past three years.

Elementary Foreign Language (Spanish) Grades Pre-K-6th are new to the School as of 2025-2026

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

There is currently one Foreign Language Teacher (Spanish) for grades Pre-k - 12.

- Pre-K - 6th Grade: Teachers align to make sure each class is learning at their level.
- Middle School: Teacher ensures that the Introductory levels are met.
- High School: Teacher ensures that the NYS Language curriculum standards are being met.

List the major instruction methodologies used in this curriculum area.

Communicative Language Teaching; Task based teaching; Grammar - Spanish 1-3; Project-based; Collaborative teaching; Audio teaching; Blended teaching

List the major methods for assessing student learning used in this curriculum area.

- Informal assessments take place in every class on how well a student is learning, participating, and performing what is being taught.
- Elementary - Elementary instruction does not include assessments. It is for exposure only.
- MS/HS - Informal assessments include bell-ringers, class/homework, projects, guided participation, quizzes, and tests (both verbal and written).

Describe how critical thinking and problem solving are developed in this curriculum area.

- (Elementary is excluded from this area)
- Critical thinking - Evaluation, interpretation, and application of the language at their level.
- Problem solving - Using personal, real-life situations to communicate at their level.

Describe how the results of the assessments of student learning are analyzed for:

- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

- Elementary - Used daily throughout the school in their classroom and personal interactions
- MS/HS - Used daily and throughout the year individually and within groups - classroom interactions; quizzes; tests; projects.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

Identifiable gaps in knowledge, vocabulary and communication. Students may require additional support. Analysis of the results determine future lessons.

EVIDENCE

Evidence
Link to Scope and sequence for this curricular area NYS Foreign Language Standards
Record of professional development activities related to this curricular area Did not attend any specific to Spanish but did attend all Professional Development within the school and diocese.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.
2. In Need of Improvement	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF**

	IMPROVEMENT.
3. Meets	The evidence indicates the school **MEETS** the expectations of this Indicator.
4. Exceeds	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.
N/A	This Indicator does not apply to our school.

Curriculum Indicators of Quality (CI)
Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.					
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.					
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.				X	
CI.9	Elementary, middle level, and secondary level staff				X	

	members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.					
CI.10	The curriculum is designed to foster active involvement of students in the learning process.				X	
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.				X	

CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			X		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16 CI.17	Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media. Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.				X	
CI.18 CI.20	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission. 9 Administrative leadership and support are provided the coordination and articulation of the curriculum. The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			X		

Indicators for school systems that deliver all or part of their educational

program by a distance modality

X	These Indicators do not apply to our school.

Instruction Indicators of Quality (II)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.				X	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.					
II.7	Class sizes promote and allow for varied instructional strategies to be used.					
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.					
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			X		

II.12 – II.13: Indicators for schools that deliver all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Assessment Indicators of Quality (AI)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			X		
	a. Individual students as they move through courses in the curriculum.			X		
	b. Cohorts of students as they move through courses in the curriculum.			X		
	c. Comparable (local, state, and national) groups outside of the school.			X		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.					
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

C. Root Cause Analysis - NOT APPLICABLE IF NO

Curriculum Design Issues

Content

Are the skills required for improvement in student performance included in the current curriculum? YES NO

Data to support your conclusion:

Hypothesis derived from your conclusion: Spanish is a Foreign/World Languages subject; all lessons build upon language learned throughout (Elementary) Intro - Intermediate Spanish. Basics are important but language requires consistent practice, instruction, and dedication to master.

Sequence

Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? YES		NO

Data to support your conclusion:

Hypothesis derived from your conclusion: Students can't succeed at a skill if it hasn't been taught yet.

Pacing

Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum? YES NO

Data to support your conclusion:

Format

Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? YES NO

Data to support your conclusion:

Hypothesis derived from your conclusion: Art is a skills based subject. Art lessons are built around previous skills. If a skill needs more time, that time is given so that they will have success in future Art lessons & projects.

Instructional Delivery Issues

Teacher Awareness of Content		
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum? YES		NO
Data to support your conclusion: NYS Foreign Language Standards		
Hypothesis derived from your conclusion: I use the New York Foreign Language Standards to create lessons.		
Teacher Awareness of Sequencing		
Are teachers aware that the skills required for improvement in student performance are scheduled to be taught prior to the administration of the assessment? YES		NO
Data to support your conclusion:		
Hypothesis derived from your conclusion: Lessons are designed to teach skills and knowledge before they are assessed in that area.		

Teacher Awareness of Pacing		
Are teachers spending the specified time on the skills required for improvement in student performance? YES		NO
Data to support your conclusion:		
Hypothesis derived from your conclusion: Typically classes meet every day or every other day for forty minutes. However, time is spent as needed on each lesson and students do not move on until they are ready.		

Professional Development Issues

Teacher Awareness of Format
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? YES NO
Data to support your conclusion: NYS Foreign Language Standards
Hypothesis derived from your conclusion: Following the New York State Art Standards, lessons are

built based around the process of thinking, creating, and responding to their artwork. Almost every lesson has a performance-based element for the students. ***Teacher Resources*** Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? Data to support your conclusion:			YES NO
Hypothesis derived from your conclusion: Many forms of media, such as books, videos, and hands-on activities, are used to supplement many lessons so that students can learn the content in various ways.			
Teacher Skills			
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	YES		NO
Data to support your conclusion:			
Hypothesis derived from your conclusion:			

Describe any improvements related to this component of the educational program made within the past five years.

List the significant strengths of the school in this component of the educational program.

The Language department consists of Spanish and is currently taught throughout the School (Pre-K - 12). It is important to me that students have a basis for foreign languages and are able to continue to expand their knowledge if they choose to do so.

List the significant areas for improvement of the school in this component of the educational program.

Higher level retention could be improved. Students tend to drop out after they achieve Checkpoint A (8th/9th) as these students start to take more demanding classes, or would prefer other electives.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

More emphasis on language should be taken into consideration in MS/HS. While it is an elective in HS, foreign language helps to expand the mind and boosts broader intelligence and skillsets for future success.

D. Implications for Planning

List the significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

Curriculum: Standards-based alignment, content sequencing, and culture.
Instruction: Target language use, multi-modal instruction, and differentiation.
Assessment: Performance-based, written assessments, and continuous formative tracking.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

Since we have a language available to all our students (PreK-12), additional resources could benefit the learning environment, making it more attractive to the school.

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

An increase in language reinforcement and resources.
“IHC has recognized that the development and improvement of all curricular areas is needed. The Spanish program looks forward to working vigorously to design and implement a cohesive pre-k to 12 Spanish curriculum.”

CURRICULAR AREAS - Mathematics

Description and Evaluation of the Curriculum Areas in the School's Educational Program

In this part of the self-study, the school conducts a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas; ● Coherence and consistency of the curricular component with the Foundation Documents; and, ● Alignment of the curricular component with any applicable state and national curriculum standards.

Curriculum Area	Mathematics

A. Description of the Curriculum Area

List the courses, if any, which are subcomponents of this curriculum area.

Course	Required Elective	Grade Levels at Which Taught
Kindergarten Math	Everyone takes this	preK=K
Numbers & Operations		PreK-6
Geometry		PreK-8, HS
Measurement		1-6
Algebraic Concepts		K-HS(Algebra I/II)
Data Analysis & Probability		PreK-12

Describe any major changes that have occurred in this curriculum area within the past three years.

Yes, it has gone from New York State Common Core to New York State Next Generation Standards.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

Horizontally, there is only one teacher per grade. Vertically, we adhere to the New York State Next Generation Standards.

List the major instruction methodologies used in this curriculum area.

*Direct Instruction
*Indirect instruction (problem solving)
*Interactive instruction (group work)
*Experiential Learning (hands on projects, manipulatives)
*Technology

List the major methods for assessing student learning used in this curriculum area.

*Formative Assessments (exit tickets, quizzes) to monitor progress
*Summative Assessments at end of topic/unit/year
*Projects to show application.
*STAR testing

Describe how critical thinking and problem solving are developed in this curriculum area.

Critical thinking and problem solving are developed by teaching students to break down complex tasks, identify patterns, explain reasoning, and work step-by-step.

Describe how the results of the assessments of student learning are analyzed for:
● Individual students as they move through the school
● Groups of students as they move through the school
● Comparable local/state/national groups of students

Assessments are evaluated for individual students to identify those in need of Academic Intervention Services. Results are also monitored to compare to local school results, state results and national groups to assess need for rigor.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

Results are analyzed to identify patterns in learning, strengths, and areas needing improvement.

EVIDENCE

Evidence
Link to Scope and sequence for this curricular area New York State Next Generation Mathematics Learning Standards (2017)

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.
2. In Need of Improvement	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF**

	IMPROVEMENT.
3. Meets	The evidence indicates the school **MEETS** the expectations of this Indicator.
4. Exceeds	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.
N/A	This Indicator does not apply to our school.

Curriculum Indicators of Quality (CI)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			x		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			x		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.					
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			x		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.					
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			x		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			x		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the			x		

	curriculum.					
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			x		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			x		

CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			x		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			x		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			x		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			x		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			x		
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.					
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			x		
	9 Administrative leadership and support are provided in the coordination and articulation of the curriculum.					
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.					

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Instruction Indicators of Quality (II)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.			x		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			x		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			x		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			x		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			x		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.					
II.7	Class sizes promote and allow for varied instructional strategies to be used.					
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.					
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			x		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			x		
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			x		

II.12 – II.13: Indicators for schools that deliver all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Assessment Indicators of Quality (AI)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			x		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			x		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			x		
	a. Individual students as they move through courses in the curriculum.			x		
	b. Cohorts of students as they move through courses in the curriculum.			x		
	c. Comparable (local, state, and national) groups outside of the school.			x		
AI.4 AI.5	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs. Records of students' learning and performance are maintained in the curriculum.			x		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			x		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			x		

C. Root Cause Analysis - NOT APPLICABLE IF NO

Curriculum Design Issues

Content

Are the skills required for improvement in student performance included in the current curriculum? YES NO

Data to support your conclusion:
Hypothesis derived from your conclusion:
Sequence

Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? YES		NO
Data to support your conclusion:		
Hypothesis derived from your conclusion:		
Pacing		
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum? YES NO Data to support your conclusion: ***Format*** Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? YES NO Data to support your conclusion: Hypothesis derived from your conclusion:		
Instructional Delivery Issues		
Teacher Awareness of Content		
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum? YES		NO
Data to support your conclusion:		
Hypothesis derived from your conclusion:		
Teacher Awareness of Sequencing		
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment? YES		NO
Data to support your conclusion:		
Hypothesis derived from your conclusion:		

Teacher Awareness of Pacing			
Are teachers spending the specified time on the skills required for improvement in student performance?	YES		NO
Data to support your conclusion:			
Hypothesis derived from your conclusion:			
Professional Development Issues			
Teacher Awareness of Format			
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? Data to support your conclusion: Hypothesis derived from your conclusion: ***Teacher Resources*** Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? Data to support your conclusion:			YES NO YES NO
Hypothesis derived from your conclusion:			
Teacher Skills			
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	YES		NO
Data to support your conclusion:			
Hypothesis derived from your conclusion:			

Describe any improvements related to this component of the educational program made within the past five years.

List the significant strengths of the school in this component of the educational program.

Use of Delta Math in appropriate grades has been encouraged. IXL will be implemented to help bridge gaps in student learning and to challenge students who are ready to move ahead.

List the significant areas for improvement of the school in this component of the educational program.

Continuity of instruction on instructional standards.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

Working on continuity of instructional standards.

D. Implications for Planning

List the significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

This program adheres to the New York State Next Generation Learning Standards and applies rigorous alignment to content standards, promoting mathematical reasoning, and fostering productive struggle.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

This program could improve in the area of high-quality professional development. Improvement in aiding students with gaps in their understanding could also improve, but there are time, money, and personnel constraints.

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

Based on the strengths and areas for improvement identified, searching out high quality, inexpensive professional development for mathematics could be included in our plan for growth and development.

CURRICULAR AREAS - Music

Description and Evaluation of the Curriculum Areas in the School's Educational Program

In this part of the self-study, the school conducts a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas; ● Coherence and consistency of the curricular component with the Foundation Documents; and, ● Alignment of the curricular component with any applicable state and national curriculum standards.

Curriculum Area	Music

A. Description of the Curriculum Area

List the courses, if any, which are subcomponents of this curriculum area.

Course	Required Elective	Grade Levels at Which Taught
General Music	Required	PreK-6
Band	Elective	5-12
Chorus	Elective	5-12

Describe any major changes that have occurred in this curriculum area within the past three years.

None. New York standards were adopted in 2017 and a curriculum has been handmade based on these standards.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

At the moment, there is only one music teacher Prek-12. Skills are built upon from the year before. When there was more than one teacher, they would meet to make sure that standards were aligned.

List the major instruction methodologies used in this curriculum area.

Aspects of the Orff, Kolday, Dalcroze, and Gordan methodologies are used with focuses on solfege, rhythm with instruments, theory, composition, storytelling, and sequential and multimodal learning.

List the major methods for assessing student learning used in this curriculum area.

- Informal assessments are made every class on how well students learn, participate, and perform the lessons that are taught. Most informal assessments are performance based.
- In general music, rubrics are used to measure success in project-based lessons.
- For performance groups, concerts act as a cumulative formal assessment on what they have been practicing.

Describe how critical thinking and problem solving are developed in this curriculum area.

Using proper music theory when composing develops critical thinking in students by being original while following theory guidelines. Vocal and instrumental sightreading helps students recognize patterns in music, increases their comprehension and boosts their confidence. Critical thinking also occurs when students are asked to reflect on and describe what they are hearing in different pieces of music.

Describe how the results of the assessments of student learning are analyzed for: ● Individual students as they move through the school
● Groups of students as they move through the school
● Comparable local/state/national groups of students

Students in chorus and band have the opportunity to prepare NYSSMA solos. Based on their performance, they are given a grade. This is then used to place them in Bi-County, Area All-State, and All-State ensembles. This is done on the same level as any other school in New York.

As students are assessed on their skill and performance, they are able to create music by themselves, and as a class.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

When students perform or demonstrate their knowledge in a project, they are effectively using what they learned in previous lessons. If a performance or project assessment does not go well for the majority, then the lesson is revised. If just a few assessments are not up to the rest of their peers, then scaffolds are given to help those students succeed.

EVIDENCE

Evidence
Record of development/review/revision of this curricular area New York State Music Standards - Revised in 2017 New York Music Anchor Standards - Revised in 2017
Record of professional development activities related to this curricular area I am a NAFME and NYSSMA member. I receive publications throughout the year on new practices, techniques, and ideas for the classroom. I attend the NYSSMA All State conference every December in Rochester, NY. I attend the Broadway Teachers Workshop every summer in New York City. The Jefferson Lewis County Music Teachers Association meets at every Bi-County Festival to discuss opportunities and best practices for our students. Every music teacher in the two counties is a part of the association.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.

2. In Need of Improvement	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**.
3. Meets	The evidence indicates the school **MEETS** the expectations of this Indicator.
4. Exceeds	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.
N/A	This Indicator does not apply to our school.

Curriculum Indicators of Quality (CI)

Indicators for all schools

	Indicator of Quality	**1**	**2**	**3**	**4**	**N/A**
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.					
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without					

	compromising the essential knowledge and skills students are expected to learn.					
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.		X			
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.		X			
CI.10	The curriculum is designed to foster active involvement of students in the learning process.				X	
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.				X	

CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.		X			
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16 CI.17	Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media. Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.				X	
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI 19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		

Cl. 20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			X		

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Instruction Indicators of Quality (II)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.				X	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.					
II.7	Class sizes promote and allow for varied instructional strategies to be used.					
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.					
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional			X		

	growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.					

II.12 – II.13: Indicators for schools that deliver all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Assessment Indicators of Quality (AI)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			X		
	a. Individual students as they move through courses in the curriculum.			X		
	b. Cohorts of students as they move through courses in the curriculum.			X		
	c. Comparable (local, state, and national) groups outside of the school.			X		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.					
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

C. Root Cause Analysis - NOT APPLICABLE IF NO

Curriculum Design Issues

Content

Are the skills required for improvement in student performance included in the current curriculum? YES NO

Data to support your conclusion: New York State Standards

Hypothesis derived from your conclusion: Music is a skills based subject. Every lesson or unit builds upon previous skills both in general music and performance classes.

Sequence

Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? YES		NO

Hypothesis derived from your conclusion: Students can't succeed at a skill if it hasn't been taught yet.

Pacing

Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum? YES NO

Hypothesis derived from your conclusion: Music is a skills based subject. Lessons are built around previous skills. If a skill needs more time, that time is given so that they will have success in future lessons.

Format

Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? YES NO

Hypothesis derived from your conclusion: Formal assessments are primarily performance based. For most classes, this is in the form of a concert which the students would practice during class exactly how they will perform at the concert. For middle school general music, formal assessments are project presentations in which they know exactly what is expected of their presentations through rubrics and examples.

Instructional Delivery Issues

Teacher Awareness of Content		
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	YES	NO
Data to support your conclusion: New York State Standards		
Hypothesis derived from your conclusion: I use the New York Music Standards to create lessons and units. The standards are scaffolded to improve student performance as they progress.		
Teacher Awareness of Sequencing		
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?	YES	NO
Hypothesis derived from your conclusion: Lessons are designed to teach skills and knowledge before they are assessed in that area.		

Teacher Awareness of Pacing		
Are teachers spending the specified time on the skills required for improvement in student performance?	YES	NO
Hypothesis derived from your conclusion: Typically, classes meet once every six days for forty minutes. However, time is spent as needed on each lesson and students do not move on until they are ready.		
Professional Development Issues		
Teacher Awareness of Format		

Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	YES		NO
Hypothesis derived from your conclusion: Following the New York State Anchor Standards, lessons are built based around the process of creating, performing, and responding to performances. Almost every lesson has a performance element for the students.			
Teacher Resources			
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance?	YES		NO
Data to support your conclusion:			
Hypothesis derived from your conclusion: Many forms of media such as books, videos, and hands-on activities, are used to supplement many lessons so that students can learn the content in various ways.			
Teacher Skills			
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	YES		NO
Data to support your conclusion			
Hypothesis derived from your conclusion: I attend professional development each year to improve my skills so that I can best help the students. I also receive music education publications that keep my lessons up to date.			

Describe any improvements related to this component of the educational program made within the past five years.

List the significant strengths of the school in this component of the educational program.

The music department is inclusive and I try my best to have every student succeed. Attention is given to the learning process of each topic making students excel when given the chance to show what they have learned.

List the significant areas for improvement of the school in this component of the educational program.

Higher level retention could be improved in the performance ensembles. Many students drop out when they reach high school or start to take more demanding classes. Also, class scheduling has been a major deterrent in the performance ensembles. Middle school performance groups only meet once every six days. High school performance groups are split up into multiple classes due to student schedules.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

Student schedules should be taken into account so that the performance groups are not conflicting with any other higher-level class that there is just one section of. More emphasis on different electives should be shown to the students. Students should be encouraged by the school to take electives such as art and music.

D. Implications for Planning

List the significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

New York State Standards are followed, and students build upon skills and knowledge taught in previous lessons and previous years.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The only 2 that was given above was regarding outside input to the curriculum. Students do have some say in what and how they learn within the confines of the unit being taught. Oftentimes, student-lead discussions drive classes and their questions are being answered. However, parents do not get the opportunity to say what should be taught in the music curriculum. State standards are being followed, with a variety of styles and genres being taught with multiple resources.

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

Keeping students in performing classes after middle school will help grow the department. Performing classes should be made available in the students' schedules around their higher level courses.

CURRICULAR AREAS - Physical Education

Description and Evaluation of the Curriculum Areas in the School's Educational Program

In this part of the self-study, the school conducts a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas; ● Coherence and consistency of the curricular component with the Foundation Documents; and, ● Alignment of the curricular component with any applicable state and national curriculum standards.

Curriculum Area	Physical Education

A. Description of the Curriculum Area

List the courses, if any, which are subcomponents of this curriculum area.

Course	Teacher	Grade Levels at Which Taught
Phys Ed - Elementary- Required	Cassie Maitland	Grades Pre K- 8th
Phys Ed - High School- Required	Santina Baker	Grades 9th-12th

Describe any major changes that have occurred in this curriculum area within the past three years.

None. New York standards were adopted in 2020 and a curriculum has been handmade based on these standards.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

Horizontally the same teacher does Pre K - 8th grade defined as elementary and middle school developments while a different teacher does 9th -12th grade focusing solely on high school level.

Vertically- Instruction ties into developmental standards, as far as the NYS guidelines, ensuring students master specific benchmarks at each grade.

List the major instruction methodologies used in this curriculum area.

Direct teaching, indirect teaching, movement exploration, cooperative activities, command style, exploration style and reciprocal style.

List the major methods for assessing student learning used in this curriculum area.

It relies on a balanced measure of a student's cognitive, psychomotor, and affective development.

Describe how critical thinking and problem solving are developed in this curriculum area.

In Physical Education, critical thinking and problem solving are developed through dynamic, movement-based challenges. Students are required to analyze spatial awareness, adapt to changing game conditions, and collaborate on strategies to overcome opponents or obstacles. This translates theory into instant, physical action

Describe how the results of the assessments of student learning are analyzed for:
- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Individual -PE assessments track an individual's physical, cognitive, and affective development. Teachers analyze this data longitudinally through standards-based portfolios and digital tracking systems, comparing current performance against the student's own historical baselines to adjust instruction, set personalized goals, and ensure continuous motor skill development .

Groups- PE teachers analyze learning assessments by evaluating cognitive, psychomotor (skills), and affective (behavior/attitude) data.

Comparable- Student performance is measured against predefined, standards-based grade-level outcomes with NYS standards, rather than against peers or other demographic groups.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

Teachers use standard assessment systems to track class and grade-level performance. If too few students meet the expected goals, the curriculum is changed to better support learning.

EVIDENCE

Evidence
Link to Scope and sequence for this curricular area About the P-12 Learning Standards | New York State Education Department
Record of professional development activities related to this curricular area - We do yearly staff development within our school. We also align with https://www.shapeamerica.org/MemberPortal/prodev/default.aspx and https://nysahperd.org/professional-development/

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Rating of Adherence to the Indicator

1. Does Not Meet	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.

2. In Need of Improvement	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**.
3. Meets	The evidence indicates the school **MEETS** the expectations of this Indicator.
4. Exceeds	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.
N/A	This Indicator does not apply to our school.

