

**MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS**



# **EXCELLENCE BY DESIGN**

**2016 Edition  
Revised**

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

**York Catholic Middle  
and High School  
York, Pennsylvania**

**March 26-29, 2023  
School Visit**

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# LESSONS LEARNED

## GUIDING QUESTIONS TO PREPARE FOR YOUR SCHOOL'S NEW CYCLE OF ACCREDITATION

The accreditation experience should be a developmental process in which the school community becomes more familiar with the school improvement process, the staff's skill with strategic planning is increased and the school's capacity for continuous growth and improvement is enhanced.

As you complete the accreditation cycle it is important that you take stock of what has been achieved, those things yet to be completed and the lessons learned from the Planning Process. In addition to celebrating what has been accomplished as a result of the accreditation process it will be important to reflect on the experience and to use the lessons learned in planning for the school's new cycle of accreditation.

To assist you in this reflection the following questions are provided as a framework for a substantive discussion about the improvement cycle which is about to conclude and to use the results of that discussion to inform the decisions you will need to make as you embark on planning for your school's continuous improvement.

### Directions

These questions should be discussed with your existing Planning Team or with those who will be responsible for planning **before you begin the self-study**. Use this reflection as the first activity of the new planning process. Participants in this exercise may find it helpful to review the last Team Report, the last Mid-Term Report, and the recent periodic/annual reviews to inform this discussion. Briefly summarize your discussions in the spaces provided.

### 1. How has the context of your school and/or the school community changed?

Indicate any major changes to the Context of the School since the last Team Visit. Refer to the last Team Report and the Mid-Term Report to describe any significant changes that have affected or will affect the school's improvement planning process and/or the school's compliance with the Middle States Standards for Accreditation. Be sure to include changes in the school or community demographics, governance, finances, facilities or programs offered.

York Catholic is a school in motion. As part of a 2018 Strategic Planning initiative, stakeholders agreed that our vision statement should be simply this: To be the school of choice for secondary education in York County. We continue to improve and have made great strides in regard to all three objectives from our past accreditation cycle: facility upgrades, technology, and career programming. Progress is visible, inside and out. We were under construction again this summer, and the middle school wing underwent a complete renovation. From within, we are constantly evaluating what we do and how we do it. Technology is now current and all constituents maintain a high level of proficiency. We are targeting college and career programming and have made shifts that speak to a complete refresh. We have restructured our guidance team to better serve our juniors and seniors as they prepare to graduate, and have developed new career exploration curriculum for grades 8 through 10 to ensure that all students give college and career careful and well-informed consideration before they begin junior year.

We are intentionally and deliberately working to be the best we can be for the students we serve. When the team visits and speaks with our students and their families in March, they will hear testimony that speaks to customer satisfaction. We are doing things right and maintaining high standards that speak to dedication and excellence.

We cannot reflect on our performance through this last cycle without looking at the global pandemic and its impact on our lives. When asked what changes impacted York County and the state of Pennsylvania since March of 2020, we have to reflect upon pandemic related stress. Technology posed challenges before the pandemic, and we were working to bring our faculty and staff current, but that global crisis forced educators to gain proficiency with virtual learning, and literally overnight we were able to continue educating our students (we were teaching in 2 days while our counterparts restarted 2 weeks later). Our teachers were heroic in their efforts as we finished out the 2019-20 school year virtually. Our teachers stepped up and multi-tasked in new ways, learning how to Zoom, how to present a lesson via that platform, and how to manage a classroom of students participating from home. We educated our students on how to be a virtual learner. They were expected to arrive in uniform (from the waist up), to be seated at a desk or workspace, and learn with greater independence than ever before in their educational career. We were most grateful to return to school in person in the fall of 2020, with the virtual option for any student on quarantine. We were masked through the entire year, but our families were grateful for what we offered that year – a return to normal, or as close to it as was possible. Nationally we are leaving behind a time when students had no choice but to learn virtually with too much time on the laptop and limited social development. All schools struggle to recover from implications brought on by the pandemic, and those discussions continue even now, in 2022. Our faculty was grateful to return to traditional instruction with a reliance on discussion and analysis, fully engaging students, recalibrating expectations both academic and social. Our Chromebooks are a wonderful resource and thank goodness we had them, one per student in 2020. We had an appreciation for technology before Covid, but knew then what was reaffirmed in 2020. What we do best is delivered in person. We are small and our approach to education is traditional, and families appreciate that fact that whenever possible, we use technology as a resource and not a substitute platform for teaching.