Curriculum Indicators of Quality (CI)

Indicators for all schools

Indicator of Quality		**1**	**2**	**3**	**4**	**N/A**
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			3		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			3		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			3		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			3		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			3		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			3		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			3		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			3		

CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.			3		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			3		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			3		

CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			3		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			3		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			3		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			3		
CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			3		
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			3		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			3		
9	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			3		
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			3		

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.			3		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			3		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			3		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			3		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			3		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			3		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			2		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			3		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			3		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			3		
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			3		

II.12 – II.13: Indicators for schools that deliver all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Assessment Indicators of Quality (AI)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			3		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			3		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			3		
	a. Individual students as they move through courses in the curriculum.			3		
	b. Cohorts of students as they move through courses in the curriculum.			3		
	c. Comparable (local, state, and national) groups outside of the school.			3		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			3		
AI.5	Records of students' learning and performance are maintained in the curriculum.			3		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			3		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			3		

C. Root Cause Analysis - NOT APPLICABLE IF NO

Curriculum Design Issues

Content

Are the skills required for improvement in student performance included in the current curriculum?

YES NO

Data to support your conclusion: Yes, specific motor and interpersonal skills are essential for student improvement in PE. PE focuses on a combination of physical literacy, cognitive understanding, and social-emotional growth These are the building blocks of physical literacy and are required before students can advance to complex, sport-specific movements For example-
Locomotor Skills: Running, jumping, hopping, galloping, and skipping.
Object Control/Manipulative Skills: Throwing, catching, striking, and kicking. Stability Skills: Balancing, twisting, and body awareness. Spatial Awareness: Knowing where your body and teammates are in relation to the playing area or equipment. Tactical Decision-Making: Understanding concepts like offense and defense, and recognizing when to pass, shoot, or move to an open space. Self-Evaluation: The ability to assess one's own movements and adjust techniques based on teacher feedback. PE requires active participation in group settings, which heavily influences a student's confidence and willingness to improve. Teamwork & Communication: Effectively collaborating with peers during group challenges or team sports. Resilience & Goal setting: The perseverance to keep trying when learning a difficult new skill and the ability to set personal performance goals. Sportsmanship: Demonstrating empathy, respect, and emotional regulation, which creates a safe environment for all students to practice

Hypothesis derived from your conclusion:Our physical education program• Meets the needs of all students; • Keeps students active for most of physical education class time; • Teaches self-management; • Emphasizes knowledge and skills for a lifetime of physical activity; and • Is an enjoyable experience for all students.

Sequence

Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	YES	Yes	NO

Hypothesis derived from your conclusion: Yes. In physical education, the specific skills required for improvement must be taught and practiced before they are formally evaluated.

Instruction, demonstration, and repetitive practice of movement patterns always occur prior to a performance-based assessment to ensure students have the opportunity to develop motor competency and achieve their learning goals

Pacing

Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?	YES NO
Data to support your conclusion:	
Format	
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	YES NO
Data to support your conclusion:	
Hypothesis derived from your conclusion:	

Instructional Delivery Issues

Teacher Awareness of Content			
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	YES		NO
Data to support your conclusion:			
Hypothesis derived from your conclusion:			
Teacher Awareness of Sequencing			
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?	YES		NO
Data to support your conclusion:			
Hypothesis derived from your conclusion:			

Teacher Awareness of Pacing			
Are teachers spending the specified time on the skills required for improvement in student performance?	YES		NO
Data to support your conclusion:			

Hypothesis derived from your conclusion:			
Professional Development Issues			
Teacher Awareness of Format			
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? Data to support your conclusion: Hypothesis derived from your conclusion:			YES NO
Teacher Resources			
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? Data to support your conclusion:			YES NO
Hypothesis derived from your conclusion:			
Teacher Skills			
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	YES		NO
Data to support your conclusion:			
Hypothesis derived from your conclusion:			

Describe any improvements related to this component of the educational program made within the past five years. -The combining of the school has allowed for the two PE teachers to link up and to intertwine ideas and curriculum. The use of equipment to be able to share all of it for more activities has enhanced classes.

List the significant strengths of the school in this component of the educational program. A strong curriculum focuses on developing both fundamental movement skills. A vital strength is teaching students the value of exercise, setting them up with routine physical activities they can maintain into adulthood.

List the significant areas for improvement of the school in this component of the educational program.

Lack of equipment leads teachers to need alternative ways to build motor skills.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

Moving forward in the future, maybe implementing more targeted professional learning.

D. Implications for Planning

List the significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The curriculum is designed around a progression of motor skills, game strategies, and health-related fitness that scales with grade-level expectations. It shifts from traditional sports-heavy models to flexible, inclusive activities that prioritize lifelong health. Offers choice-based modules so older students can select activities that align with their personal interests and fitness goals.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

Assessments in PE are often limited to grading based on attendance, participation, or uniform compliance rather than standardized evaluation of student learning. Programs need authentic assessments that measure cognitive, affective, and psychomotor domains.

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

To formulate an effective plan for growth we should focus on these strategic priorities: aligning curriculum standards, enhancing inclusive practices, modernizing assessments, and promoting lifelong wellness.

CURRICULAR AREAS - Religion

Description and Evaluation of the Curriculum Areas in the School's Educational Program

In this part of the self-study, the school conducts a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas; ● Coherence and consistency of the curricular component with the Foundation Documents; and, ● Alignment of the curricular component with any applicable state and national curriculum standards.

Curriculum Area	Religion

A. Description of the Curriculum Area

List the courses, if any, which are subcomponents of this curriculum area.

Course	Required Elective	Grade Levels at Which Taught
Religion		PeK and K
Religion		1st and 2nd grade
Religion		3rd and 4th grade
Religion		5th and 6th grade
Religion		7th and 8th grade
Religion		9th through 12th grade

Describe any major changes that have occurred in this curriculum area within the past three years.

At the elementary level the pacing maps have changed to match the updated textbooks this year. The 7th through 12th grades have changed. New textbooks have been introduced to better match the curriculum and to resonate with students of today.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

The school delivers the curriculum horizontally by integrating the objectives and contents into other subject areas such social studies and ELA. In addition, the elementary teachers connect the religion curriculum to students' lives during morning meetings and SEL instruction. When there is more than one teacher at a grade level the teachers collaborate to teach the curriculum horizontally. Vertically there is a continuity in the curriculum from PreK through 12th grade. All grades follow the liturgical calendar in the instruction.

List the major methods for assessing student learning used in this curriculum area.

Students' learning is assessed formally through quizzes, tests, and projects. Students' participation during religion lessons and discussions is informally assessed to monitor student comprehension. Teacher observations are used to assess that religious content is applied during prayer services, social interactions, and classroom behavior to confirm application of learning.

Describe how critical thinking and problem solving are developed in this curriculum area.

Teachers can use KWL technique and classroom discussions to encourage critical thinking. Problem solving is promoted during presenting scenarios that require students to apply the curriculum and during group work. For example, the 7th through 12th grades use Brain Pop to work as teams to think critically and problem solve.

Describe how the results of the assessments of student learning are analyzed for:
- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

For the individual student assessment results are analyzed for mastery of content and to adjust instruction and support needed. Individual students can then be grouped to ensure an optimal learning environment.
For the groups of students as they move through the school, the analysis of the assessment results provides the information that future teachers need to develop their curriculum maps and pacing guides.
The comparisons about the school level would be done by the diocese of our school.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

When quizzes, tests, projects, participation, and teacher observations demonstrate a student has mastered content and can apply it, it is determined that instruction in this curriculum area has been effective.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.

2. In Need of Improvement	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**.
3. Meets	The evidence indicates the school **MEETS** the expectations of this Indicator.
4. Exceeds	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.
N/A	This Indicator does not apply to our school.

Curriculum Indicators of Quality (CI)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			x		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3 CI.4	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment. The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X X		
CI.5 CI.6	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills. The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.				X	

CI.10	The curriculum is designed to foster active involvement of students in the learning process.				X	
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			X		

CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			X		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.				X	
CI.16 CI.17	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media. Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			X X		
CI.18 CI.20	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission. CI.19 Administrative leadership and support are provided in the coordination and articulation of the curriculum. The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			X X X		

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality	1	2	3	4	N/A

II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.				x	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			x		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			x		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.				x	
II.5	Students and teachers demonstrate mutual respect toward each other in classes.					
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.				x	
II.7	Class sizes promote and allow for varied instructional strategies to be used.				x	
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			x		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				x	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			x		
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.				x	

II.12 – II.13: Indicators for schools that deliver all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Assessment Indicators of Quality (AI)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			x		
AI.2	A variety of methods for assessing student learning is used in the curriculum.				x	

AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	a. Individual students as they move through courses in the curriculum.			x		
	b. Cohorts of students as they move through courses in the curriculum.			x		
	c. Comparable (local, state, and national) groups outside of the school.			x		
AI.4 AI.5	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs. Records of students' learning and performance are maintained in the curriculum.			 x	x	
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			x		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.				x	

C. Root Cause Analysis - NOT APPLICABLE IF NO

Curriculum Design Issues

Content

Are the skills required for improvement in student performance included in the current curriculum?

YES NO

Data to support your conclusion: The curriculum context is delivered using multiple instructional methods and is supported by additional review and resource materials. The design provides all students the opportunity to attain and practice the skills needed to master the curriculum.
Hypothesis derived from your conclusion: Curriculum design enables students to acquire the skills to improve performance.
Sequence

Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? **YES**		NO
Data to support your conclusion: Lessons plans and supporting materials such as textbook and technology provide direct instruction, guided practice, and independent practice prior to assessments being administered.		
Hypothesis derived from your conclusion: The sequencing supports the students in demonstrating learning prior to assessment.		
Pacing		
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum? **YES** NO Data to support your conclusion: Pacing is planned to be developmentally appropriate to ensure instruction meets the attention and cognitive capabilities of the students. ***Format*** Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? **YES** NO Data to support your conclusion: Lesson plans are designed to ensure students have the opportunity to practice in the format that the assessments will be administered. Hypothesis derived from your conclusion: Assessments are given in the same format as instruction during lessons.		
Instructional Delivery Issues		
Teacher Awareness of Content		
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum? **YES**		NO
Data to support your conclusion: Teachers are using multiple instructional methods that are supported by additional review and resource materials. Teachers provides all students the opportunity to attain and practice the skills needed to master the curriculum.		
Hypothesis derived from your conclusion: Teachers monitor the acquisition of skills to improve performance.		

Teacher Awareness of Sequencing		
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment? **YES**		NO
Data to support your conclusion: Teachers develop lessons plans and use supporting materials such as textbook and technology to provide direct instruction, guided practice, and independent practice prior to assessments being administered.		
Hypothesis derived from your conclusion: Teachers sequence lessons to support students in learning and demonstrating skills prior to assessment.		

Teacher Awareness of Pacing		
Are teachers spending the specified time on the skills required for improvement in student performance? **YES**		NO
Data to support your conclusion: Teachers pace lessons to be developmentally appropriate to ensure instruction meets the attention and cognitive capabilities of the students		
Hypothesis derived from your conclusion: Teachers are aware that lessons must be delivered at an appropriate pace for the age and abilities of their students.		
Professional Development Issues		
Teacher Awareness of Format		

Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? **YES** NO

Data to support your conclusion: Teachers format their lessons to ensure students have the opportunity to practice in the format that the assessments will be administered.

Hypothesis derived from your conclusion: Teachers include the same format in their lessons that are used in assessment.

Teacher Resources

Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? **YES** NO

Data to support your conclusion: Teachers are provided with textbooks and support materials and work collaboratively with other teachers to have resources that meet the initial, supplementary, or remedial instruction and formal assessment.

Hypothesis derived from your conclusion: Teachers have the resources to teach and assess the skills students need to improve their performance.

Teacher Skills

Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance? **YES**		NO

Data to support your conclusion: Teachers have formal education, professional development, and support of other faculty members.

Hypothesis derived from your conclusion: Teachers have developed their professional knowledge and skills to be able to teach the students the skills required to improve their performance.

Describe any improvements related to this component of the educational program made within the past five years.

List the significant strengths of the school in this component of the educational program.

The curriculum for 7th through 12th grade is being delivered using new religion textbooks. The new textbooks allow the curriculum to be delivered in a method that connects more with students to make the content more relevant. It encourages more use of technology and varied instructional and assessment methods.
The religion curriculum is integrated in the school through schoolwide prayer services and activities. The teachers work collaboratively to support one another and the students.

List the significant areas for improvement of the school in this component of the educational program.

No area needs significant improvement. Although the elementary textbooks are not a new program, they have been recently updated.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

One possible next step to improve the religious component of the educational program would be to add more professional development.

D. Implications for Planning

List the significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

The biggest strength is how the curriculum is integrated within the classroom and throughout the school.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

Additional professional development would be particularly beneficial to new faculty.

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

More professional development would improve the religious component of our educational program.

CURRICULAR AREAS - Science

Description and Evaluation of the Curriculum Areas in the School's Educational Program

In this part of the self-study, the school conducts a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas; ● Coherence and consistency of the curricular component with the Foundation Documents; and, ● Alignment of the curricular component with any applicable state and national curriculum standards.

Curriculum Area	Science

A. Description of the Curriculum Area

List the courses, if any, which are subcomponents of this curriculum area.

Course	Required Elective	Grade Levels at Which Taught
Physical Science	Required	K-12 Grades
Life Science	Required	K-5, 6-8 and 9, 10 Grades
Earth and Space Sciences	Required	Grades 9, 10
Matter and Its Interactions	Required	K-12 Grades
Forces and Interactions	Required	Kindergarten, 3rd Grade, 6-8 grades, 9-12 grade
Interdependent Relationships in Ecosystems	Required	Kindergarten, Grade 2, Grade 3, Grades 6-8, HS Life science/HS Biology
Weather and Climate	Required	K-12 Grades
Waves: Light and Sound	Required	Grades 1, 4, 6,
Structure, Function, and Information Processing	Required	Grades 1, 4, and 6-8
Space Systems: Patterns and Cycles	Required	Grade 1

Structure and Properties of Matter	Required	Grades 2,5, 6-8, and 9-12
Earth's Systems	Required	Grades K-5, 6-8, and 9
Engineering Design	Required	Grades K-12
Inheritance and Variation of Traits	Required	Grade 3 and Biology
Energy	Required	Grades 4, 6-8, 9-12
Matter and Energy in Organisms and Ecosystems	Required	Grades 5, 6-8
Space Systems	Required	Grades 1, 3-5, 6-8, 9-12
Chemical Reactions	Required	Grades 6 or 7 and 10 or 11
Waves and Electromagnetic Radiation	Required	Grades 6-8 and 9-12
Growth, Development, and Reproduction of Organisms	Required	Grades 7, 8
Natural Selection, Adaptations, and Evolution	Required	Grades 6-8, 9-11
History of Earth	Required	Grades 9-12
Human Impacts	Required	Grades K-12
Human Sustainability	Required	Grades 9-12

Describe any major changes that have occurred in this curriculum area within the past three years.

- New New York Science Investigation (for Grades 5 and 8) to go along with new test design
- New New York State Science Investigations (Regents Earth and Space Science, Life Science: Biology, and Physical Science: Chemistry) to go along with new test design

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

We use curriculum mapping to ensure that skills and standards are taught in the appropriate grades and build upon one another as the students progress. We also try to integrate science into other subject areas to enforce the real-world application of science. Finally, we make sure the curriculum is aligned to all state standards to ensure success on state assessments.

List the major instruction methodologies used in this curriculum area.

- Inquiry-based learning to help students learn to develop scientific questions
- Hands-on labs to help students learn through direct observation and actual use of scientific tools to collect data
- Class activities and modeling
- Direct instruction through the use of lectures/notes to explain concepts and build vocabulary
- Projects

List the major methods for assessing student learning used in this curriculum area.

- Formative Assessments (exit tickets, station activities, journals)
- Summative Assessments (lab reports, projects, quizzes and tests)
- Presentations and oral reports
- Informal discussion

Describe how critical thinking and problem solving are developed in this curriculum area.

- Using the scientific method to learn how to observe, question, and analyze
- Hands-on labs (following procedures)
- STEM activities (promote critical thinking, problem-solving, and collaboration)
- Connecting concepts in class to real-world applications to make them more relevant
- CER (developing critical thinking by making claims and backing them up with clear evidence and reasoning)
- Learning that not all experiments end in success - being able to evaluate what went wrong and complete experiments again with new variables to address problems (promotes critical thinking, resilience, and problem-solving)

Describe how the results of the assessments of student learning are analyzed for: ● Individual students as they move through the school ● Groups of students as they move through the school ● Comparable local/state/national groups of students

Assessment results are analyzed at different levels to track progress, adjust teaching, and ensure accountability within and between grade levels.

Individual Students: Focus on personal growth, skill mastery, and early intervention.

- Map test scores over multiple years to determine if students are progressing.
- Look at student improvement relative to their own past performance
- Analyze specific skill gaps for each student

Groups of Students: Focus on curriculum effectiveness

- Follow the same group of students over time to evaluate progress
- Analyze demographic information
- Review of curriculum and pacing guides
- Teacher collaboration

Comparable Groups.

- Examine how the school compares to other comparable schools (e.g. State testing)
- Adhere to state and diocesan learning standards

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

Student results are analyzed by collecting different performance data (exams, projects, essays, etc.) and analyzing trends (see if different students struggle with the same concepts or specific types of questions), identifying specific gaps (curriculum design issues, pacing, gaps in prior knowledge) and using those insights to change or improve curriculum content and instructional methods.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.

2. In Need of Improvement	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**.
3. Meets	The evidence indicates the school **MEETS** the expectations of this Indicator.
4. Exceeds	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.
N/A	This Indicator does not apply to our school.

Curriculum Indicators of Quality (CI)

Indicators for all schools

Indicator of Quality		**1**	**2**	**3**	**4**	**N/A**
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student			X		

	understanding, knowledge, attitudes, skills, and habits.					
CI.5 CI.6	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills. The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			X		

CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			X		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16 CI.17	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media. Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			X X		

CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
	CI.19 Administrative leadership and support are provided in the coordination and articulation of the curriculum.					
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			X		

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Instruction Indicators of Quality (II)

Indicators for all schools

	Indicator of Quality 1 2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.	X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.	X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.	X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.	X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.	X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.	X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.		X	
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.	X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.	X		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.	X		

II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			

II.12 – II.13: Indicators for schools that deliver all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Assessment Indicators of Quality (AI)

Indicators for all schools

	Indicator of Quality 1 2	**3**	**4**	**N/A**
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.	X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.	X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:			
	a. Individual students as they move through courses in the curriculum.	X		
	b. Cohorts of students as they move through courses in the curriculum.	X		
	c. Comparable (local, state, and national) groups outside of the school.	X		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.	X		
AI.5	Records of students' learning and performance are maintained in the curriculum.	X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).	X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.	X		

C. Root Cause Analysis - NOT APPLICABLE IF NO

Curriculum Design Issues

Content

Are the skills required for improvement in student performance included in the current curriculum? YES NO

Data to support your conclusion: Curriculum standards, pacing guides, unit plans, lesson plans, and assessment materials confirm that the targeted skills are included in the current science curriculum. Student work and formative assessment data further demonstrate opportunities for students to practice these skills.

Hypothesis derived from your conclusion: If the skills required to improve student performance are included in the current science curriculum. The curriculum addresses the necessary content knowledge, scientific reasoning, inquiry, data analysis, problem-solving, and application skills. Therefore, the root cause of the performance gap does not appear to be a lack of curriculum content or required skills, but may be related to the implementation, instructional strategies, student engagement, or opportunities for students to practice and demonstrate these skills.

Sequence

Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? YES		NO

Data to support your conclusion: Curriculum pacing guides and instructional calendars indicate that the targeted science skills are scheduled for instruction and practice prior to the administration of the assessment. Lesson plans, student work samples, and formative assessment results provide evidence that students have been exposed to and given opportunities to practice these skills before the assessment. Assessment data can then be compared with the instructional timeline to confirm that the skills were taught before students were assessed.

Hypothesis derived from your conclusion: If the skills required to improve student performance are scheduled to be taught before the administration of the assessment. This provides students with adequate opportunities to learn, practice, and apply the targeted skills prior to being assessed. Therefore, the timing and sequencing of instruction are not identified as a primary root cause of the performance gap.

Pacing

Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum? YES NO

Data to support your conclusion: Pacing guides and instructional calendars show that adequate time is allocated for teaching and practicing the targeted science skills. Lesson plans and formative assessment data confirm that students receive multiple opportunities to develop these skills before assessment.

Format

Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? YES NO

Data to support your conclusion: Review of lesson plans, classroom assessments, student tasks, and assessment materials indicates that the targeted science skills are taught and practiced using formats similar to those students encounter on the assessment. Students have opportunities to analyze data, interpret graphs and diagrams, apply scientific concepts, and respond to constructed- and selected-response questions. Formative and classroom assessment data provide evidence that students are familiar with the question types and cognitive demands used on the assessment. Therefore, a mismatch between instructional and assessment formats is not identified as a primary root cause of the performance gap.

Hypothesis derived from your conclusion: If students are taught and provided opportunities to practice the required science skills using formats consistent with those on the assessment, then assessment performance should improve. Therefore, the performance gap is likely not caused by curriculum alignment, pacing, or assessment format, but may be related to the depth of skill mastery, consistency of instructional implementation, or students' ability to independently apply the skills.

Instructional Delivery Issues

Teacher Awareness of Content

Are teachers aware that the skills required for improvement in student performance are included in the current curriculum? YES		NO

Data to support your conclusion:Evidence from teacher planning documents, professional learning discussions, curriculum meetings, lesson plans, and instructional materials indicates that teachers are aware of the targeted science skills and where they are addressed within the curriculum. Teachers identify these skills in their instructional planning and incorporate opportunities for students to practice and apply them.

Hypothesis derived from your conclusion: If teachers are aware of the targeted skills and where they are addressed in the curriculum, then lack of teacher awareness is unlikely to be a primary cause of the student performance gap. The focus should instead be on the consistency and effectiveness of instruction, student practice, and mastery of the identified skills.			
Teacher Awareness of Sequencing			
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?	YES		NO
Data to support your conclusion: Curriculum pacing guides, instructional calendars, team planning documents, and professional learning discussions indicate that teachers are aware of when the targeted skills are scheduled to be taught. Teachers' lesson plans and unit plans show that instruction and practice of these skills occur prior to the assessment.			
Hypothesis derived from your conclusion: Curriculum pacing guides, instructional calendars, team planning documents, and professional learning discussions indicate that teachers are aware of when the targeted skills are scheduled to be taught. Teachers' lesson plans and unit plans show that instruction and practice of these skills occur prior to the assessment.			

Teacher Awareness of Pacing			
Are teachers spending the specified time on the skills required for improvement in student performance?	YES		NO
Data to support your conclusion: Review of curriculum pacing guides, instructional calendars, lesson plans, and teacher planning documents indicates that the specified instructional time is being allocated to the targeted science skills. Classroom observations and student work samples provide additional evidence that teachers are using the scheduled time to teach, model, practice, and reinforce these skills.			
Hypothesis derived from your conclusion: If teachers are spending the specified instructional time on the targeted skills, then insufficient instructional time is unlikely to be a primary cause of the performance gap. Further analysis should focus on the quality and consistency of instruction, student engagement, opportunities for practice, and students' level of mastery.			
Professional Development Issues			
Teacher Awareness of Format			

Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? YES NO Data to support your conclusion: We have access to previous regents exams and New York State elementary assessments. We also have Next Gen standards and Diocesan Curriculum guides. Hypothesis derived from your conclusion: Teachers are aware of the format of current assessment formats. ***Teacher Resources*** Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? YES NO Data to support your conclusion: We have access to some materials and curriculum, however some of the materials need to be updated.
Hypothesis derived from your conclusion: There is some room for growth in the area of curriculum and resources as it pertains to Science.
Teacher Skills

Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance? YES		NO
Data to support your conclusion: Teachers either have experience teaching science or have undergraduate degrees in science.		
Hypothesis derived from your conclusion: We should look at professional development in science for all teachers. We should also explore ways for teachers to collaborate on science curriculum within the building.		

Describe any improvements related to this component of the educational program made within the past five years.

List the significant strengths of the school in this component of the educational program.

We try to rely on hands-on inquiry, labs, and real-world problem-solving. We give opportunities for students to ask questions, design experiments, use equipment to test their questions, and apply their knowledge. We also offer opportunities for advanced students via AP classes. Science is integrated into other subject areas in the elementary levels.

List the significant areas for improvement of the school in this component of the educational

program.

As a school, we need to update and improve our lab areas and equipment and improve the hand-on learning portion of our science program. Students would also benefit from new ways of testing that move away from simple multiple choice and promote critical thinking skills and application of science knowledge to better prepare for more rigorous state testing. We may need to provide professional development to help make this transition.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

1. Professional development for teachers to make the move to more three-dimensional learning in science.
2. Updated equipment and resources

D. Implications for Planning

List the significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

Curriculum

- The current science curriculum includes the skills and knowledge required to improve student performance.
- The targeted skills are appropriately sequenced and scheduled before the administration of assessments.
- The curriculum pacing provides sufficient instructional time for teachers to teach, practice, and reinforce the identified skills.
- Curriculum content is aligned with the skills and standards measured by the assessment.

Instruction

- Teachers are aware of the targeted skills and where they are addressed within the curriculum.
- Teachers are aware of the pacing and instructional timeline for teaching the targeted skills.
- Teachers are allocating the specified instructional time to the identified skills.
- Students are provided opportunities to practice, apply, and demonstrate the targeted science skills.
- Instruction incorporates opportunities for students to engage in scientific reasoning, data analysis, problem-solving, and application of content.

Assessment

- Instruction and classroom assessments provide students with opportunities to practice skills in formats similar to those used on the assessment.
- Formative assessments are used to monitor student understanding and provide opportunities for additional practice.
- Assessment tasks are aligned with the skills and cognitive demands identified in the curriculum.

- Teachers have opportunities to use assessment results to identify areas of student need and adjust instruction.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

Curriculum

- Strengthen vertical alignment to ensure targeted science skills increase in complexity across grade levels.
- Provide additional opportunities for students to apply skills in unfamiliar and real-world contexts.
- Review curriculum resources to ensure sufficient opportunities for repeated practice and mastery of high-priority skills.

Instruction

- Increase consistency in how teachers explicitly model and teach the targeted skills.
- Provide additional opportunities for students to practice scientific reasoning, data analysis, evidence-based explanations, and application.
- Strengthen differentiation and scaffolding for students who have not yet mastered prerequisite skills.
- Use student performance data more consistently to identify misconceptions and provide targeted reteaching.
- Increase opportunities for students to independently apply skills rather than primarily practicing them with teacher support.

Assessment

- Strengthen the use of formative assessment to identify skill-specific gaps before the summative assessment.
- Ensure teachers analyze which specific skills students are missing rather than focusing only on overall assessment scores.
- Increase the use of common assessments and student work analysis to promote consistency across classrooms.
- Provide timely feedback and opportunities for students to revise and demonstrate improved understanding.

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

Maintain the strong alignment of curriculum, pacing, and assessment while strengthening instructional consistency, targeted skill practice, formative assessment, and data-driven intervention to increase student mastery and performance in science.

1. Strengthen explicit instruction of priority science skills
    - Ensure teachers consistently model scientific reasoning, data analysis, evidence-based explanations, and application of science concepts.
2. Increase opportunities for student practice and application
    - Provide frequent opportunities for students to apply targeted skills independently and in unfamiliar contexts.
3. Use formative assessment to guide instruction
    - Establish regular checks for understanding and use results to identify specific skill gaps and determine appropriate reteaching or enrichment.

4. Strengthen collaborative analysis of student work
    - Use common planning time to examine student work, identify misconceptions, and develop consistent instructional responses.
5. Provide targeted intervention and differentiation
    - Develop instructional supports for students who have not mastered prerequisite knowledge or targeted science skills.
6. Monitor instructional implementation
    - Conduct periodic reviews of lesson plans, student work, and classroom practices to ensure the targeted skills are receiving appropriate attention and practice.
7. Align classroom assessments with expected performance
    - Continue using assessment tasks that mirror the cognitive demand and formats students will encounter on required assessments.
8. Track progress over time
    - Establish measurable benchmarks for targeted science skills and review student performance data at regular intervals to determine whether instructional adjustments are resulting in improvement.

CURRICULAR AREAS - Social Studies & Business

Description and Evaluation of the Curriculum Areas in the School's Educational Program

In this part of the self-study, the school conducts a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment is to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas; ● Coherence and consistency of the curricular component with the Foundation Documents; and, ● Alignment of the curricular component with any applicable state and national curriculum standards.

Curriculum Area	Social Studies and Business

A. Description of the Curriculum Area

List the courses, if any, which are subcomponents of this curriculum area.

Course	Required / Elective	Grade Levels at Which Taught
Social Studies K	All Kindergarten students are required to take this content.	K
Social Studies 1	All 1st grade students are required to take this content.	1
Social Studies 2	All 2nd grade students are required to take this content.	2
Social Studies 3	All 3rd grade students are required to take this content.	3
Social Studies 4	All 4th grade students are required to take this content.	4
Social Studies 5	All 5th grade students are required to take this content.	5
Social Studies 6	All 6th grade students are required to take this content.	6
Social Studies 7	All 7th grade students are required to take this course.	7
Social Studies 8	All 8th grade students are required to take this course.	8
Global 9	All 9th grade students are required to take this course.	9
Global 10	All 10th grade students are required to take this course. (New York State Regents exam required)	10
United States History	All 11th grade students are required to take United	11

and Government	States History. (New York State Regents exam required)	
AP United States History and Government	All 11th grade students are required to take United States History. The Advanced Placement (AP) college credit is encouraged but not required. (New York State Regents exam required)	11
Government	Elective course (1 semester)	12
Economics	Elective (1 semester)	12
Accounting	Elective course (1 semester)	11-12
Personal Finance	Required course (1 semester)	11-12
AP U.S. Government and Politics	All 12th grade students are required to take one full credit of content as a social science elective. The Advanced Placement (AP) college credit is encouraged but not required.	12

Describe any major changes that have occurred in this curriculum area within the past three years.

The district has purchased a new textbook for 7th and 8th grade in the last three years. These books were purchased with the concept of teaching history directly with a catholic lens. We have added the AP courses for U.S. Government and Politics as well as introducing a new AP course in business in the future.

Describe how the school ensures that the delivery of this curriculum area is articulated both horizontally and vertically.

Horizontally, each grade level has one teacher per grade for all courses. Vertically, we adhere to the New York State Next Generation Standards. This ensures a continuous flow of scaffolded curricula. This is more easily accomplished now that we are PK-12 in the same building. Pre-testing and post-testing at each grade level allow for assessment of retention and acquisition of new material.

List the major instruction methodologies used in this curriculum area.

1. Inquiry-Based Model: with teachers acting as facilitators, encouraging students to formulate questions, evaluate evidence, and construct arguments.

2. Use of Multiple Sources: requiring students to analyze diverse materials (i.e. maps, artifacts, primary documents, and digital content) to develop and compare/assess historical perspectives.

3. Integration of Literacy: incorporating disciplinary literacies wherein students learn to read, write, and discuss evidence from diverse textual formats.

4. Interactive Teaching Methods: including strategies of visual discovery, experiential simulations, and structured debates, and as encouraged in classroom discussion.

K-8 Framework: focusing on foundational skills, history through storytelling, understanding of communities, history, and geography through structured/ themed lessons.

9-12 Framework: focusing on in-depth analysis of key ideas, conceptual understanding, and the

ability to evaluate historical continuity and change.

List the major methods for assessing student learning used in this curriculum area.

K-6 classes assess student learning through unit tests and quizzes.
Social Studies 7: unit tests, quizzes, and recommended (not required) final examination.
Social Studies 8: unit tests, quizzes, and recommended (not required) final examination.
Global 9: unit tests, quizzes, required final examination, and Regents Examination.
Global 10: unit tests, quizzes, required final examination, and Regents Examination.
United States History and Government: unit tests, quizzes, required final examination, and Regents Examination.
Government: unit tests, quizzes, required final examination.
Economics: unit tests, quizzes, required final examination.
Accounting: unit tests, quizzes, required final examination.
Personal Finance: unit tests, quizzes, required final examination.
AP United States History and Government: unit tests, quizzes, required final examination, and Regents Examination. The AP course includes an AP Final Examination in addition to other standard assessments.

Describe how critical thinking and problem solving are developed in this curriculum area.

Critical thinking and problem solving are developed through the practices described on pages 3-6 of the New York State Common Core Social Studies K-12 Frameworks document. These practices include teaching skills such as close reading of texts, making logical inferences, citing textual information, determining central ideas, evaluating the connections and relationships between ideas, events and people, evaluating content in multiple and diverse media formats, analyzing multiple viewpoints or discussions of a single topic across multiple texts, writing arguments to support claims, explaining complex ideas in writing, conducting and reporting on research activities, and utilizing a variety of speaking and digital media sources to present ideas to audiences.

Describe how the results of the assessments of student learning are analyzed for:
- **Individual students as they move through the school**
- **Groups of students as they move through the school**
- **Comparable local/state/national groups of students**

Teachers have access to the previous year's results at all grade levels. These results are utilized in determining the needs of a student in regards to Academic Intervention Services. Teachers also collaborate with each other in determining strengths and weaknesses for each individual child as necessary in conjunction with the Academic Intervention Services. Regents exam results are compared to similar size schools as results are released by the state. AP scores are compared to results at the state and global level.

Describe how the results of the assessments of student learning are analyzed for determining the effectiveness of this curriculum area.

There are no state testing periods for grades PK-9. Local pre-test and post-test review allows for assessment of retention year-to-year. Regents exams for grades 10 and 11 are reviewed for Mastery by New York State Standards (>85). AP Scores are reviewed for results and instructional Planning Reports are utilized to identify strengths and weaknesses in the content areas.

EVIDENCE

Evidence
Scope and sequence: **Grade** — **Content Focus** Kindergarten — Self and Others Grade 1 — My Family and Other Families, Now and Long Ago Grade 2 — My Community and Other United States Communities Grade 3 — Communities around the World Grade 4 — Local History and Local Government Grade 5 — The Western Hemisphere Grade 6 — The Eastern Hemisphere Grade 7 — History of the United States and New York - I Grade 8 — History of the United States and New York - II Grade 9 — Global History and Geography - I Grade 10 — Global History and Geography - II Grade 11 — United States History and Government Grade 12 — Participation in Government Economics, the Enterprise System, and Finance
Record of professional development activities related to this curricular area ● APSI for Advanced Placement United States History (July 2024) ● APSI for Advanced Placement Business and Personal Finance (August 2026) ● Continuous professional development in cross-curricular areas (held in personnel files0

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY for Curriculum, Instruction, and Assessment

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.
2. In Need of Improvement	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**.
3. Meets	The evidence indicates the school **MEETS** the expectations of this Indicator.
4. Exceeds	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.
N/A	This Indicator does not apply to our school.

Curriculum Indicators of Quality (CI)

Indicators for all schools

	Indicator of Quality	1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.					
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.		X			
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.		X			

CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.		X			
CI.16 CI.17	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media. Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			X		
CI.18 CI.20	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission. CI.19 Administrative leadership and support are provided in the coordination and articulation of the curriculum. The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			X X X		

Indicators for school systems that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.

Instruction Indicators of Quality (II)

Indicators for all schools

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		

II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.		X			
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			X		

II.12 – II.13: Indicators for schools that deliver all or part of their educational program by a distance modality

x	**These Indicators do not apply to our school.**

Assessment Indicators of Quality (AI)

Indicators for all schools

	Indicator of Quality	**1**	**2**	**3**	**4**	**N/A**
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	a. Individual students as they move through courses in the curriculum.			X		
	b. Cohorts of students as they move through courses in the curriculum.			X		
	c. Comparable (local, state, and national) groups outside of the school.			X		

AI.4 AI.5	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs. Records of students' learning and performance are maintained in the curriculum.			X	 X	
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

C. Root Cause Analysis - NOT APPLICABLE IF NO

Curriculum Design Issues

Content

Are the skills required for improvement in student performance included in the current curriculum? YES NO

Data to support your conclusion: As there are no State assessments for grades PK-9 in Social Studies, we rely upon local assessments to see improvement in those grade levels. Assessments are evaluated by grade level teachers and by cohort to determine the best ways to address gaps in skills and knowledge.
Hypothesis derived from your conclusion: Within the social studies curriculum, there is a significant portion of reintroducing material by the advancing grade levels. Concepts and information presented as early as PK is expanded upon all the way up to the high school level. This reteaching and expansion of topics will allow students to gain a better understanding of key concepts.
Sequence

Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? YES		NO

Data to support your conclusion: Teachers use constant formative assessment as well as review activities before summative assessments. Some teachers also utilize a method of correction of errors on summative assessments as another way of reinforcing key concepts that may have been misunderstood.
Hypothesis derived from your conclusion: Continuous use of formative assessment allows the teacher to recognize where the disconnect may

be occurring during the education process. Continuous review allows a reflection and spiraling of information prior to summative assessments, leading to success for all students.

Pacing

Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum? YES NO

Data to support your conclusion:

Curriculum maps are designed to allow for consistent pacing for obtaining new skills. These curriculum maps are routinely adjusted to allow for adjustments in pacing.

Format

Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? YES NO

Data to support your conclusion:

In most grades, the assessments are tied directly to the curriculum units. The content required at each grade level is directly tied to that skill improvement. For courses that have been teacher created, assessments are tied directly to the skills and concepts presented in each unit.

Hypothesis derived from your conclusion:

Consistent use of assessments that are similar to the methods of instruction lead to student achievement in the curriculum area.

Instructional Delivery Issues

Teacher Awareness of Content

Are teachers aware that the skills required for improvement in student performance are included in the current curriculum? YES		NO

Data to support your conclusion:
Teachers have access to many methods of instruction to allow for the learning differential of the individual learner. These are reflected in all areas of the curriculum, which is able to be referred to by all teachers within the subject area.

Hypothesis derived from your conclusion:
Teachers recognize that differentiating learning benefits individual students, resulting in success as a whole.

Teacher Awareness of Sequencing

Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?	YES	NO
Data to support your conclusion: Teachers use a variety of formative assessments to assess student learning as well as retention. Teachers know that the key to success in summative assessment at the end of a unit is recognizing shortfalls that reveal themselves through those formative assessments.		
Hypothesis derived from your conclusion: Teachers who use a variety of formative assessments will see improved results in the summative assessments.		

Teacher Awareness of Pacing		
Are teachers spending the specified time on the skills required for improvement in student performance?	YES	NO
Data to support your conclusion: Teachers make every effort to meet the needs and timeframe of the curriculum. Often, this pacing is affected by circumstances and interruptions beyond their control. As such, teachers often have to pivot into alternative methods of instruction to attempt to cover all material within the curriculum. Ultimately the pacing of material presented could affect retention for some students.		
Hypothesis derived from your conclusion: Improving overall pacing to meet the balance of material presentation and activities to reinforce the concepts presented would benefit all students at every learning level.		

Professional Development Issues

Teacher Awareness of Format

Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?

YES NO

Data to support your conclusion:

Individual grade level teachers have the ability to refer to previous class performance from year-to-year. Comparison of assessments allows for each grade level and cohort to be reviewed from grade level to grade level, making adjustments to assessments as needed. High school teachers have access to testing materials, including tests for each particular curriculum unit, as well as state released testing materials for state Regents' exams, as well as College Board materials for Advanced Placement courses.

Hypothesis derived from your conclusion:

With access to historical and recent assessments, teachers have the ability to see what skills are strong and assess the skills that need improvement. While assessments should never be the testing goal, teachers recognize that providing the knowledge and skills within the curriculum sometimes need to be presented to match the testing format, such as Regents' and Advanced Placement exams.

Teacher Resources

Do teachers have the resources they will need to

provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance?

YES NO

Data to support your conclusion:

Teachers are provided with curriculum and supplemental materials to support student success in all assessments, formative and summative. Teachers sometimes supplement with materials from outside sources.

Hypothesis derived from your conclusion:
Teachers are able to assess student performance utilizing a variety of resources for both formative and summative assessment.

Teacher Skills

Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	YES	NO

Data to support your conclusion:
Teachers are all professional teachers that have shown success at all levels of instruction. Mentoring and guidance of colleagues, along with continued professional development, has led to an improvement in teaching skills.

Hypothesis derived from your conclusion:
With the recent building consolidation, curricular and cross-curricular collaboration will be more easily obtained, resulting in teacher improvement, and as a result, better student success.

Describe any improvements related to this component of the educational program made within the past five years.

List the significant strengths of the school in this component of the educational program.

- The resulting performance on the NY State Regents' assessments reflects a strong academic program overall.
- Improved vertical collaboration has resulted in an overall improved program.

List the significant areas for improvement of the school in this component of the educational program.

- Continued recognition of student skills within this curriculum, both vertically and horizontally, will lead to improved student engagement and results.
- Continued professional development in this curriculum is an ongoing process.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

- We will meet as a faculty regarding the Social Studies instruction, to review curriculum, and continue to strive for rigor in this field.
- Grade level specific professional development opportunities will be pursued.

D. Implications for Planning

List the significant strengths in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

- The school has continued to scaffold curriculum from year-to-year in the Social Studies and Business curricula.
- The school has a dedicated Academic Intervention Services program that works in conjunction with the classroom teacher providing for a beneficial educational experience.
- The school has been able to provide better collaboration within this subject area.
- The resulting performance on the NY State Regents' assessments reflects a strong academic program overall.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for Curriculum, Instruction, and Assessment.

- The performance in the Advanced Placement exams in this area shows a need for improvement overall. This is as a result of encouraging all students to attempt the exams to potentially obtain college credit in this area, regardless of strength of skill. Increased review of student skill will lead to improved results.

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

- Increased opportunity for collaboration should lead to better recognition of skills for both teachers and students.
- Deeper scrutiny of skills should result in increased student performance.
- Additional opportunities for additional electives will broaden teacher skills and student opportunities.

Faith-Based Schools

A. Evidence and Documentation

B. Self-Assessment

How well does your school meet the Indicators of Quality?

Indicator of Quality		1	2	3	4
FB1.	The school portrays an identifiable integration of faith, life, and culture in the Foundation Documents.			X	
FB2.	The school's religious identity is visible in symbols and artifacts throughout the school, if appropriate and applicable.			X	
FB3.	The spiritual life of the school and its community is a priority in all planning activities.			X	
FB4.	The religious values of the school are considered when making decisions regarding the school improvement plan.			X	
FB5.	The school's religious identity is integrated into its school-wide goals and objectives.			X	
FB6.	The religious tenets of the school are articulated and modeled by the school's governing body and leadership.			X	
FB7.	The school's governing body and leadership maintain the religious identity of the school as a priority.			X	
FB8.	The school's governing body and leadership use the school's religious values and identity to inform its policies, procedures and decisions.			X	
FB9.	The school's governing body and leadership accept the authority of the sponsoring religious institution, if applicable.			X	
FB10.	The school's governing body and leadership include an attestation to the religious beliefs and demonstration of commitment and involvement in the faith community when hiring the school's leadership and members of the staff.			X	
FB11.	The school's governing body and leadership give appropriate attention to building a respectful and collaborative faith community among the faculty and staff.			X	
FB12.	The school has and implements written admissions and placement policies or procedural guidelines that are consistent with the school's religious values and traditions.			X	

FB13.	Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundation documents of the school.			**X**	
FB14.	The school's programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values and traditions expressed in the school's foundational documents.			**X**	
FB15.	All student activities and athletics reflect the faith formation of the students.			**X**	
FB16.	Opportunities for prayer and/or expressions of faith are integrated into the school's curricula and daily activities.			**X**	
FB17.	The educational program reflects appropriately the religious nature of the school as expressed in the school's foundation documents.			**X**	
FB18.	The educational program includes teachings that are grounded in the beliefs, values, and traditions of the sponsoring faith-community.			**X**	
FB19.	The educational program includes objectives and opportunities for faith development and community service beyond the classroom that reflect the mission of the school.			**X**	
FB20.	The educational program provides regular faith-based experiences that foster the religious formation of the students.			**X**	
FB21.	The school includes in its assessments of students' learning and performance knowledge and application of the school's religious beliefs and values.			**X**	
FB22.	The school provides student services that reflect the school's religious identity and foundation documents, enrich the academic program, and support the development of student and family life.			**X**	
FB23.	The school provides student services that are delivered cooperatively by counseling and campus ministry personnel.			**X**	
FB24.	Formal and informal professional development opportunities are provided for the spiritual development of the faculty and staff members, if applicable.			**X**	

THE PLAN FOR GROWTH AND IMPROVEMENT

The Plan for Growth and Improvement should consist of between 3 and 5 measurable objectives, each of which may focus on improving student performance or growing organizational capacity. While each school is unique, the main goal of educational institutions is to meet the needs of its learners. Thus, a combination of objectives, both student and organizational, is customary. An Action Plan should accompany each objective which details the implementation activities. The Objectives and Action Plans are developed using the findings of the self-assessment of Standards as well as a review of Student Performance data.

The process requires that the school submits its chosen objectives, multiple measures, and any baseline data available to the Commissions' staff for technical review and approval prior to the Team Visit.

A Student Performance Goal is directly related to the performance of the majority of the students (subject specific goal, student achievement goal, etc.)

An Organizational Capacity Goal is a targeted goal developed from standard reviews to enhance a school's effectiveness and support within its community.