We are, as of February 2023, back to business, able to devote time and consideration to projects that were put on pause for two years. An update on former objectives follows; the most highly visible is building upgrades. When the Middle States team visited in 2015, they gave witness to an outdated facility. We did not have air conditioning, and our classrooms were circa 1960. We are currently completing phase two of a three-part renovation project. When we opened our doors in 2022, we boast beautifully renovated classrooms for all grades 7-12. The addition of central air has had the greatest positive impact on our learning environment, and we no longer worry when temperatures soar into the 90's that our students will lose focus due to sheer discomfort in the heat.

We have made great strides in regard to technology, a second target last cycle. Every York Catholic student carries a school Chromebook with internet access. Cell phones are not allowed during school hours, and if personal devices are out, they are taken away. We are one of the few schools in our area to enforce this and the quality of our classroom experience is better for it. We run Go Guardian school wide, and with this protection in place we are able to ensure student safety 24-7 on the internet. Covid had impact as well. Our faculty was forced to use technology as never before and our faculty learned not only to instruct virtually, but to manage a classroom that way too. The challenges were overwhelming, but the lessons carried on. We all know how to Zoom, and we are better equipped to work virtually when required, without reservation or stress. Our teachers rose to the challenge through Covid, and that has resulted in greater technological confidence overall. Technology in 2015 was

altogether out of date, but we are, in 2022, using technology and accessing the internet with a high level of proficiency and ease.

When the team visited us last time, they recommended that we build a career exploratory program into our curriculum. That was an objective in 2015, but we did not make the strides as we would have liked and we intend to finish what we started in this next cycle. We focused on increased opportunities for our students in regard to apprenticeships and internships, and although our data prior to 2020 showed progress, our number flat lined at zero as a result of the pandemic and closed business doors. We are coming at this objective with renewed excitement, and will have data to support great progress by 2029. Our graduates leave us ready for collegiate academics, but too many do not have a good sense of what they would like to pursue. Trending nationally is the fact that less students are investing in college as they were prior to Covid. Many are looking at trade schools, pursuing training that will put them into the work force with a marketable certification. We are introducing a new course for our 8<sup>th</sup> graders, part one of a career exploration initiative. The focus will be to evaluate personal strengths and interests, with an introduction to career clusters. We hope to involve our greatest resource, our younger alumni who have stories to share about successful career choices. We will introduce the second half of this course, to be taken in 10<sup>th</sup> grade, continuing a look at clusters and researching careers of interest. We intend to better direct our students before they move into 11<sup>th</sup> grade and begin to look at colleges, trade schools, or entry into the work force. We want our students to graduate York Catholic having made well informed life decisions about where to go next, and what path to pursue.

## **2. Will you need to revise your foundation documents for this self-study?**

Review the Foundation Documents (Mission, Beliefs/Values and Profile of the Graduate) for your school, discuss if there is a need for any revisions or if there is a need to recommit to them for the next cycle of accreditation.

We do not need to revise our Foundation Documents at this time. We began formal Strategic Planning in 2018, and the review process kicked off in February 2019 with stakeholder interviews. Six focus groups were conducted, three for faculty and staff, one for the high school student council, one for the middle school student council, and one for parents. Focus groups combined had over 65 participants. Following the gathering of all input, draft mission, vision, and values statements were created, the strategic imperatives and goals were drafted and presented to the Strategic Planning Committee in May 2019. All Foundation Documents were updated in March 2021 and further reviewed by the group in September 2022.

## **3. What progress has been made on the attainment of the school's improvement goals/objectives and implementation of the action plans?**

- a. Review your objectives/goals that have been attained. Include any action plan strategies that believe were particularly effective in achieving the targets of the objectives/goals.

In 2015 we recognized the need to bring technology current, and spent time deliberating. We were daunted by choices and cost. We opted for the Chromebook, and all of our students carry one. We began by purchasing for just one grade level. It was a test run and we did not have the funding for more. A donor surprised us in 2016 with a large gift that was to be directed specifically to technology, and with that we were able to progress quickly and put a Chromebook in the hands of every York Catholic student. We met that objective quickly and unexpectedly so, thanks to a most generous donor. That was not necessarily strategic; it was a wonderful surprise that catapulted us forward.