Summary of Plan

	Topic	Student Performance Objective	Organizational Capacity Objective
Objective 1	Increase student enrollment		X
Objective 2	Create and implement PreK–12 curriculum		X
Objective 3	Community engagement-fundraising	X	

Technical Review

MIDDLE STATES COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS TECHNICAL REVIEW OF GOALS

School Name: Immaculate Heart Central School
Date of Review:
Review Number: 1
MSA Staff Reviewer: Michelle Haag

Next Step For the School: Select One

Note to Schools:
The Technical Review is a formal evaluation of the goals your school's planning team has submitted after completing the self-study. These goals should be based on evidence from the self-study and serve as long-term objectives to guide your school in the years following your accreditation visit.

Your Associate Vice President (AVP) will review your goals to ensure they align with MSA criteria, using the rubric below to provide feedback and guidance. You should only begin developing action steps once your AVP has approved your goals. Please retain a copy of your approved Technical Review to place in your final Self Study for the visiting team to review.

Goals Summary

List each goal, its topic, and whether it is a student performance or organizational capacity goal. A school should have at least 3 goals.

Goal	Topic	Type
1	Increase student enrollment	Organizational Capacity
2	Create and implement PreK–12 curriculum	Organizational Capacity
3	Involve students and alumni in strengthening the school's culture of philanthropy and community engagement	Student Performance
4		Select One

Technical Review of the Goals

Goal #1: As submitted by the School

By the year 2033, IHC will increase student enrollment by 10% year over year while stressing the school's Catholic identity, academic excellence, and commitment to student success.

Grade Level	2023-2024	2024-2025	2025-2026	2026-2027
PreK- 6	210	182	160	139
7-12	152	98	93	78

***Please place your goal here with the measures and baseline data*

Technical Review of the Goal to be Completed by the MSA Reviewer:

Criteria	Yes/No	Comments
Is the goal stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessments of the Standards?	Select One	Is the goal enrollment or student retention? What led to this and what will be measured?
Does the goal align with the mission of the school?	Yes	Tied to keeping the identity while still enrolling more students
Does the goal address expectations for as many of the school's students as possible?	N/A	This goal currently does not ask students to do anything
Does the goal have an impact on the Profile of a Graduate?	Yes	A focus could be on developing students as ambassadors of an IHC education
Is the realization of the goal stated as seven years from the year of the team's visit?	Yes	
Have at least two measures been identified to determine achievement of the goal?	Yes	Measuring both enrollment, also through surveys
Are baseline data and collection year included for each assessment/measure?	Yes	enrollment data Survey data
Is a challenging and appropriate end goal set for each assessment/measure?	Yes	Describe "mastery" of the ideal number of students. Be clear on additional sections elementary and retention of HS
Are there specific benchmarks established to measure progress toward achieving the goal?	Select One	Establish yearly goals

Technical Review of the Goal to be Completed by the MSA Reviewer:		
Can/will the data collected from the assessments/measure be aggregated where appropriate?	Select One	Meaning are there specific groups to be targeted?
Is the goal measured by both external and internal assessments when appropriate and available?	N/A	

Next Steps for this Goal:

Determine capacity level and ideal number of students or sec tions per grade level
Add in "adopt a student" and other ways to make this education more affordable

Goal #2: As submitted by the School

By the year 2033, Immaculate Heart Central will develop and implement a vertically and horizontally aligned, mission-centered PreK–12 curriculum that includes academic rigor, instructional consistency, and seamless student learning across all grade levels and Disciplines.

***Please place your goal here with the measures and baseline data*

Technical Review of the Goal to be Completed by the MSA Reviewer:

Criteria	Yes/No	Comments
Is the goal stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessments of the Standards?	Yes	To discuss at our meeting.. From the merging campuses and programs
Does the goal align with the mission of the school?	Yes	To discuss at our meeting
Does the goal address expectations for as many of the school's students as possible?	No	Currently students are not asked to participate in curriculum review but they could be
Does the goal have an impact on the Profile of a Graduate?	Yes	Curriculum drives the kinds of learning opportunities
Is the realization of the goal stated as seven years from the year of the team's visit?	Yes	
Have at least two measures been identified to determine achievement of the goal?	Yes	IXL to guide instruction as well as Regent's Testing
Are baseline data and collection year included for each assessment/measure?	Yes	What currently exists and what evidence from committee responses made leadership choose

Technical Review of the Goal to be Completed by the MSA Reviewer:		
		to address this?
Is a challenging and appropriate end goal set for each assessment/measure?	Select One	NOT yet, Yearly goals for percentages of students meeting expectations in elementary and in HS courses, use the NY state 80% pass rate or proficiency rate?
Are there specific benchmarks established to measure progress toward achieving the goal?	Select One	To be discussed with the faculty, coaches and departmental leaders
Can/will the data collected from the assessments/measure be aggregated where appropriate?	Select One	Decide if you want to focus on any specific group
Is the goal measured by both external and internal assessments when appropriate and available?	Yes	

Next Steps for this Goal:

Work toward specific action planning

Goal #3: As submitted by the School

Involve students and alumni in strengthening the school's culture of philanthropy and community engagement, promoting the value of education at IHC, and engaging them as examples of the value of this education.
We believe that this will inculcate students in our missing, and engage the students in promoting the value of this education. That will lead to increasing annual giving, a donor participation, and advancement capacity to support the mission of providing a high-quality Catholic PreK–12 education.
Measurements include:

- 70% or above or respondents on annual surveys to high schoolers will report strong affiliation with the school.
- Each year we expect an increase in the number of donors to the Annual Appeal Fund.
- Increase alumni participation each year in the events planned by the Advancement team.

Year	Gala	Annual Appeal	Raffle	Race for Education	Total
2023-2024	$24,659	83.818	12,572	NA	184,276
2024-2025	$20,558	47,946	10,950	23,694	145,919

2025-2026	**$14,605**	**64,547**	**NA**	**18,850**	**141,890**

***Please place your goal here with the measures and baseline data*

Technical Review of the Goal to be Completed by the MSA Reviewer:

Criteria	Yes/No	Comments
Is the goal stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessments of the Standards?	Yes	
Does the goal align with the mission of the school?	Yes	T
Does the goal address expectations for as many of the school's students as possible?	Yes	
Does the goal have an impact on the Profile of a Graduate?	Yes	
Is the realization of the goal stated as seven years from the year of the team's visit?	Yes	
Have at least two measures been identified to determine achievement of the goal?	Yes	T
Are baseline data and collection year included for each assessment/measure?	Yes	Current data tells how numbers and amounts of giving
Is a challenging and appropriate end goal set for each assessment/measure?	Yes	May want to set specifics after the first
Are there specific benchmarks established to measure progress toward achieving the goal?	Yes	May want to set specifics after the first
Can/will the data collected from the assessments/measure be aggregated where appropriate?	Yes	
Is the goal measured by both external and internal assessments when appropriate and available?	Yes	

ACTION PLAN
Immaculate Heart Central - Watertown, NY

ACTION PLAN					
Objective 1: By the year 2033, IHC will increase student enrollment by 10% year over year while stressing the school's Catholic identity, academic excellence, and commitment to student success. DMD=Director of Marketing and Development					
Strategy #1: Improve Student Retention					
Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Conduct annual family satisfaction surveys.	DMD and the administration	Yearly by end of Catholic Schools Week (February)	Appropriate Surveys: one for students, one for family, one for teachers.	50% parent return; 75% student return with 75% favorable or very favorable scores	
Enrollment data collection	DMD	First Semester	Analyze data compiled for NERIC, Diocese, NCEA, BEDS	Summary Report to Ed. Council on findings of data analysis	
Publicize Student Successes: academic, social, faith (e.g. community service)	DMD	Ongoing each year	Publicize in county parish bulletins, continue use of Facebook, Newzjunky, *North*	Submitted information is published and archived at school	

			Country Catholic		
Initiate a monthly student recognition award. Perhaps the title could be “Living the IHC Mission Award” or “Mission in Motion Award”	Vice Principal/SEL Director Guidance	Ongoing each month, alternating month: elementary and secondary	Student of the Month recognition board. Develop criteria based on academics, faith vision, and school spirit. This award could also be based on other criteria e.g.spiritual development, character evaluation, participation in school events, scholastic effort Perhaps use the contents of the Mission Statement to develop criteria.	Publicize those individuals recognized on Newzjunky, media releases, parish bulletins, alumni newsletter	Criteria should be finalized by October 15 and reviewed annually by that date
Create an IHC presence on Fort Drum, specifically the Director of Religious Education, the senior Catholic priest, the education contact person at Fort Drum	DMD Student Council President	Ongoing	IHC initial publicity material and any printed/visual material that may be created	Contacts with leaders at Fort Drum are made before Christmas. Families from Fort Drum make inquiries at IHC	
Digital Exposure	DMD	Ongoing	Go beyond	Appropriate media	

			Facebook to other social media especially those used by students, e.g. Instagram	are identified and implemented by January 2027 especially in preparation for Catholic Schools Week.	
Promote Middle States and Cognia accreditation in all printed and digital media	DMD and school IT Coordinator	October 2026 and ongoing	The official Middle States logo and language.	November 2026	
Strategy #2: Expand Access					
Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Outreach Team (Principal, Guidance, Finance, Student) to engage new families to come to IHC	DMD is team member and chair of the meetings	By January 2027 a format for welcoming visitors and prospective families to the school.	Create a standard procedure for welcoming inquiring families that will outline the duties of each member of the Outreach team	The number of families/students registered for the next year.	
Advertise IHC in parish bulletins on advertisement page without paying for it	DMD	Fall of 2026.	Most parishes have empty blocks on parish bulletins.	Pastors work with bulletin printing companies to provide free IHC ads on the advertising page.	

Make IHC more affordable through tuition assistance	Adopt-A-Student coordinator	Parish bulletins and web sites information begin in the middle of July and each week until September	Printed and digital promotional material	Commitments made by September 15 Create a strong data base of donors for future contacts. This appeal should not interfere with the Annual Appeal.	
Strategy #3: Engage in promoting "Federal Education Freedom Tax Credit" (FEFTC)					
Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Aggressive Promotion of the Tax Credit	DMD Administration	Begin as soon regulations are published; ongoing with every family who inquires about school	Publicize in county parish bulletins, continue use of Facebook, Newzjunky, direct contact with families. Work with SGO and NYS Catholic Conference and the Diocesan Superintendent of Schools. Promote FEFTC with parents, grandparents, Catholic population, alumni	Items are published. Info is on school website.	

Contact major local employers about the program	DMD	Ongoing	Names of local employers	They agree agree to “withhold” employee tax amounts in order to forward to SGO	
Contact employers of stakeholders about the program	DMD	Ongoing	Stakeholders provide the contact information of employers. School provides FAQ about the program to employers	Parents respond with employer info, and employer agrees to withhold.	
Establish and maintain contact with the SGO (Children’s Scholarship Fund)	DMD Administration	Ongoing	Policies and procedures for conveying contributions to the SGO	By February 2027 the agreed upon procedures are in place.	
Maintain contact with Diocesan Superintendent and other Catholic schools in the diocese about best practices for implementing the FEFTC	DMD	Ongoing	A network of schools is created	Regular meetings with other schools take place online	

Objective 2: By the year 2033, Immaculate Heart Central will develop and implement a vertically and horizontally aligned, mission-centered PreK–12 curriculum that includes academic rigor, instructional consistency, and seamless student learning across all grade levels and disciplines.

Strategy #1: Review and evaluate current resources utilized to teach core subject ELA and Math through grades K-12.

Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Develop committee groups based on department/ subject area to meet monthly to evaluate current resources used to teach ELA and Math in grades K-12. Additional task may be to investigate other resources that may be more effective.	Teachers in grades PreK-12 Administration Instructional Coaches (Literacy and Math)	*During the 2026-2027 school year	Current NYS standards in the areas of ELA, Math, and SEL. Current resources used to teach ELA and Math as well as scope and sequence.	Teacher satisfaction with the effectiveness of the programs. Student success and achievement in regards to grade level benchmarks (Assessment results- Ex: IXL)	

Strategy #2: : Develop a Comprehensive Curriculum Framework

Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status

Develop a monthly meeting schedule for teachers to review and revise curriculum maps collaboratively.	Teachers in grades PreK-12 Administration Instructional Coaches (Literacy and Math)	*Review and revise current curriculum maps for each grade level- June 2027 *Integrate SEL standards in all areas- June 2027	Current NYS standards in the areas of ELA, Math, and SEL. Common template for creating the curriculum map.	*Reduction in the number of students who require academic intervention. *Increase in the number of students who reach proficiency on state exams. *Increase in the positivity with which the students view themselves as a learner (student surveys)	
Strategy 3: Strengthen Vertical Alignment					
Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Form vertical curriculum teams that meet regularly to review student data and adjust grade level instruction to eliminate gaps in learning.	Teachers in grades PreK -12 Administration Instructional Coaches (ELA & Math)	June 2028	Various test results (State and IXL) Updated Curriculum Maps	*Increase in levels of proficiency on state assesments *Increase in the number of students meeting or exceeding grade level benchmarks. *Decrease in the number of students requiring academic intervention.	

Strategy 4: Strengthen Horizontal Alignment					
Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Create grade-level and department Professional Learning Communities	Administrators Teachers grades PreK-12 Instructional Coaches	Ongoing- occurring this school year 2026-2027	Group Leaders Data – Student Achievement Research- Best instructional practices	*Increase in proficiency in ELA and Math as evidenced on IXL Benchmark assessments *Increase in proficiency on state testing *Decrease in the number of students who require AIS services Faculty surveys- *Indications that there has been an increase in collaboration and instructional consistency.	In progress through the diocese

Develop Pacing guides, formative & informative assessments and grade level expectations	Teachers grades PreK-12 Instructional Coaches	September 2027	NYS standards by grade level Religious Curriculum-diocesan Template for pacing guides and grade level expectations	*Increase in proficiency in ELA and Math as evidenced on IXL Benchmark assessments *Increase in proficiency on state testing *Decrease in the number of students who require AIS services *Faculty surveys- Indications that there has been an increase in collaboration and instructional consistency.	
Strategy 5: Improve Assessment Practices					
Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Implement IXL in grades 2-8 in ELA and Math	Administrators Teachers grades 2^{nd}-8^{th} Instructional Coaches AIS providers	End of 2026-2027 school year	IXL program Training Data regarding student benchmark results	Increase in proficiency with grade level standards in ELA & Math	In progress

Develop common formative and summative assessments for each grade level/ grade band.	Teachers grades PreK-12 Administrators Instructional Coaches AIS providers	End of 2027-2028 school year	Training for teachers regarding authentic assessment techniques	Grades that reflect student progress and achievement	
Strategy 6: Integrate Catholic Identity Across the Curriculum					
Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Verify that mission alignment is evident in all curriculum documents	Teachers grades Prek- 12 Administrators Campus Ministers	By the end of the 2026-2027 school year	Religion standards by grade level Curriculum Maps	Teacher observations- integration of our faith is evident. Student Surveys- Data regarding what students have experienced	
Continue to offer instructional workshops through the Franciscan Platform	Teachers grades Prek-12 Administrators Campus Ministers	Ongoing each year	Religion standards for each grade level Franciscan at Home Platform	Teacher participation in workshops Teacher Observations- techniques taught during workshops are implemented in class. Teacher Surveys- how comfortable they are integrating the faith	

Objective 3: Involve students and alumni in strengthening the school's culture of philanthropy and community engagement, promoting the value of education at IHC, and engaging them as examples of the value of this education. We believe that this will inculcate students in our mission and

engage the students in promoting the value of this education. That will lead to increasing annual giving, donor participation, and advancement capacity to support the mission of providing a high-quality Catholic PreK–12 education. Measurements include:

- **70% or above or respondents on annual surveys to high schoolers will report strong affiliation with the school.**
- **Each year we expect an increase in the number of donors to the Annual Appeal Fund. Increase alumni participation each year in the events planned by the Advancement team.**

Strategy #1: The DMD create a Student Based Alumni and Community Outreach Team

Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Invite an alumnus(a) 3 times a year to speak to secondary students about the value of their days at IHC.	DMD	Speakers are scheduled by October 15, February 15, and May 15			
Create a digital quarterly publication of student outreach to alumni	DMD, Guidance Counselor and IT	Quarterly published by October 30 January 30 March 30 June 30	School calendar School events Student accomplishments Outreach to Community/Service projects	Dates of publication; Comments from alumni	

			Survey Results		
At least twice a month provide IHC information for Catholic parish bulletins in Jefferson Count	DMD	Ongoing	Template for announcements, e.g. student success; upcoming events; general info about school; what is going on at IHC,	Samples of notices published in bulletins	
Ask Jefferson County parishes to create an IHC link on their parish websites	DMD & Team	November 2026 and ongoing	This link would be in addition to the link to IHC's website; it would promote the school for families not residing locally to IHC.	Parishes agree	
Seek the opportunity for local television and Spectrum News presence.	Team & DMD	Whenever there is significant event or personality, the school will seek to share that event on public media		Events take place	
Participate in local events e.g. parades, Watertown Goes Green, Mount Carmel Feast	DMD & Team	By December of each school year determine which and how the school will participate in each event	The names of events and feasibility of participation be determined	Actual participation and after determination if the school's participation was worthwhile.	

Strategy #2: **Create appealing digital and printed material highlighting the life of IHC such that donors will appreciate the value of supporting IHC.**					
Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Monthly student focused publication that includes some form of financial “ask”.	IHC staff person as moderator - TBA		Physical and email addresses of alumni, donors, friends of IHC	Increasing number of recipients Increasing number of financial gifts	
Make this information available at every public event	DMD & Team	Ongoing		There is information available for the events.	
Career Day at IHC with alumni who are leaders in the various careers	DMD & Team	March of each school year	Contact alumni who are leaders in various careers e.g. law, medicine, public service, education, etc.	Event takes place during the school day and late afternoon and evening for the general public.	
Homecoming that does not necessarily focus on an athletic event	DMD & Team	In the summer	Contact leaders from each of the graduating classes	Event takes place.	
Discover IHC Day/Night..Intended for anyone who has never been in the school	DMD & Team	March 2027 and thereafter	Publicity about the event. Students and staff who will give tours of the school. Refreshments. Invitations to publish		

			online social media and in parish bulletins		
Trimester events for all alumni but aggressively invite those who live in Jefferson and Lewis Counties	DMD & Team	First event to take place in the spring of 2027	A team that plans and implements the event.	Participation increases event over event.	
Make all printed material available to real estate personnel,pediatrician offices and daycare facilities, and Fort Drum	DMD & Team	February 2027 and ongoing	The actual material	Real estate personnel agree to make the material available	
When military families leave the school due to a change of assignment, ask them to write a testimonial about the value of IHC for their child's education.	SEL Coordinator and DMD	SEL create the format for the testimonial	Create the form	Families actually create the testimonial	
Create a student Christmas Card	DMD, SEL and art teacher	Christmas 2026 and thereafter	Format and art materials should be ready by November 2026 and thereafter	Determine who will receive the card: alumni, local benefactor, local vendors, etc.	
Create a "I love IHC" video that will be a type of documentary about the school.	DMD, administration, IT Coordinator, support from WWNY	February 2026	From the beginning of 2026 school year planning begins.	Video is posted on school website, parish websites, social media.	
Strategy 3: Increase giving to the annual appeal by 10% year over year.					

Action Step	Person(s) or Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Initial Ask mailed and emailed Monday after Thanksgiving. This ask would include an “annual report” highlighting the life of students and accomplishments of staff.	DMD	Development of annual report by Oct 15 Printing of Annual Report by November 1 Mailing of annual/report: Monday after Thanksgiving Prepare second appeal/ask letter by Feb 1 Mail second appeal ask letter on Feb. 15	Document creation, volunteers to compile and send the mailing. Thorough updating of donor and alumni records.	Positive returns from the mailings	

Objective #1:

By the year 2033, IHC will increase student enrollment by 10% year over year while stressing the school's Catholic identity, academic excellence, and commitment to student success. This objective is based on the reality of a declining enrollment over the past few years.

Grade Level	2023-2024	2024-2025	2025-2026	2026-2027
PreK- 6	210	182	160	139
7-12	152	98	93	78

Describe the evidence that led the school to determine that this objective is focused on a priority for growth and improvement.

In the 2024-2025 academic year, after much discussion in Town Hall formats with parents, it was decided to house all grades in one building on Ives St. In preparing for Middle States re-accreditation, surveys administered to stakeholders clearly pointed to the need to increase enrollment to help improve both academic environment and student activity participation.

What major findings from your self-study were incorporated into this action plan?

In the data collected during the self-study, from the surveys, and in the meetings to determine the school's meeting the standards, enrollment was always a topic of conversation.

Who participated in developing the action plan for this objective, and who will oversee the implementation of the action plan?

Name	Role in the School	Action Plan Team	Implementation Team
Amy Mitchell	**Principal**	**X**	**X**
Jennifer Bombard	**Vice Principal**	**X**	**X**
Patti McElheran	**AIS Coordinator**	**X**	**X**
Brietta Lowman	**3rd Grade Teacher & Math Coach**	**X**	**X**
Nathan Abel	**7th & 8th grade ELA and SS teacher**	**X**	**X**
Karen Montondo	**Guidance Counselor**		**X**
Josh Miller	**IT Coordinator**		**X**

Name	Role in the School	Action Plan Team	Implementation Team
Advancement Director	**Advancement**		**X**

Objective #2:

By the year 2033, Immaculate Heart Central will develop and implement a vertically and horizontally aligned, mission centered Prek-12 curriculum that includes academic rigor, instructional consistency and seamless student learning across all grade levels and disciplines.

Describe the evidence that led the school to determine that this objective is focused on a priority for growth and improvement.

The evidence that led the school to determine that this objective is a priority would be the information gathered during the self-study done by the teaching and learning committee. The following indicators were given a score of 2 (partially meets the standard or needs improvement):

*Instruction reflects proven practices and current research and is supported by professional development.

*The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels through both horizontal and vertical articulation.

In addition, over the past few years the organization of our school has undergone significant changes. First the closing of our intermediate building and then the closure of our elementary building which leads us to the consolidation of all grades PreK-12 on one campus. This provides the perfect opportunity to reevaluate our curriculum to be sure that it is scaffolded correctly and promotes continued academic progress among the students.

What major findings from your self-study were incorporated into this action plan?

The findings from the study indicated a need to ensure that the curriculum was clear and accessible for all teachers regardless of grade level, that it was aligned and built on skills/concepts learned in the previous year, that instruction and assessment be based on current findings and that professional development that addresses concerns is provided. Most of the evidence came from the Teaching and Learning section, however, some evidence came from stakeholders' survey results and comments. All these items were incorporated into the action plan.

Who participated in developing the action plan for this objective, and who will oversee the implementation of the action plan?

Name	Role in the School	Action Plan Team	Implementation Team

Amy Mitchell	**Principal**	**X**	**X**
Jennifer Bombard	**Vice Principal**	**X**	**X**
Patti McElheran	**AIS Coordinator**	**X**	**X**
Brietta Lowman	**3rd Grade Teacher &Math Coach**	**X**	**X**
Nathan Abel	**7th & 8th grade ELA and SS teacher**	**X**	**X**

Objective #3:

Objective 3: Involve students and alumni in strengthening the school's culture of philanthropy and community engagement, promoting the value of education at IHC, and engaging them as examples of the value of this education.
We believe that this will inculcate students in our mission and engage the students in promoting the value of this education. That will lead to increasing annual giving, donor participation, and advancement capacity to support the mission of providing a high-quality Catholic PreK–12 education.
Measurements include:

- **70% or above or respondents on annual surveys to high schoolers will report strong affiliation with the school.**
- **Each year we expect an increase in the number of donors to the Annual Appeal Fund. Increase alumni participation each year in the events planned by the Advancement team.**

Year	Gala	Annual Appeal	Raffle	Race for Education	Total
2023-2024	$24,659	83.818	12,572	NA	184,276
2024-2025	$20,558	47,946	10,950	23,694	145,919
2025-2026	$14,605	64,547	NA	18,850	141,890

Describe the evidence that led the school to determine that this objective is focused on a priority for growth and improvement.

Advancement efforts have not produced fruit over the past few years. The school recognized that robust efforts are needed to increase income especially through the annual appeal as well as making all out efforts at promoting the inherent value of Immaculate Heart Central.

What major findings from your self-study were incorporated into this action plan?

Stakeholder surveys frequently mentioned their love for the school, and people encouraged the school to make efforts to promote the school's value. There was strong encouragement to share with others the programs and environment of IHC.

Who participated in developing the action plan for this objective, and who will oversee the implementation of the action plan?

Name	Role in the School	Action Plan Team	Implementation Team
To be hired	Director of Marketing and Advancement		**X**
Karen Montondo	Guidance Counselor	**X**	**X**
Josh Miller	IT lead	**X**	**X**
Others TBA			**X**

Reflections on the Process

How did the Internal Coordinators fulfill their roles and responsibilities?

- In the fall of 2025, the Internal Coordinator gave a basic presentation to faculty and Education Council members about the Middle States Self Study and Process.
- He met with each committee as they began their self-study work.
- He was readily available via phone or email to answer questions.
- He regularly reviewed the written work of the committees to assure that they were providing adequate information and backup.
- In the spring of 2026, he spent “open door” time at school to respond to any questions or concerns of the participants in doing the self-study.
- In August 2026, as the objectives were developed, he met with the Education Council to explain the progress of the self-study and the rationale of the objectives and to invite comment from members of the Education Council.

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

- The Internal Coordinator was given full access to the faculty and staff to school personnel to move the self-study to a successful completion.
- In sending emails to faculty, he always copied the Principal so that she was able to keep current with the progress being made.
- The faculty was given time to work on their responsibilities in completing the self-study.
- The Internal Coordinator was able to contact individual staff members as needed.

Describe the surveying process. How were surveys administered? What was the response rate? How did the Planning Team use the results?

Students in grade 6 and above were given the opportunity to complete the student survey
The stakeholders’ survey was sent to the parents, faculty, staff, Education Council, and coaches.
There was a total of 83 responses from students
There was a total of 98 responses from stakeholders
1 Administrator
1 Booster Club
66 Parents
1 Education Council Member
2 Stakeholders
26 Teacher or Staff Member
1 Volunteer
Stakeholder Survey Results – Page 227
Students Survey Results – Page 250

How did the planning team oversee, monitor, and/or make decisions regarding the school's planning for growth and improvement in student performance and organizational capacity?

- The Planning Team seriously considered the numerical weight of the surveys and especially the written comments that were made. Many of the comments are cited in the self-study, and many others are cited verbatim.
- As the school reflects on these surveys and comments, discussions will be held about course content, the well-being of the students, and the further implementation of the school's mission into the life of the school.

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 review at least twice a year the implementation of the Action Steps and make any adjustments that are needed to accomplish the three goals. The current Internal Coordinator is not a direct member of the staff, but will assist and guide the Planning Team in implementing the Action Plan.

How did the school leadership provide support for the self-study and accreditation processes?

The school leadership fully supported the self-study by actively engaging in the discussions, allowing the committee members to freely express their views, providing the documentation needed for the protocol. All were fully engaged in completing a thorough and realistic self-study.

If the school is part of a system or organization, what kind of support did the system's leadership and governance provide for the school's planning efforts?

The school is monitored and assisted by the Department of Education of the Diocese of Ogdensburg. The diocese does not directly run the school but provides needed guidance, support and direction in implementing the school's mission and academic goals. The diocese also represents the schools to the New York State Education Department and the New York State Catholic Conference.

Stakeholder Survey for Middle States Accreditation

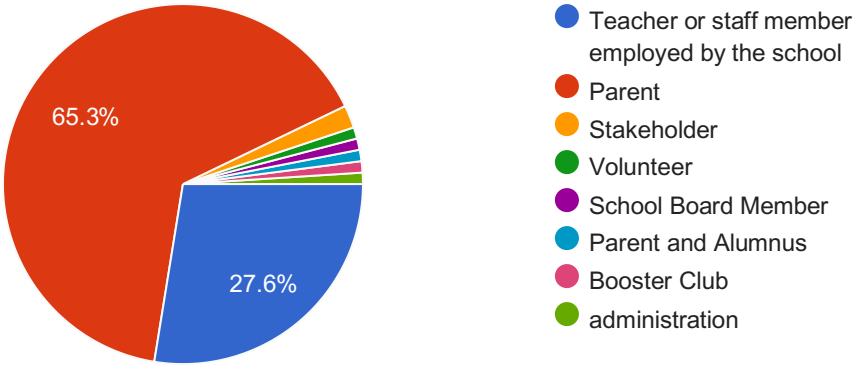
98 responses

Publish analytics

My relationship to the school is:

Copy chart

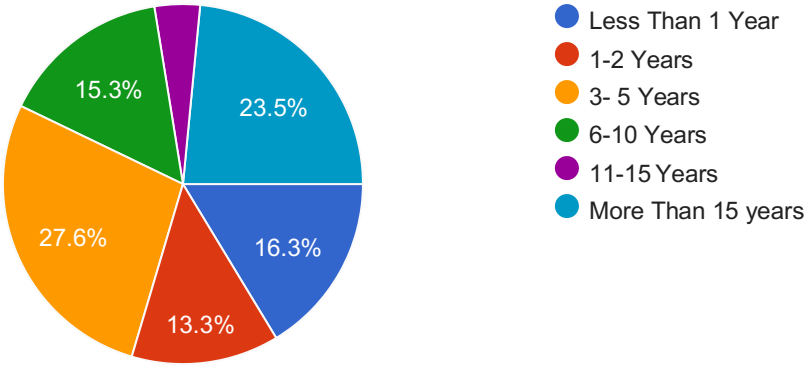
98 responses



I have been affiliated with the school for:

Copy chart

98 responses

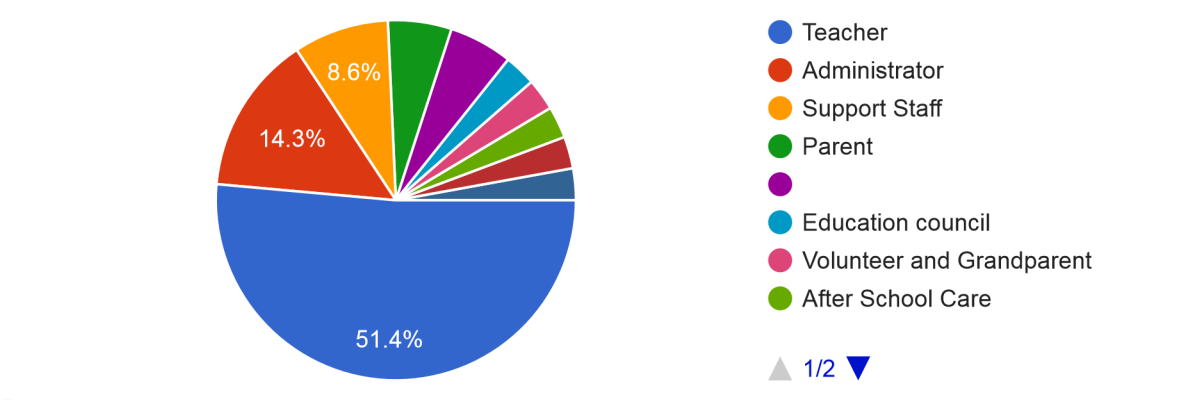


(If a teacher or staff member)

Copy chart

My role in the school is:

35 responses

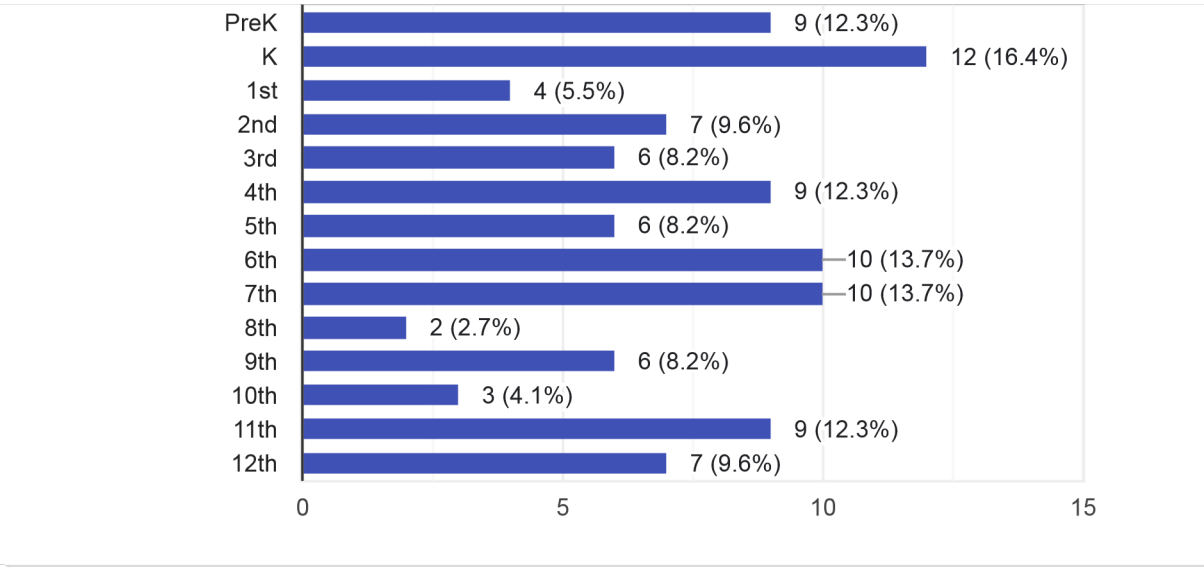


(If a parent)

Copy chart

I have children in the following grade(s):

73 responses

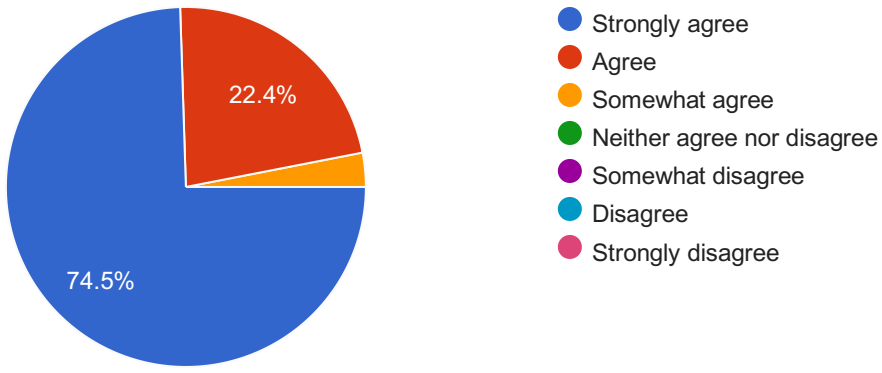


Survey for Middle States Accreditation

Do you agree or disagree with the school's Mission?

Copy chart

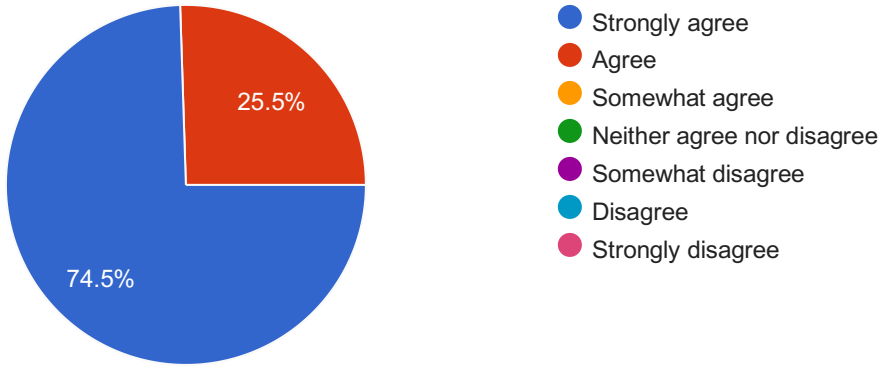
98 responses



Do you agree or disagree with the school's Core Values?

Copy chart

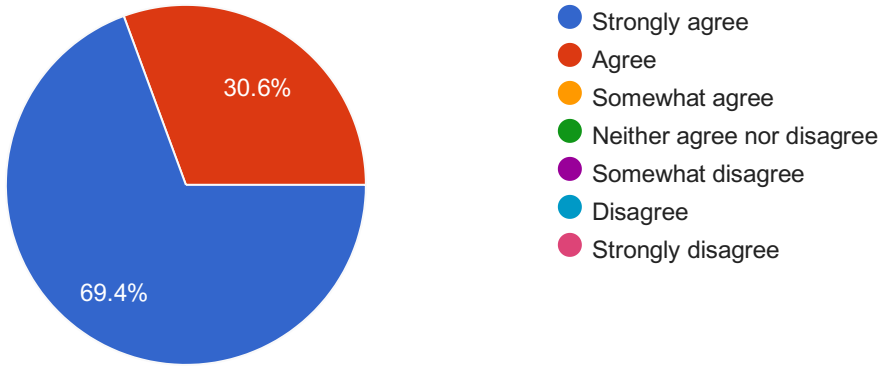
98 responses



Do you agree or disagree with the school's Profile of a Graduate?

Copy chart

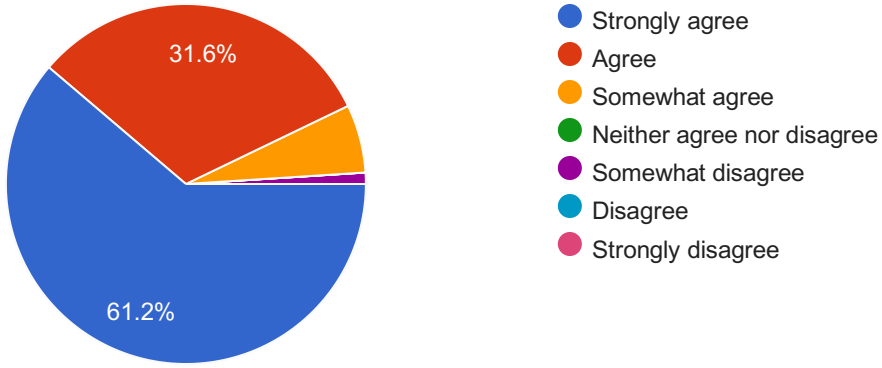
98 responses



Do you agree or disagree that the Foundation Documents (Mission, Core Values, Profile of a Graduate) reflect the school community?

Copy chart

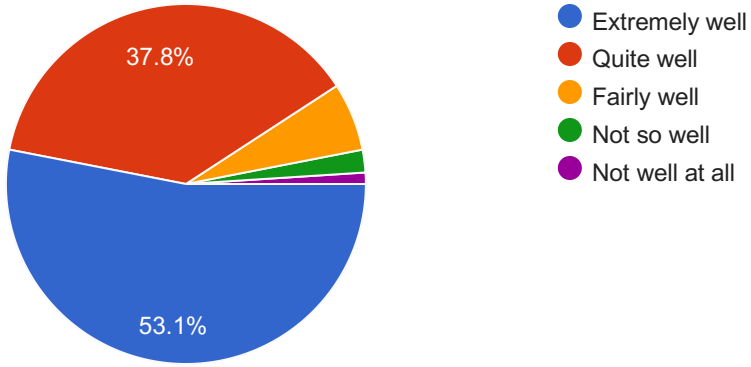
98 responses



How well does the school leadership and staff work together?

Copy chart

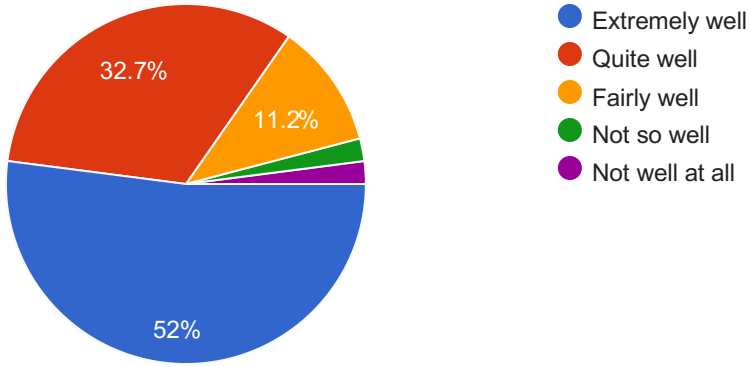
98 responses



How well does the school communicate with you?

Copy chart

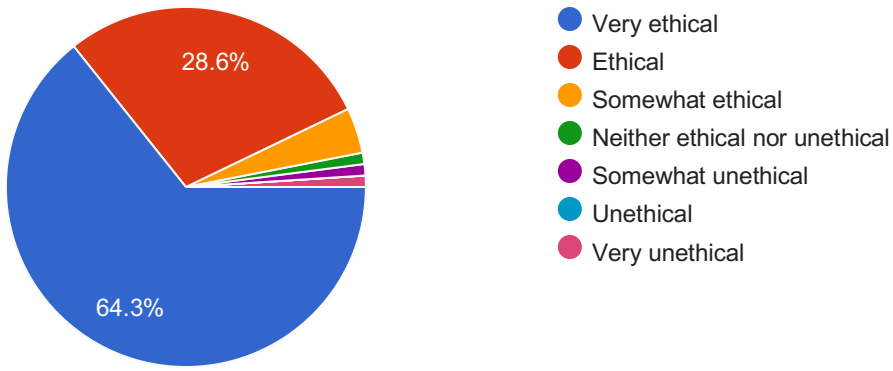
98 responses



How ethical is the school in its operations?

Copy chart

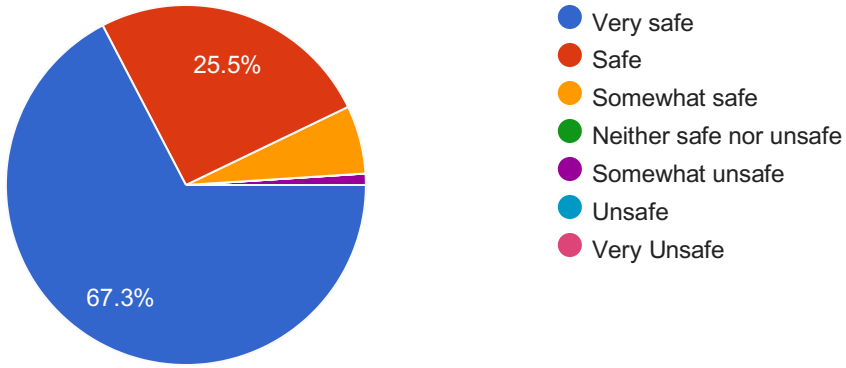
98 responses



How safe or unsafe do you feel students are at this school?

Copy chart

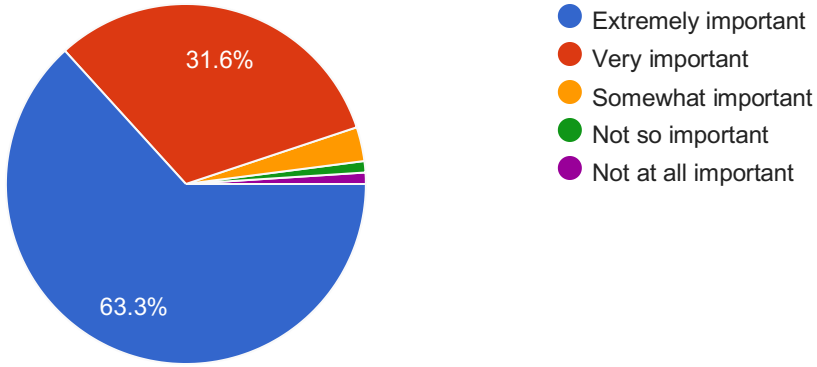
98 responses



How important is students' mental well-being to school leadership?

Copy chart

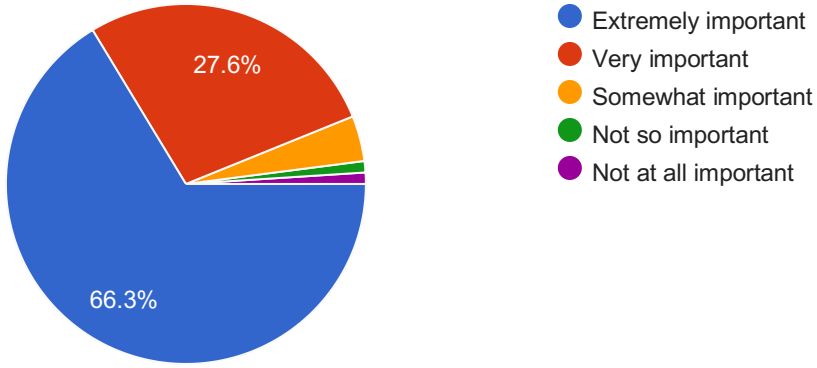
98 responses



How important is students' emotional well-being to school leadership?

Copy chart

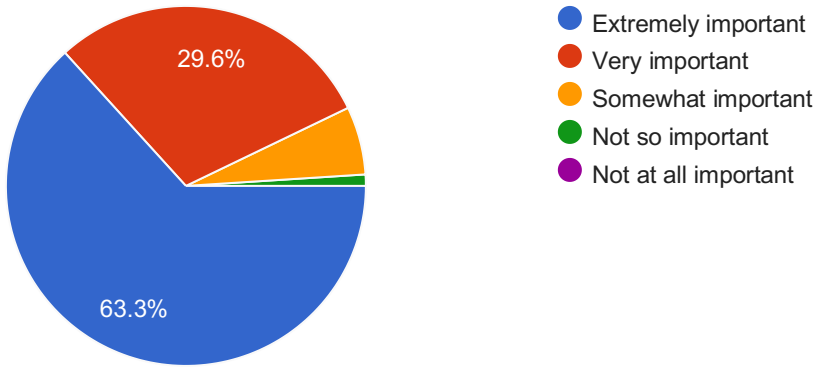
98 responses



How important is students' physical well-being to school leadership?