- b. Review your objectives/goals that have not been attained. Include an analysis of the implementation of the action plans and the effectiveness of the action plan strategies identified to achieve the targets of the objectives.

See context of the school above regarding our career exploratory program.

- c. Review the goals/objectives, if any, from the last accreditation term that remain relevant and should be pursued in the re-accreditation. (These can include goals attained on which you plan to build further improvement or goals not yet reached)

We continue with facility upgrades and career exploration. Both are progressing and we are confident that we will complete both well before the end of this next cycle. Again, please refer to context of the school above.

#### **4. How effective was your Planning Process?**

- a. Consider the role of the internal coordinators, administration, Planning Team/Steering Committee, and implementation and communication strategies and how effective they were in sustaining growth and improvement.

Discuss the effectiveness of the Planning Process and what you could do to make it more successful.

We hired a team to guide us through Strategic Planning in 2018, and that was highly effective, and impactful. The team was objective and able to structure our discussions and planning in a professional and efficient manner. We were able to engage stakeholders and spent time with all actively engaged looking forward with all perspectives and purpose.

- b. Identify those aspects of the Planning Process that you would carry forward in order to sustain growth and improvement.

We had retreat-style meetings that pulled in administration, faculty, school board members, parents, and alumni. Our strategic planning team led and guided discussion with an objective voice, and those conversations were insightful and productive. We did the same with both the high school and middle school student council representatives, also with an excellent result. All voices were involved. To have an objective party drive these meetings was effective and something to retain as we evaluate progress moving forward.

#### **5. Did you use Excellence by Design for your last accreditation?**

Yes X                      No \_\_\_\_\_                      Not Sure \_\_\_\_\_

#### **6. Why did you choose Excellence by Design for this self-study?**

It seemed the best fit. We are self-directed and continue to review and improve, but still need the structure of a protocol.

## DESCRIPTION OF THE SCHOOL

<b>Official Name of the School</b>	York Catholic Middle and High School	
<b>Address of the Main Campus (street address, city, state, zip code)</b>	601 East Springettsbury Ave. York, PA 17403	
<b>Telephone Number of Main Campus</b>	(717) 846-8871	
<b>Fax Number of Main Campus</b>	(717) 843-4588	
<b>Name and Title of Head of School</b>	Katie Seufert, Principal	
<b>E-mail Address of Head of the School</b>	kseufert@yorkcatholic.org	
<b>Website Address for the School</b>	www.yorkcatholic.org	
		<b>Public</b>
		<b>Independent</b>
	X	<b>Not for Profit</b>
		<b>Proprietary</b>
	X	<b>Religious</b>
	X	<b>Academic</b>
		<b>Career and Technical</b>
	X	<b>Secondary Students</b>
		<b>Postsecondary Students</b>
<b>Names and Addresses of All Branch Campuses (if any)</b>	Name: Address:	
<b>Year School Began Operating</b>	1927	
<b>Date Charter/License to Operate Granted</b>	1929	
<b>Grade Levels Currently Served</b>	7-12	
<b>Number of students</b>	533	
<b>Year of First Graduating Class</b>	1929	
<b>State/Agency/Country Granting License to Operate</b>	Pennsylvania	
<b>Diplomas/Certificates School is Licensed to Grant</b>	High School Diplomas	
<b>Calendar System (quarter, semester, trimester, 12-month, other)</b>	Four quarters, two semesters	
<b>Currently Accredited by</b>	<b>Name of Agency</b>	<b>Accredited Until</b>
	MSA	2023
<b>Other (Indicate):</b>		

# ORGANIZATION FOR SELF-STUDY

In this section of the school's self-study, the school is asked to ensure it has the organizational elements and processes that are necessary for the school to be successful in achieving its Plan for Growth and Improvement. The school has or has developed the organizationalelements and processes described below:

## Leadership

### A. Internal Coordinators

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

Name	Role in the School
Kathy Hand	Director of Studies

How and why were the Internal Coordinators selected?

Assigned

How did the Internal Coordinators fulfill their role and responsibilities?