Copy chart

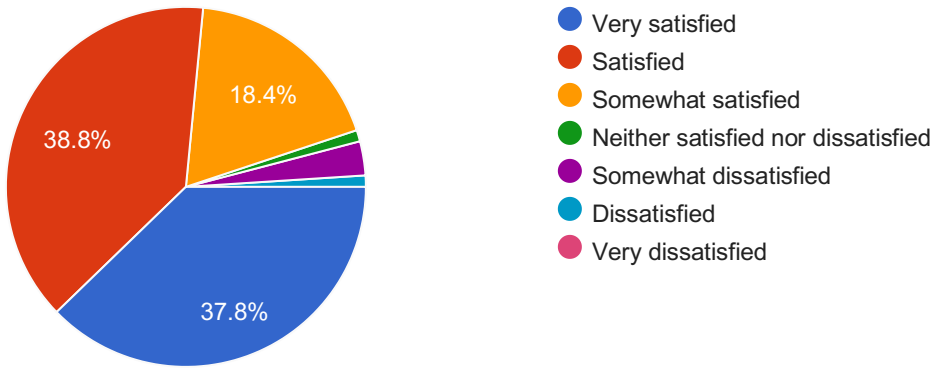
98 responses



How satisfied are you with the programs and activities available to students?

Copy chart

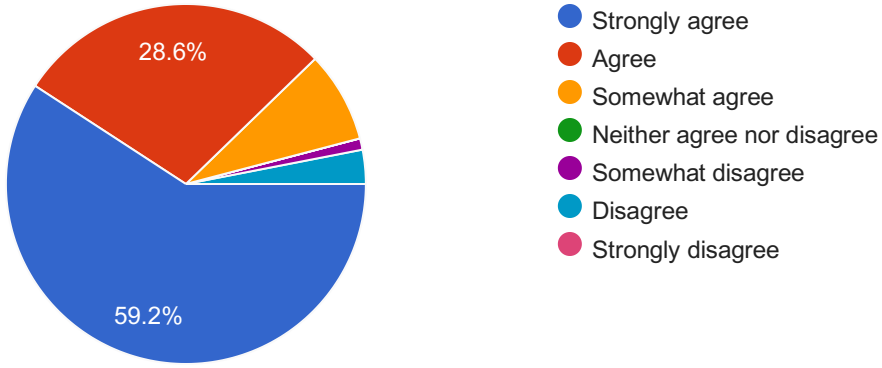
98 responses



Do you agree or disagree with the following statement: The school creates a fair and positive environment.

Copy chart

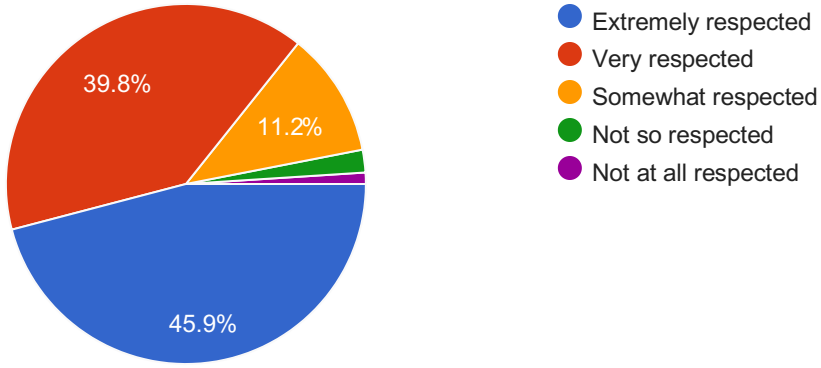
98 responses



How respected do you feel at this school?

Copy chart

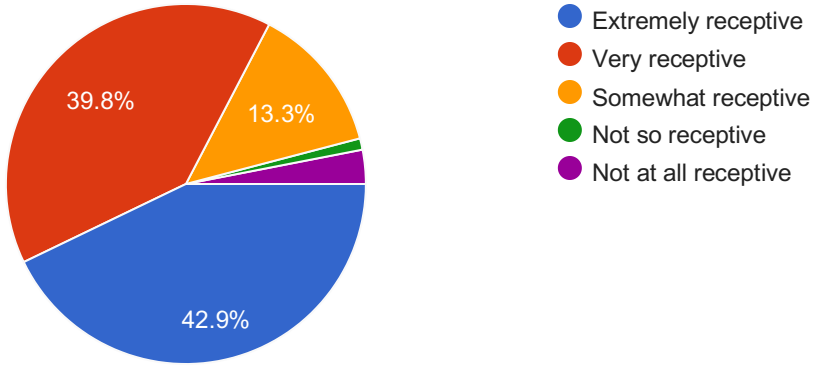
98 responses



How receptive is the school leadership to your input?

Copy chart

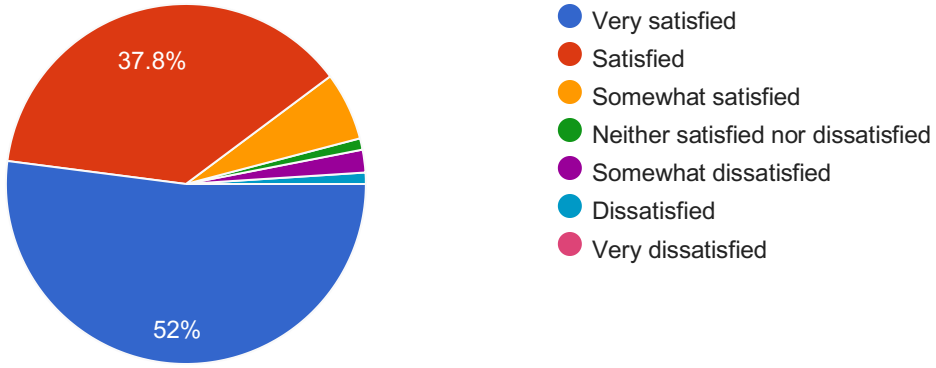
98 responses



How satisfied are you with the procedures for child protection (online safety, etc.)?

Copy chart

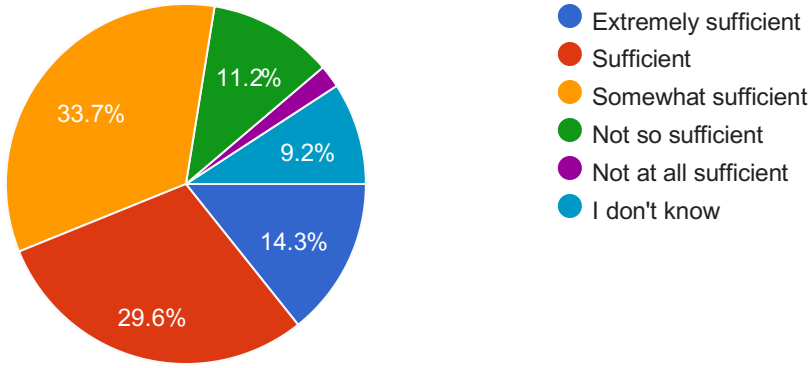
98 responses



How sufficient are the school's financial resources?

Copy chart

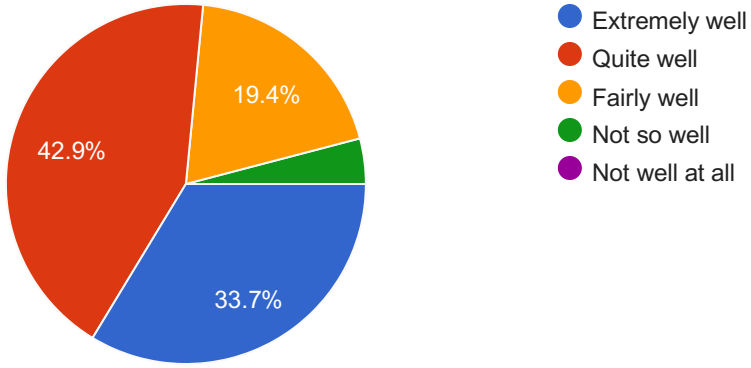
98 responses



How well does the school spend its financial resources?

Copy chart

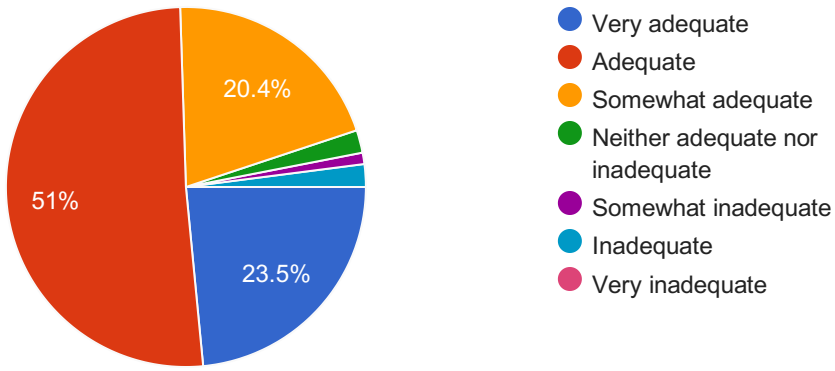
98 responses



How adequate are the school's facilities?

Copy chart

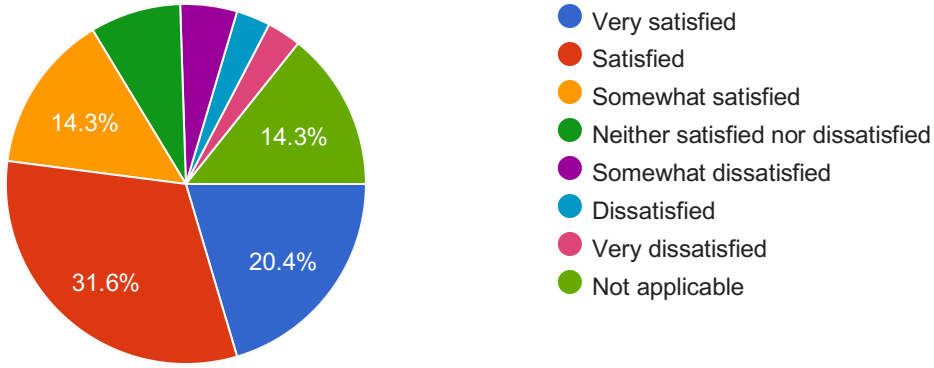
98 responses



How satisfied are you with the food services provided by the school?

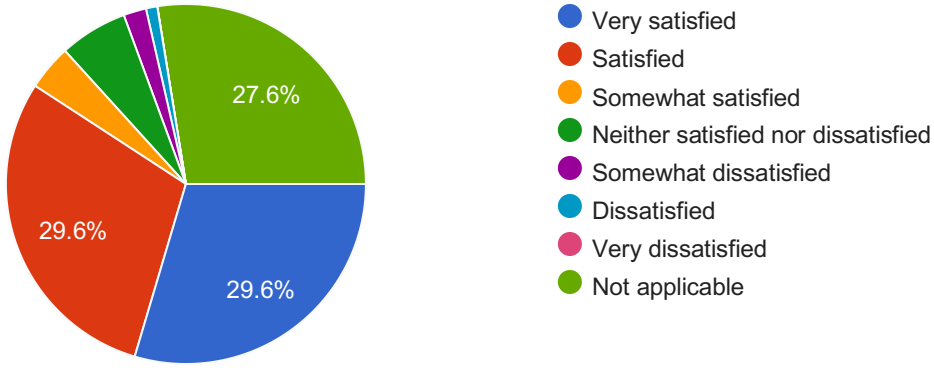
Copy chart

98 responses



How satisfied are you with the transportation services provided by the school?

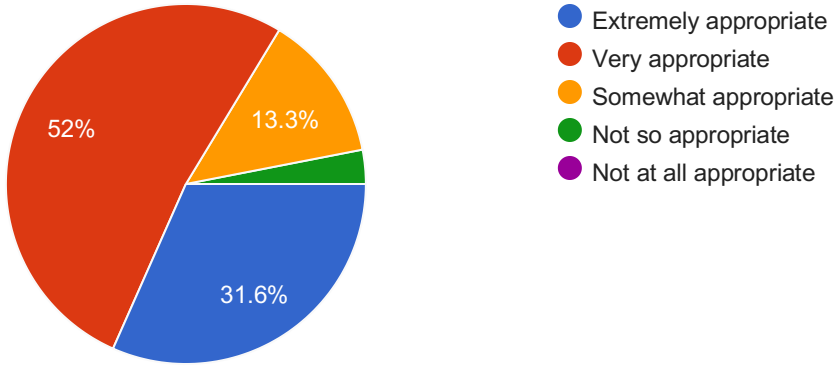
98 responses



How appropriate is the school's technology?

Copy chart

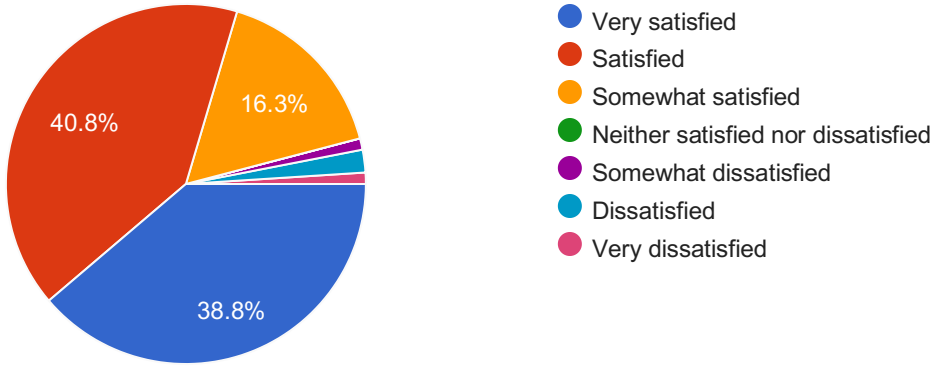
98 responses



How satisfied are you that all students are appropriately challenged in their academics?

Copy chart

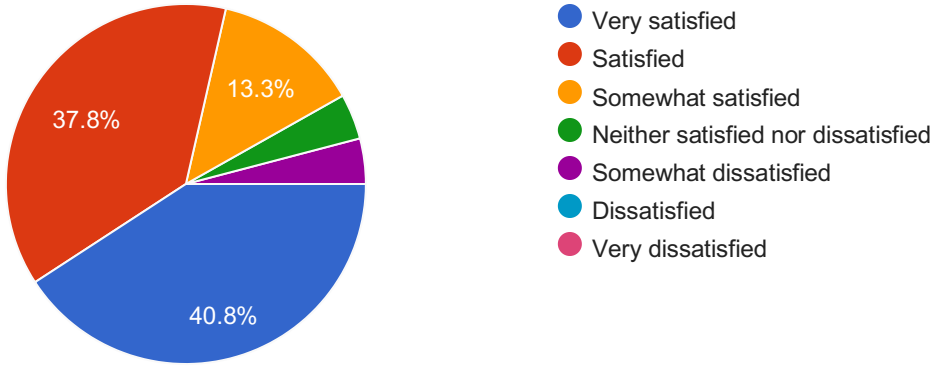
98 responses



How satisfied are you with the level of academic support provided to students?

Copy chart

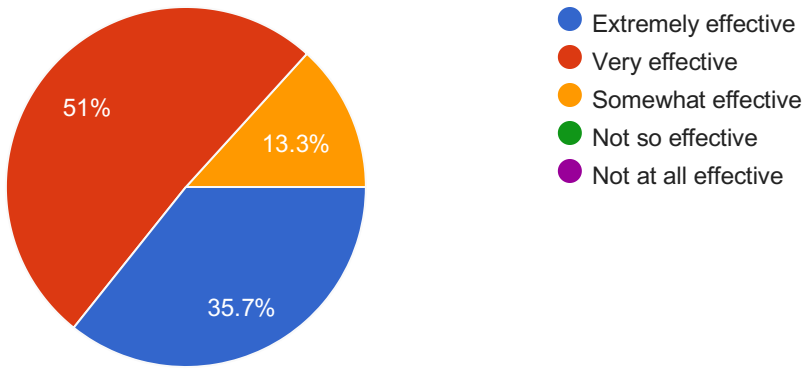
98 responses



How effective are the teachers at this school?

Copy chart

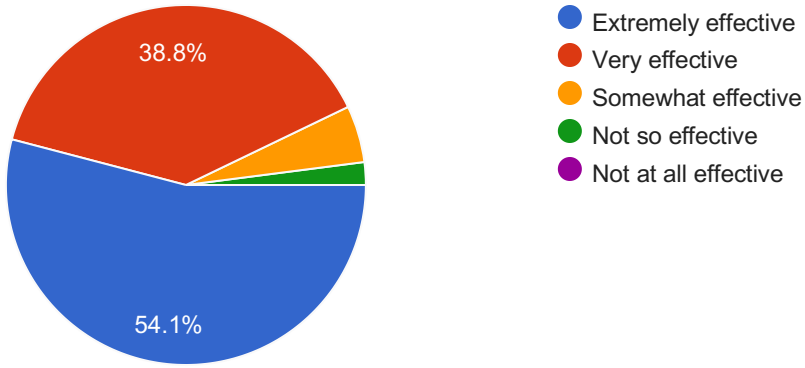
98 responses



How effective is the support staff at this school?

Copy chart

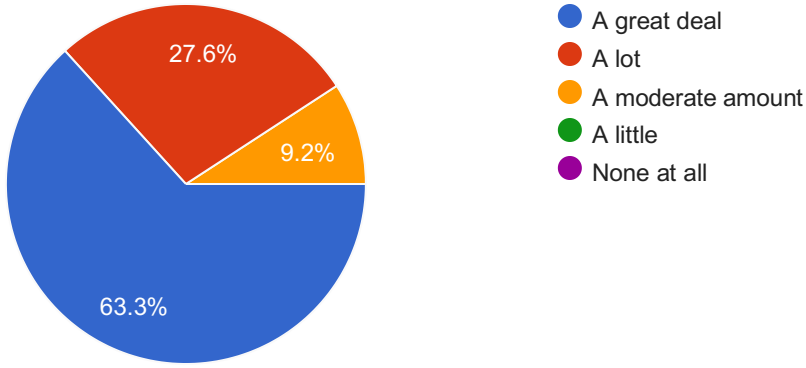
98 responses



How much do you feel teachers care about the academic success of each student?

Copy chart

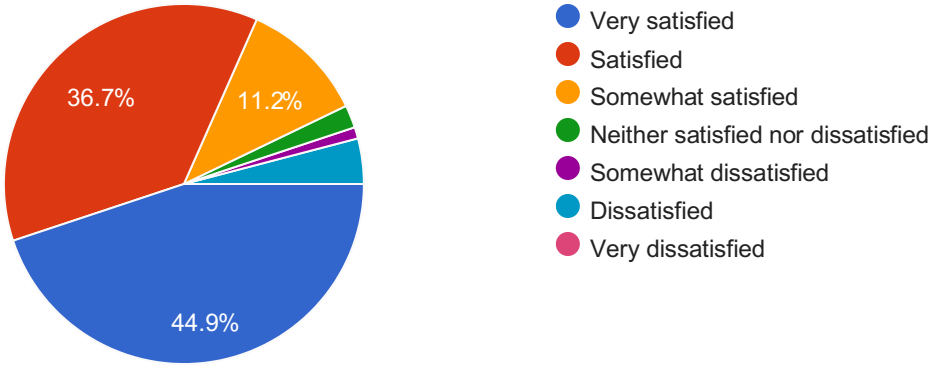
98 responses



How satisfied are you with the grading and feedback for student learning at this school?

Copy chart

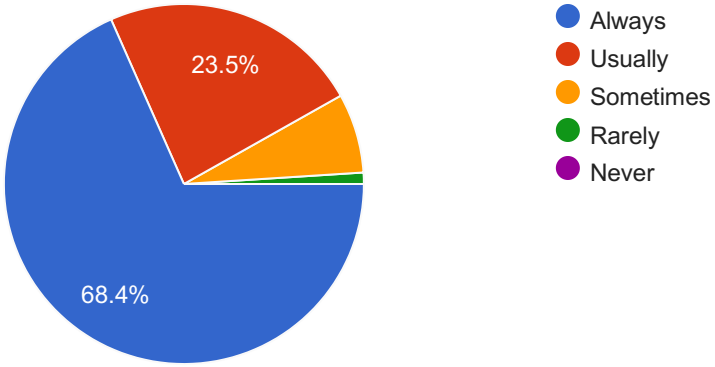
98 responses



How satisfied are you with the confidentiality practices at this school?

Copy chart

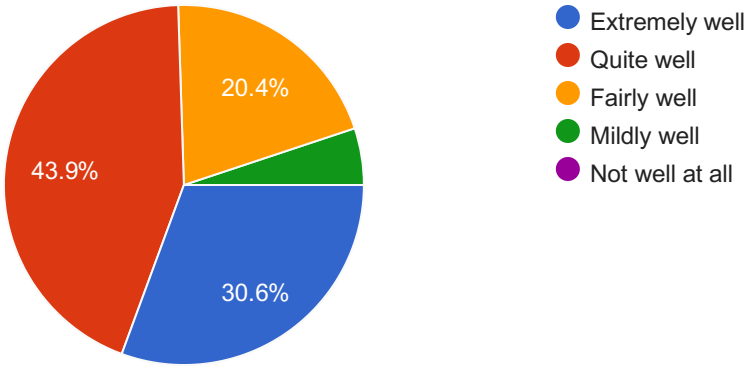
98 responses



How well does the school invest in ongoing training for teachers and staff?

Copy chart

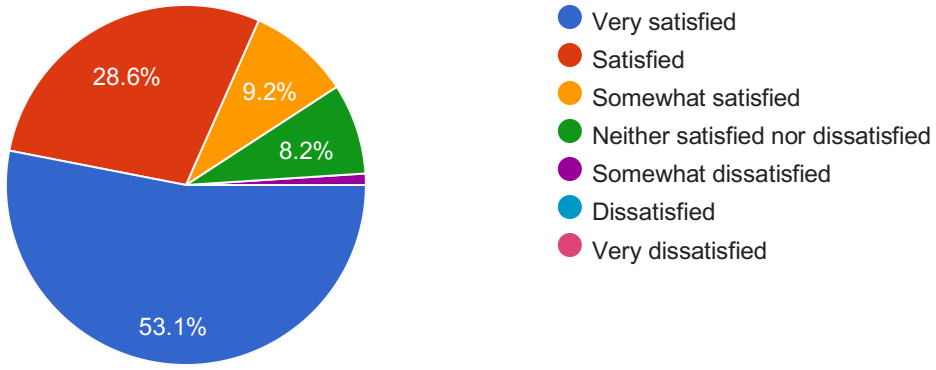
98 responses



How satisfied are you with the school's approach to global awareness and anti-racism, as well as an understanding of diverse cultures, power and lifestyles?

Copy chart

98 responses



Stakeholders Comments

What do you like most about the school?
The sense of family and community.
Small School, Family Feel
Caring environment with religion
The tight knit family feel
Community. We feel very welcome, accepted and appreciated.
The loving and caring environment provided to all students now that the buildings are combined.
It's very welcoming and warm. HUGE change from our previous public school.
Community
Teachers
The quality of the education students receive.
Welcoming environment
Culture, support and community. Last year my hand was deployed during the school year and the support the school gave us was so incredible.
Size of classes
Small class sizes and safety
That is feels like family
The community
Values, open communication, family environment, parental involvement rather than alienation
I love that it is now a K-12 building. One big family. I also love what role models in Faith the staff are for my son.
The class size and respect everyone has for each other
Family oriented…
The teachers are incredibly dedicated and hardworking. My child feels accepted and loved in this school. I tell anyone I know about how much we love and appreciate this school. We will send our child here until graduation.
Mrs Mitchell and McElheran
The family and moral environment
The close-knit feeling of all of the students, staff, and families
faith based and great academic standards
Location and staff are very accommodating
It's a small family focused, friendly community.
Religious aspect
Small size

The teachers are very dedicated and commited. My child feels accepted in this school.
The all around love within the school and for all of the students. The support, services, and involvement with the students and families.
Quality education
The School values and staff
A safe learning environment
Our ability to be involved in our sons learning and how they value my child and treat him as if he is one of their own
Community feeling
The staff and administration create a safe learning enviroment. I know that when I drop her off she is safe and in a positive learning place. She feels that way as well.
The staff & education
That the classes are small and the teachers are able to see a students weakness and give/get them the extra help to succeed
Feels like a family, faith
How engaged they are to my daughters needs.
IHC not only provides a high-quality education but also nurtures our son’s spiritual growth and values. The school community emphasizes kindness, compassion, and integrity, helping him become a well-rounded and morally grounded individual. I'm grateful for the supportive environment where faith and learning go hand in hand.
It's a fantastic education
A positive, safe, and religious learning environment
I like that it's a catholic school. I appreciate that most of the teachers truly care about our children. The teachers need to receive more specialized training in dealing with challenging children.
Small class sizes and a true investment in our children's well being and drive to make them better people in and out of the classroom.
The sense of community
keep students occupied, enough activities to facilitate them to learn and grow
Community based learning that keeps kids engaged and wanting to be involved
Faith based community
Kids feel safe
The teachers have been amazing
Decent price, good moral foundation, does a great job of teaching core subjects
As a military family we have been at IHC twice and we love the family feel. We will always come back to IHC when stationed here.
Core values taught/reinforced, community feeling
The staff have been great to work with, and the small size of the school allows them to develop lasting relationships with the students.
Ability to connect with teachers and leadership when we want to, cohesive sports teams, good transportation cooperation with districts.
The teachers

That is truly fosters a Catholic culture in school and how to carry that out to the world
Teachers seem to really care and they seem to do a lot to keep family/community involvement.
Structure, Christian values, close-knit community.
Smaller classrooms, friendly and caring teaching staff
Christ is present and embraced
Climate, community and developing the whole person.
IHC has welcomed both of my children. They love the environment there.
My children feel "at home" in the school. They know many other students and most of the faculty, and they are always excited to go to school to see their friends. They look forward to the events and extracurricular activities the school offers and have a positive opinion about going to this school.
Class size and attention paid to each student
Dedication of Staff and the Faith centered program
The community the school provides and the ample opportunities to be involved with said community. It feels like home.
I like that I'm able to choose IHC. I love that God is an essential part of their learning environment.
It's like a big family
The sense of community, family
Being so close to everyone.
I like that we are all in one building as a whole school community now.
Feels like a big family and everyone works together
Jesus is the reason for all we do.
The family atmosphere, the kids all seem very happy this year!!
How safe this building feels and everyone cares for another
Faith focused and "family" like environment
What I like most about this school is that it does have the additional focus of its Catholic component. This additional area of focus gives the school an identity of its own that other schools, especially public schools, often lack. Many mission statements can say that they offer a goal or drive for excellence, that isn't always measured or demonstrated any better than another school, though all schools may claim success. Having a specific identity, brings together students and families and staff in a way that unifies us in direction and aspiration that can help us achieve those same goals with a level of clarity and demonstrable success that isn't as apparent in a school with less definition of who their population is, where they come from, and where they are headed together.
Family feeling with in all the students and staff
The community. My administrator and coworkers are some of the most embracing people I've met.
The high expectations for the students and how familiar the staff is with the students.
Its Catholicity and practices
I like the sense of community that IHC creates.
The staff
Its Catholicity and its academic successes over the years

Family environment
The school aligns with its core beliefs.
When you walk through the doors you feel a sense of community and/or family. Students are very respectful and have an eagerness to learn; having faith in the classroom plays a big part in the this.
The community
The size
Love the children have for one another
The staff are all kind and for the most part want what’s best for the students. The teachers are flexible and willing to accommodate to make sure the school succeeds.
Faith is a daily part of a student's life integrated throughout the day.
I like how close-knit the school community is. Students are known by all grade-band teachers and vice versa. It's such a wonderful feeling to know the children in our care trust us and are comfortable coming to us for help or just to say hello and have a conversation.
The Catholic culture and family atmosphere.

What do you think the school needs to improve the most?
Differentiated instruction.
Enrollment
Building updates
We need someone higher than the principal to oversee higher level issues & procedures (president/principal model). We also need someone more actively working to get butts in seats.
Advertising the school. We need more schools like IHC.
Outside activities for the children.
More students.
Lunch options
The school building and parking lot could use some repairs. I don't feel the students or staff are at all at risk, but the building is showing it's age. And, of course, finances (available funding) appears to be an ongoing issue, though the school seems to use what it has appropriately and to the best of it's ability.
Afterschool activities
Playground for elementary
Extracurricular activities for middle school
Communication and favoritism
The types of testing. It is difficult for some students the amount of daily test.
Retention and also advertisement to increase numbers
Hold the standards and stick to the core values
Some upgrades if finances allow.
Nothing
Playground and gym divider…
More special education resources for children who have IEPs or special needs. Perhaps an aide that can go room to room to help students who are slightly behind.
Really needs to focus more on academic excellence. Faith is important, but most are at IHC for a better education than public schools.
Special education services
There needs to be a Guidance Counselor
more athletic opportunities and (we are working on) getting a playground for the kids
none so far
The move to one school was rushed and seems incomplete.
Being receptive to negative feedback and fix issues or come up with a plan to fix, not give excuses.
Access to a greater variety of academic coursework, access to college credits through dual enrollment
IEP resources
New to the school as of this September, thus I do not know
Building and Grounds

Needs a playground for elementary kids for outdoor activity and stimulation
Facilities
Clear procedures and consequences for violent (or inappropriate) actions at every grade level- pre K-12 Student to student Student to teacher/staff There is nothing clearly stated in the parent/student handbook for the lower grades
Advanced learning opportunities for the students who have more potential for higher learning and college prep.
Financial resources
You can’t pick just one thing, there is always room for improvement everywhere
Diversity of classes- wish they kept French
A larger offering of varsity sports
Access to funding
Advertisement, getting the schools name out there to attract more students.
I think the school need to improve on security. There needs to be more cameras, the doors need to operate all the time. When a door breaks it doesn't appear to be a priority to fix it right away. This leaves our children vulnerable to the worst thing happening. They take their time to fix issues instead of getting it done right away. Security needs to be more of a concern. The children don't have boundaries when playing outside, they should be more contained for their own safety. The teachers have too much autonomy in what they teach. There needs to be more oversight and discussion if something is going to be gone over quickly. Slow down, let the children learn the material stop pushing so hard. Last year the 4th grade spent more time on computers than instruction. If a teacher is failing don't wait for them to retire put them on an improvement plan or dismiss them if they are not effective. There is too much time on computers. They should be reading/writing/practicing math in their downtime. Not playing games on computers. Teachers take away recess too often. There are so many kids in one room, they need the chance to run around and get out that energy. Figure out a different method of discipline or make them walk around the track for a specific amount of time before they can have free time but they need to be able to get energy out. Indoor recess should be limited they stay in even when it's over 20 degrees and it's not raining. NYS requires children to have recess IHC needs to look at this. The school, is not clean. The custodian at night does not sweep and mop the floors like he should. The bathrooms are disgusting. Our children's health and safety needs to be a priority. If he is not willing to do the complete job maybe it is time to move on from him.
Athletics
I think the school is doing amazing and I have no suggestions for improvements
At this time, we are delighted with the education and extracurricular activities presented to our children. In the future, we would like to see an introductory life skills class offered to prepare our kids for the “real world.”
Sports involvement
Establish programs for gifted kids so they can stay engaged and reach their potential!
NA
Fix the elevator. Teach to the subject, rather than to the regency exams.
After school activities that are not sports related.
Consistent communication (i.e. when homework isn't completed or when student is struggling with certain concepts)
The principal concern I had until this year was about the state of the facilities while my sons attended Immaculate Heart Central's elementary school building---in which air conditioning and heating were ongoing

issues above. Currently, I would love it if the FACTS website was used more comprehensively for feedback to parents. I would especially appreciate it if teachers were given the tools to easily front-load a list of the week's assignments (not necessarily the actually problems or work) for their class, so parents could have an idea of what's coming up---to help keep their kids accountable before a negative grade was incurred. Finally, keeping up with technology will always be a challenge.
The community is close but hard to join. Communication is odd- often last minute. Few amenities like science labs, sports like track or football, APs. Over-rely on digital based learning, some teachers over using slides.
Bring back the 3year old pre K.
To be affordable for all people who want to attend
Facility improvements like parking lot, adding a playground etc.
Not sure.
The school lunch situation is horrible and expensive for parents/families.
More certified teachers
Attracting more financial resources for families most in need. As well as, future financial planning/ growth of our facility. Lastly, it would be great if we could attract more young men who are interested in athletics.
I wish the school had the ability to provide resource room services. My child struggles and gets a little help, could be bussed to get more help, but we prefer to keep her right at IHC.
My students often say that they are "bored" in class. We have been in 5 different schools between our last 3 moves, so they have had exposure to many programs and curriculums. I feel like IHC does a great job intervening academically when students need support, but we would love to see that kind of opportunity for students who are excelling as well. Some of the public schools in the area, and most of the kids' previous schools, have a gifted program or something similar. It would be great to see something like that at IHC, too.
Nothing I can think of
Teachers and Staff (especially on secondary level being certified in their fields. From the Board of Education perspective they need more diversity in gender, parent vs community member and elementary vs secondary parent representative. I believe they need an additional member to the Administrative staff to be able to separate administrative task from curriculum and supervision tasks.
To find opportunities to continue to grow enrollment and sustain enrollment numbers
Cleanliness and more activities (clubs) for the students. We are competing with other schools on activities I think we need to ask the students what they want for clubs and try to accommodate. Maybe look at what public schools are offering as well. We also have to work on marketing our school. Public school families need to see we are a good choice too.
Upgrading of the facilities buildings and grounds
more opportunities for the students
Holding everyone to a higher standard. Rules do not need to be followed by students or teachers.
We can continue on the improvement of school building. We need to supply playground equipment for the younger grades outside for recess time.
More students
Resources and class offerings
just updating some general older areas of the building
making updates to the buildings interior and exterior. As well as increasing enrollment
Athletics, diversity and cultural awareness

I think the greatest opportunity for improvement is in how we draw more students and families to join us. We offer a great focus for those who already have joined us, but we lack at present an ability to draw the greater numbers of students and families that I would like to see and help us to grow into the future.
Being able to qualify for financial support like all other schools have the ability to do.
Personally, I would like to see more development in the IT department. But understandably that would be bias.
Enrollment is definitely an issue especially in the upper grades.
more consistent discipline
Offering classes and opportunities that are going to benefit student enrollment and make students less tempted to go elsewhere for those opportunities.
student screening
Be more consistent with discipline, following the student handbook
Outreach
The school needs a greater focus on academics and time spent on academics.
I am not sure at the moment; we have been doing a lot of fundraising in the past year to improve our schools environment.
Student support services and transportation for trips.
I am unsure
Growing
Being open to change. A lot of things are done because “it’s always been that way.” Sometimes change is good.
The availability of more courses for students across different fields of study.
There is always room for improvement, and it's important to focus on our core values first and foremost. One of the most concerning things I have noticed is a pattern of behavior that is antithetical to the environment we are trying to facilitate. I've witnessed students at all grade levels say unkind things toward each other or show a sense of apathy and indifference toward their studies and/or faith formation. The latter is most evident when we have school-wide gatherings and only the lower grades participate. Our older students should be models and examples to the younger ones. This should be the expectation in any school, especially a Catholic school setting. Even if behavior is addressed and consequences are implemented, the negative behaviors often persist.
Offering more subject areas to the HS students.

Any additional comments about this school?
We love the teachers and staff.
Amazing school
Wonderful school and atmosphere, my child is very safe, staff and administration excellent
It’s been a phenomenal change from New York public schools and honestly making a difference in our family.
We love IHC and Catholic school education! Thank you for all you do for children!
Go Cavs!
Overall, absolutely wonderful school. We appreciate the staff for their dedication, support and hard work.
Really needs to be upgraded, better facilities, technology. Church needs to invest more in the school.
We love the K-12 concept!!!!
The Athletic programs should be run better starts at the top with the AD. The AD should take an anger management course and be more respectful to parents and students. Qualifications for coaches and AD should be more than taking virtus training. Public school coaches have extensive training prior to coaching at IHC it’s whoever is willing to take job. Also if you pay more for coaches you will get better candidates.
We love IHC!!
It’s a great school. It just needs more resources.
I think for the amount of money that is paid for tuition that the parents of the kids should have to pay so much for school lunches.
I like sending my kids to this school but you definitely see the good old boy system. All children, staff and teachers should be treated equally. There are many families that are related and it's noticable based on how they are treated. Every staff and teacher can make improvement and suggestions should be welcomed and not dismissed. I have heard "that's not the way we do it here" way too often. Stop closing new volunteers out. If you want enrollment to grow and retain those already here, you have to be willing to make changes. We have lost so many because IHC is not willing to grow and make changes. Listen to the new suggestions and don't dismiss those that have them. The old way is not always the right way. Conduct your own survey instead of waiting for this one. Make changes now for the better.
Thank you for providing a place where our kids are safe and well-educated. This means more than anything as a parent
I think it's a testament to the success of the school's mission and core values that across the years my sons have made strong friendships with children well across the spectrum of our population.
Ok pricing- would pay more if it were more challenging academically- getting harder to justify not going to another district school- more options for sports and academically challenging. If this school were college preparatory or had an IB track it would pull in more military families. With more military kids would come more money.
Pre K and K teachers have been excellent. Principal is involved, my daughter loves going to school everyday.
Volleyball and flag football
Wonderful environment and staff.
Sending my child to this school was an excellent decision. We genuinely value IHC and all it has to offer.
The grading system is confusing and , in my opinion, not always accurate of how well your child is doing.
Leadership promotes a positive culture for students, faculty and staff
We are thankful to be a part of this school.

IHC is a wonderful school community. The kids really feel seen there, and as a parent I feel like I'm generally informed about what's going on during the school day. I love that the faith is so deeply ingrained into their daily lives, and that they are growing their knowledge of and love for God and scripture. The administration maintains open communication as do most of the teachers. I feel like I can bring concerns to the staff and faculty and that they will be considered seriously. When my children go to school, I know that they are going to come back and share their experiences with me. It's good to know we can tackle any negative experiences together and that their positive experiences outweigh them by far.
Strong effort is being made to maintain Pre-K-12Catholic quality education, and they are to be commended for their efforts
We have to try and figure out a way to incentivize our teachers. Some take quite the pay cut to work here. If we can’t do it monetarily we need to brainstorm ideas other ways.
I would like the enrollment number to continue to grow so that the school will continue to stay open for families for many years to come.
my life for the last 20 years. very proud past parent and current employee!
Continue to try to attract more students to the school.
Some classes need to be monitored more and revamped. There are teachers who do not teach the students what they need to learn. This is unacceptable.
We are going through a transition period, and I understand that means we are going to need to work out new issues as they arise. I do believe in the mission of this school, and I am confident that we can maintain what we are doing well and still continue to make progress in all areas.
It’s an uphill battle with finances and getting community support. We need to really sell the idea that we’re worth the tuition bc we offer a well rounded program, educating the whole child.

Student Survey for Middle States Accreditation

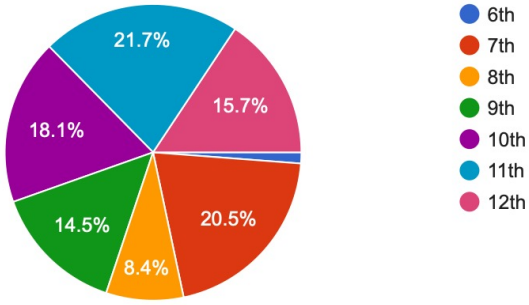
83 responses

Publish analytics

I am in the following grade:

Copy chart

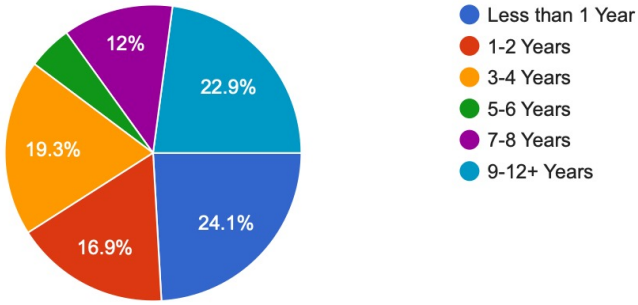
83 responses



I have attended this school for:

Copy chart

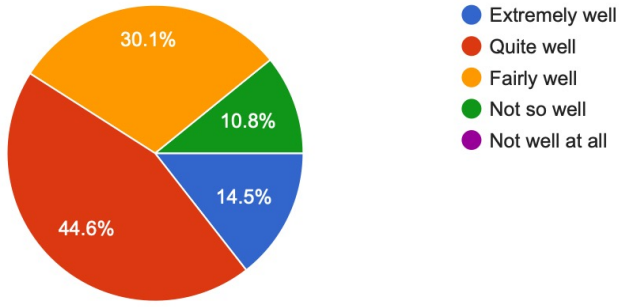
83 responses



How well does the school communicate with you?

Copy chart

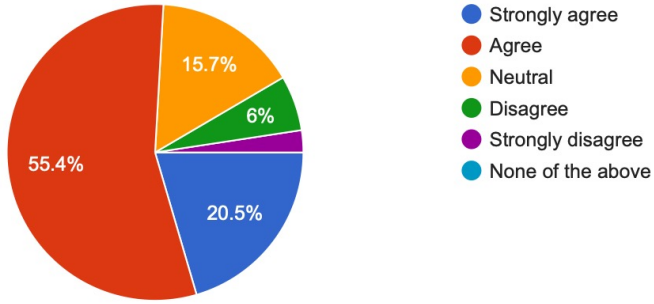
83 responses



Do you agree or disagree with the following statement:
The school creates a fair and positive environment.

Copy chart

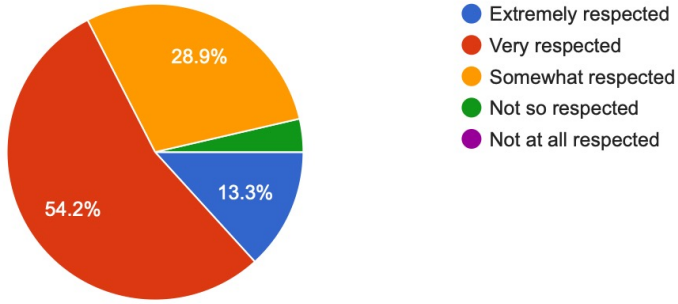
83 responses



How respected do you feel at this school?

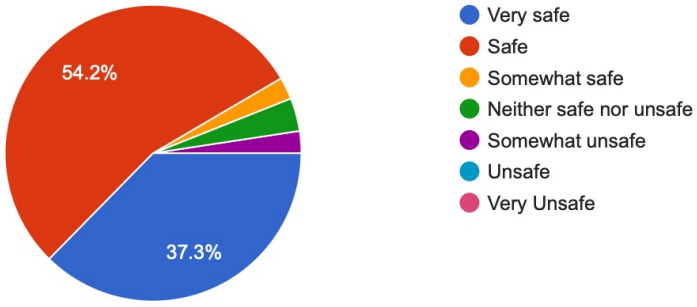
Copy chart

83 responses



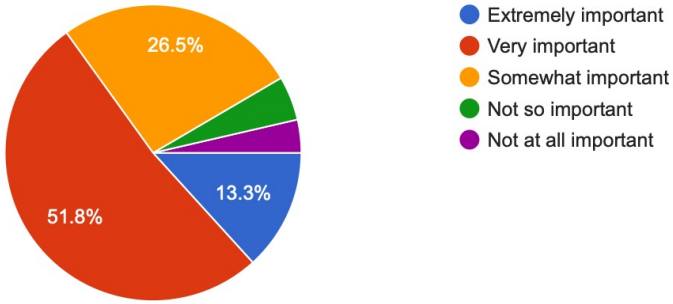
How safe or unsafe do you feel at this school? Copy chart

83 responses



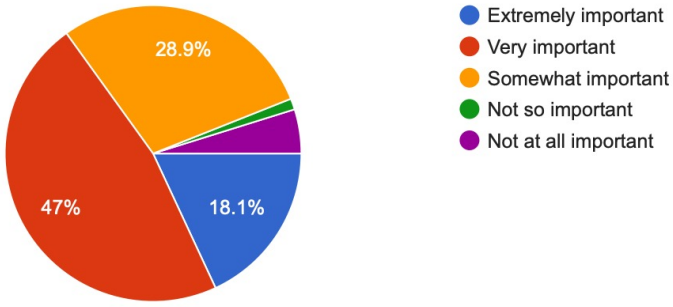
How important is your mental well-being to school leadership? Copy chart

83 responses



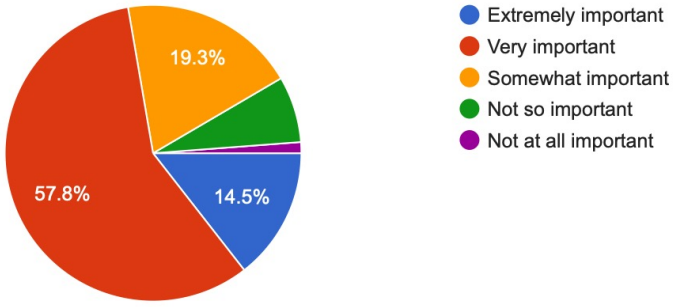
How important is your emotional well-being to school leadership? Copy chart

83 responses



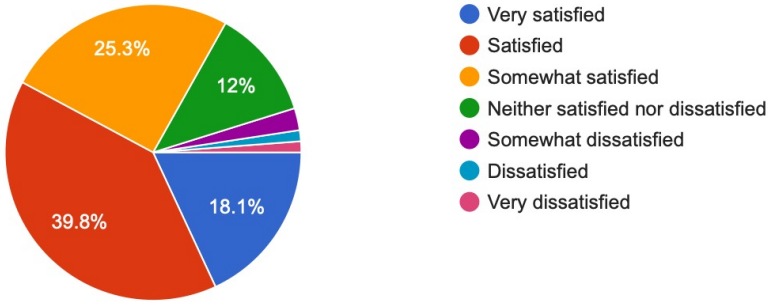
How important is your physical well-being to school leadership? Copy chart

83 responses



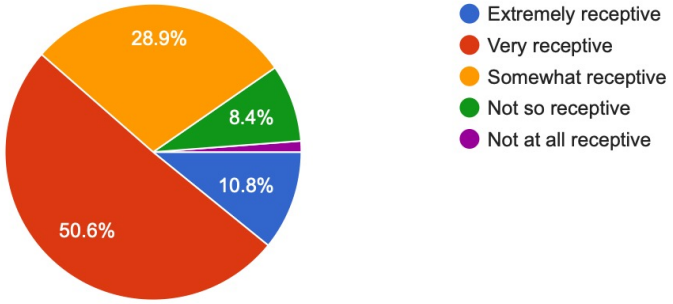
How satisfied are you with the activities (clubs, sports, etc.) available to you? Copy chart

83 responses



How receptive is the school leadership to your input? Copy chart

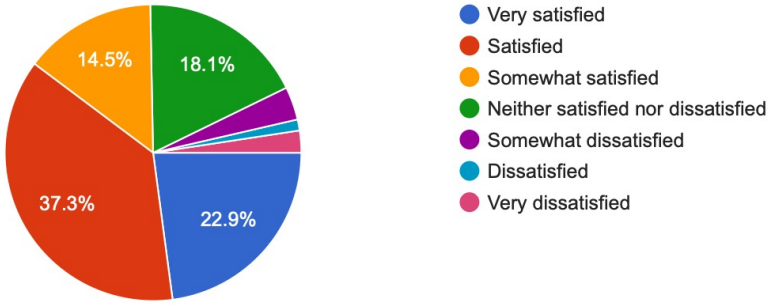
83 responses



How satisfied are you with the instruction you have received about who to go to if you are concerned about yourself or someone else?

Copy chart

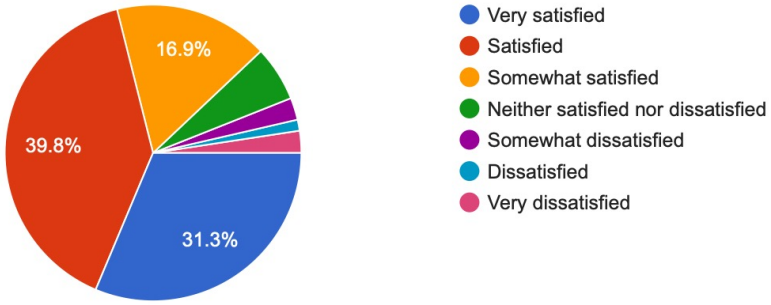
83 responses



How satisfied are you with the instruction you have received about staying safe online?

Copy chart

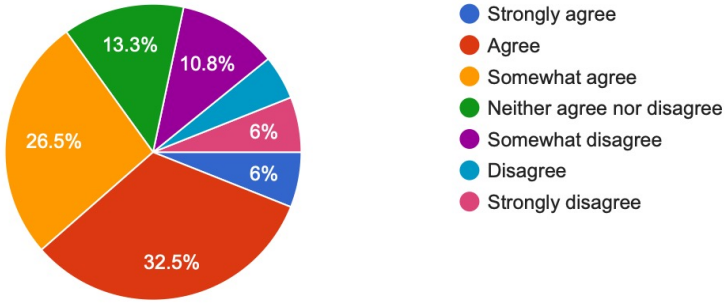
83 responses



Do you agree with the following statement: My school is spending its money on the things I care about.

Copy chart

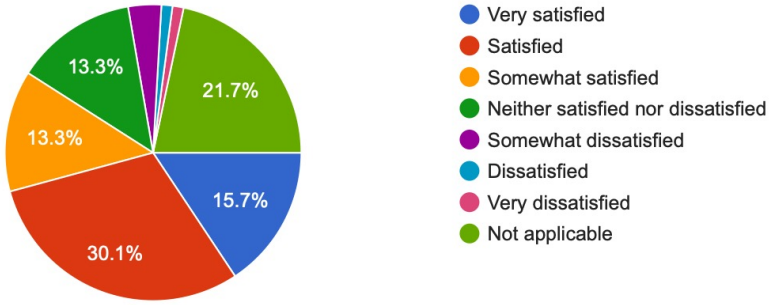
83 responses



How satisfied are you with the transportation services provided by the school?

Copy chart

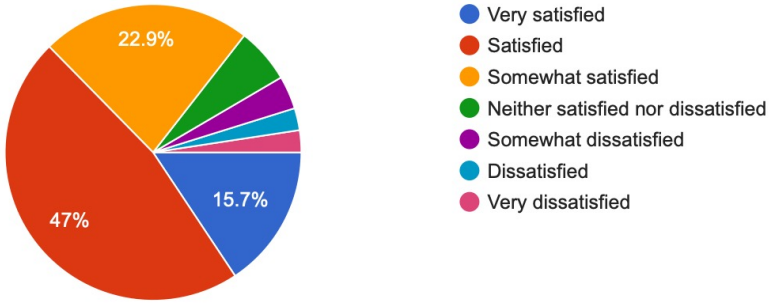
83 responses



How satisfied are you with the school's technology?

Copy chart

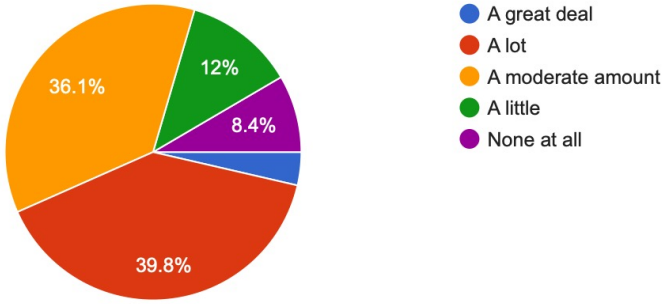
83 responses



How academically challenged do you feel at your school?

Copy chart

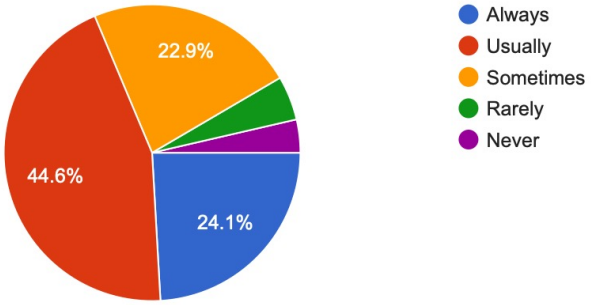
83 responses



How often do you feel you have the support you need to be successful?

Copy chart

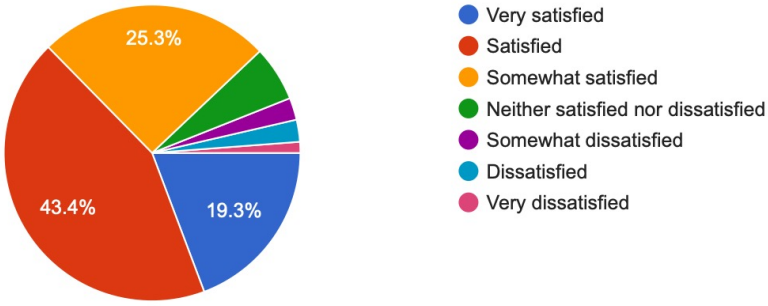
83 responses



How satisfied are you with your teachers (counselors, coaches, etc.)?

Copy chart

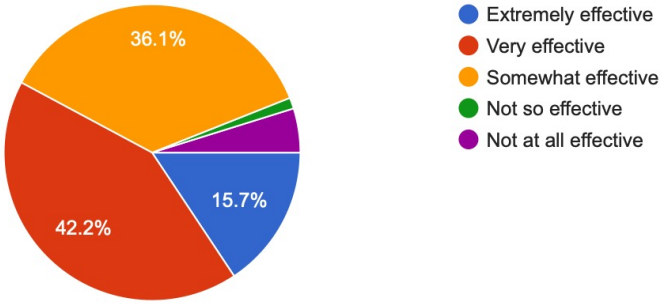
83 responses



How effective is the support staff at this school?

Copy chart

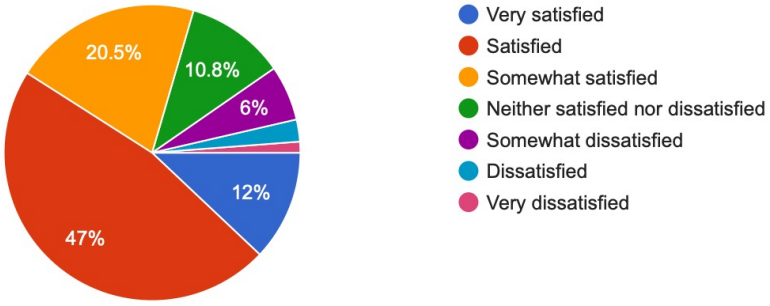
83 responses



How satisfied are you with your school's facilities (buildings, fields, etc.)?

Copy chart

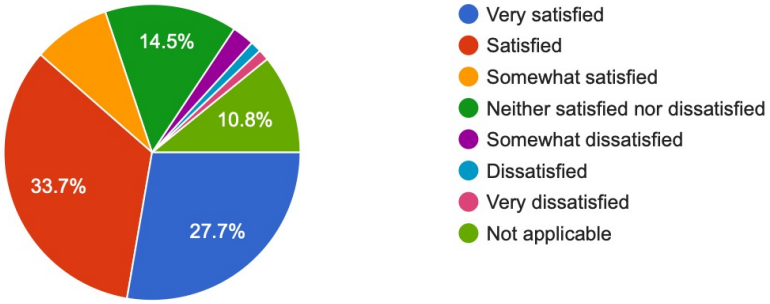
83 responses



How satisfied are you with the food provided by the school?

Copy chart

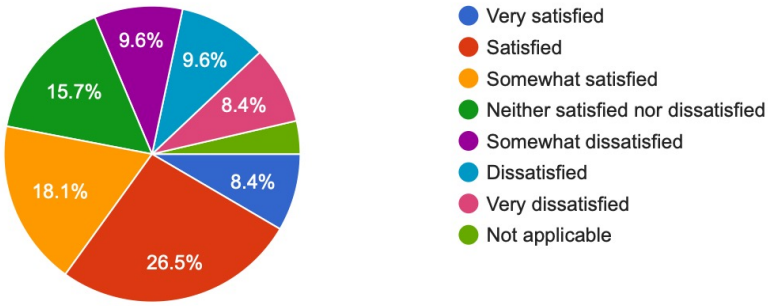
83 responses



How satisfied are you with the time provided for meals?

Copy chart

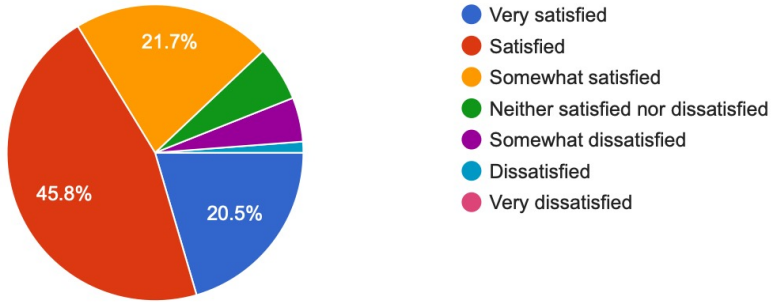
83 responses



How satisfied are you with the encouragement you receive from your teachers to be involved in your classes?

Copy chart

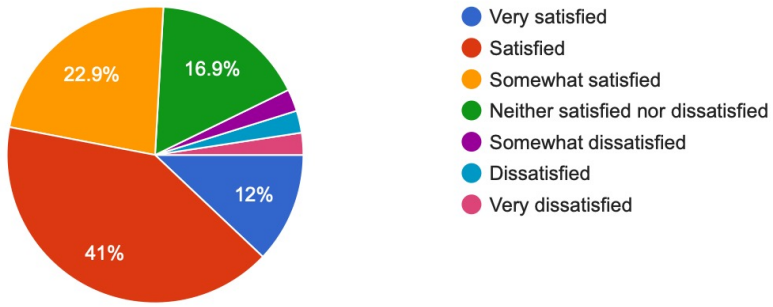
83 responses



How satisfied are you with the communication/engagement between parents and teachers?

Copy chart

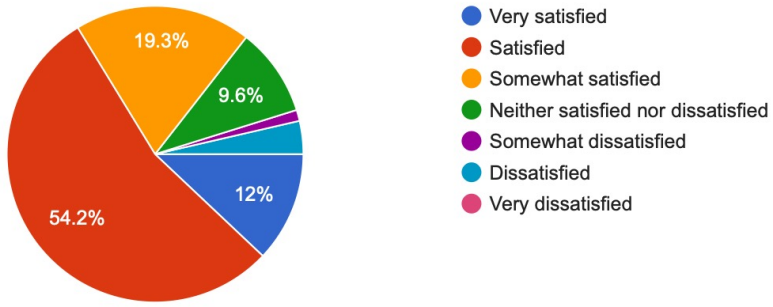
83 responses



How satisfied are you with the grading and feedback from your teachers?

Copy chart

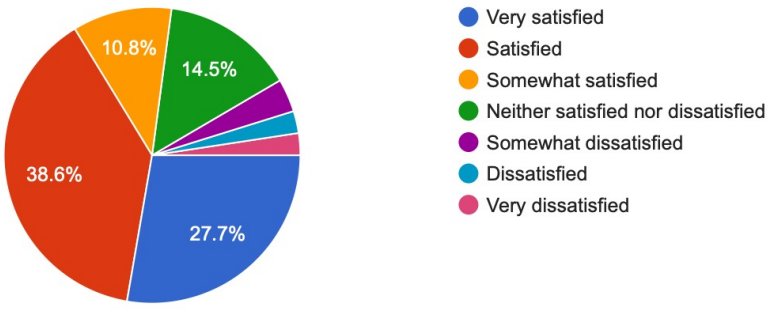
83 responses



How satisfied are you with your school's approach to global awareness and anti-racism, as well as, an understanding of diverse cultures, power and lifestyles?

Copy chart

83 responses



What do you like most about your school?

some of the teachers and going to boces.

the people

The teachers are very nice.

the connections i made

I like the New Principal and Vice Principal.

Small enrollment

the double lockers

The attention we get and one on one time with out teachers that public schools cant offer

The math and science teachers.

how there is less people

the students

The teachers

The Spring Musical is fun

I like how everyone's included and we are a tight-knit community.

people are nice

I like the togetherness of our school

The people and the basketball team

good friends

The students at the school because they are for the most part very kind and friendly.

Classes are small so teachers have a closer relationship with students.

The higher education

The courses provided.

i like that there are a lot of shortend periods which make the days go by faster.

The Faith Aspect and Opportunities

The students

n/a

It's very easy to make friends because every one know each other

teachers, friends

I love the student in this school

the close community and everyone is like your family

sports

The welcoming environment

I like how it is small so getting support is usually easy.

The people

The schedule, the sports and the facilities

I enjoy that my school is a small close knit environment that allows me to know not only my teachers well but the students well too.

How accepting teachers are.

the sports teams

Academic intense

The positive community.

N/A

Its fun

Sports

the boces program

My favorite part about IHC is the faculty and staff.

the schedules

I like that it is small and

The feeling that our school is a family. The sports that are provided.

I like being able to be with my friends when I can. I also like the help that is given when a student needs it.

the small class sizes allow one on one engagement between students and teachers

My aunt being the principal.

Sports

How small the school is so you can get more one on one time with teachers for extra help.

Art class and the Art teacher

teacher

A majority of my high school classes are challenging, however, my teachers have an effort to make themselves available after class and over emails. The work is hard but manageable, all my teachers are eager to make sure I succeed.

The people i'm around.

Food

The education

THE TEACHERS

the thing i like most about this school is the teachers and support they give.

I like that people are kind and acceptable here

I like communicating with my friends at school the most.

Nothing

THE PIZZA AND CHROMEBOOKS!!!

my class

I like seeing my friends,

Probably like the teachers and my friends also the princpal and the concler.

i like the teachers and the princlepile.

you have God in the school and the love

The thing i like the most is how kind everybody is.

Our sports program.

our lunchs

The way Mrs. Bombard cares about us, my friends, certain teachers

Mrs Bombard,how the teachers help you with hard things, and my friends.

That everyone knows each other, we are like family.

Everyone knows each other.

My friends and my teachers.

I like that the lessons are thorough. At my old school, we barely covered anything this school covered last year, but I had learned all the material I needed from last year within the first week.

The fact that we can worship God here.

The people here are nice.

What do you think your school needs to improve?

I don't know

The overall disarray of the building as its not in the best of shape.

the funding of the school

I think we need to have longer lunch times.

Education aspect (teacher wise)

better air conditioning

idk

Academic challenge; the classes aren't at all challenging.

nothing

the pot holes in the parking lot

nothing really

Give every 10th -12th grader at least one free period in their schedule

I think if you can improve the extracurriculars such as more honor societies and improve the sports equipment, the students can excel more.

i don't know

our school needs to improve our athletics to most.

Getting more kids, specifically for sports, and recognize guy sports as much as the girls

more kinds of sport

Where to put the funds into. I feel like the funds should be put into upgrading the school more. I also think we should do more fund raisers than we currently do to save up money for important purposes.

Language and sports.

Honestly not sure

Inclusion that doesn't feel forced and making genuine connections, community.

i think that we could use more dress down days and make gym class more fun :)

Boys Locker room

At sports

Putting money towards things such as improving bathroom facilities/cleanliness, cleaning ceiling tiles, and improving bleachers and other older amenities instead of events for seniors/students and other lower-priority purchases.

heater

media

I think they need to upgrade the school facilities

the weight room and locker room
sports funding
Being more open minded to other cultures/ religions. Although it's not what they're used to its still important to at least be respectful.
Maybe some notes on grades. For example, if I submitted an essay 2 weeks ago and it was just graded but it was graded poorly and I have another essay due soon I would like to know what I did wrong on the first essay so I can improve myself before my next assignment.
there is not a lot of time to change from gym to the next class
More time to have lunch because if you have to talk with a teacher or something before lunch, you don't have a lot of time to eat.
I think my school needs to improve the classes available to students, since we are so small we don't have very many extra classes.
Lunch monitors strictness in lunch, mainly how loud people are.
have most choose for sport
Lunch break time
More sports options.
The heat
Idk
Infrastructure
the buildings
I think the biggest aspect that needs to be improved is the main building. Specifically, the drop ceiling tiles need to be replaced/painted over and some walls could use a new coat of paint.
improve the sports club
Teachers that are willing to be helpful with a student nl matter what.
The moods of some teachers because they can rub off on the students.
I think that IHC needs to improve the ceiling water damage, however, I understand that IHC doesn't have the most money, and that they have other things to fix currently. I also think that IHC should fix the elevator.
more clubs
On certain teachers
Communication, Sporting equitment, money management.
More sports opportunities for all seasons and more realization of sports that don't get a lot of attention.
Their heaters and ac
about inter class time
Maybe not the most but I think the Spanish classes need to be rearranged. My current class has 4 different levels in it, meaning everything is toned down to meet lower levels. It just isn't challenging
i can't think of anything my school does a good job!.
Extracurricular's

Contacting with parents more, my parents usually don't get updates about events

PLANING

I think they just need to give more teachers to help with other things.

For two dressdown days, i told my mom that we had a dressdown day, and she didnt belive me because she never got an email. I would like it if there was a email sent before hand.

I think the school needs to be able to selectivly seperate kids differently based off of inteligence instead of shoving every kid into the same class and expecting everyone to perform the same.

The amount of kids and sports

maybe the schedules

recess

We should have recess.

Probably the time for lunch and maybe some breaks like study halls to just chill.

i feel like the lunch becouse we olny have 20 mins to eat

nothing

I think they can improve how long 7-12 lunch time is.

NA

not being as focesd on sports

I think there needs to be more suicide prevention. I smell like smoking smoke in the bathrooms.

To do more about bullying and caring more about students mental health and pay attention to students feelings and be fair with each student. More suicide pervention also.

The sports programs.

I think we should have more sport options.

The sports and the lunch time.

if we could be pad a little more attentions

I think the lunch period needs to be a little longer. I barely have time to eat without choking to death on something I didn't chew enough, and I've seen other students who've had to throw out a good chunk of their lunch because they didn't have time to finish it.

I don't really know.

The AC system. :[

Students Other Comments

It's pretty great!
The school possibly needs to also work on a clean environment, as there are messes or areas that are neglected. yeah this survey sucks it goes from somewhat to very why is there no middle ground you go from being kind of unsure to being super sure why is there nothing in the middle?
Much better than public school could ever be
I like it
no, is pretty great
The teachers and peers are nice.
nope
Overall, I am extremely satisfied with my education at IHC. Though there are some aspects of life that could be improved (specifically the building), these have little to no impact on the actual quality of my education.
I would just like to say that i think all the students here really do appreciate the teachers and the staff.
This school needs to focus on communication with people and academics
The work to feel one family in this school really shows a positive effect on the students.
Tootie is adorable, I love her so much!!!!!!
Its a great school to be in, I enjoy it
I think they just need a little more sports.
nope!
Improve the education.
its ok
its fine. 7-8 NEEDS RECESS!!!!!!
i like it alot
Nothing much I just want recess because i feel like i need a stretch.
No probably not.
i like everything i guess
lunch is not long eonguh
i really like my learning resources, and basically what is above
I like learning and the teachers tactics to teach students.
I think we should have flag football, and vollyball team
Add a volleyball team and flag football.
We need more students and i want volleyball so add a volleyball team.

No, it's a good school and has a good enviorment.
Can we get an AC for the summer, please.