The internal coordinator led meetings, collected data and prepared the document.

What kinds of support and assistance were provided to the Internal Coordinators to enable them to fulfill their responsibilities?

Support was provided by the office administrative assistant support team and Communications Director.



## **B. The Planning Team**

**The members of the Planning Team are:**

<b>Name</b>	<b>Role in the School</b>
Katie Seufert	Principal/ Alumna
Kesha Baptiste Roberts	School Board Member / parent
Carina Baptiste Roberts	Student grade 11
Kathy Raugh	Faculty Member / parent
Emily Raugh	Student grade 12
John Driscoll	Faculty Member / parent
Jack Driscoll	Student grade 11
Deb Gingerich	Administrative Assistant / parent
Francesca Fruci	Media Specialist
Michael Rouse	Guidance Counselor

**What charge was given to the Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the school's planning for growth and improvement in student performance and organizational capacity?**

The planning team was consulted as we prepared for a new cycle and the selection of the protocol, Excellence by Design. The planning team members were instrumental in the review and implementation of the Middle States survey, and were the first to actually take the survey. Members gave the survey a test run before it went out to faculty, students, and parents, offering constructive feedback regarding language, content, and simplicity of directions. The planning team was informed as objectives were constructed, and again, feedback was invaluable. The team will be consulted as we prepare for our visit in March; all will be expected to participate in the visit in March.

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

The team represents all stakeholder groups: faculty, parent, student, alumni. There is crossover from one group to the next which made for greater ease with after school meetings and transportation.

**How were the members of the Planning Team selected?**

Members of the team were asked to serve, and were invited as an acknowledgement of commitment to the school and readiness to volunteer. Committee assignments change as necessary.

**How does the Planning Team function and make its decisions?**

The planning team is comprised of York Catholic parents, teachers, and students, and their purpose is advisory at best, offering insight and stakeholder perspective.

**How often did the Planning Team meet? (Provide a list of the Planning Team's meetings and minutes in the Visiting Team's workroom.)**

The group meets twice annually. We did not meet in 2020-21.

**What is the Planning Team's relationship to any other groups in the school, if any responsible for planning for growth and improvement in student performance?**

The planning team's purpose is strictly advisory, and by design, their role is to provide feedback and perspective from their respective position. Their responsibility is to give voice to the development of all plans, and to be able to speak to progress with school community members. Updates were also shared with faculty, staff, and school board as other groups responsible for growth and improvement.

**How will the Planning Team function after the visit of the Visiting Team and during the implementation of the Plan for Growth and Improvement?**

Adults were asked to serve for the duration of the seven-year cycle. Students on the team have been asked to serve for the duration of their high school career. We will replace members as needed; we have just one graduating senior this year. The team will continue to meet bi-annually for updates in regard to progress and will be presented with new data shaping objectives.

### **C. Role of the School's Leadership and Governance**

**What role has the school's leadership and governance played in the self-study process and the planning for growth and improvement in student performance?**

School leadership has led the process, facilitating discussion and group work. Leadership has been responsible for overall coordination, as well as communication out to all stakeholder groups.

**How has the leadership provided support for the self-study and accreditation processes?**

The critical element has been time spent on discussion and action planning, and leadership has given over blocks of time for Middle States during school Inservice days.

**If the school is part of a larger system of schools, what role did the leadership and governance of the system play in the planning process? What kind of support did that leadership and governance provide for the school's planning efforts?**

York Catholic is affiliated with the Diocese of Harrisburg; York Catholic is an interparochial school in the York Deanery. The Diocese of Harrisburg provides direction but we work independently toward Middle States recertification.

## **D. Implementing a Culture of Change**

**Describe below the school's plan for implementing a planning ethic, including:**

- **A system for monitoring implementation of the action plans;**
- **A system for ensuring that the assessments designated for measuring the performance objectives are administered and that the results are collected, analyzed, and used to determine the efficacy of the action plans; and,**
- **A plan for celebrating the school's successes in moving toward achievement of objectives.**

The Internal Coordinator is responsible for monitoring the implementation of action plans. Action Planning Chairpersons will share minutes with the Internal Coordinator and sub committees will present updates on progress during faculty in-service. Progress will be shared with the Administrative team, the Planning Committee, and the School Board.

The Internal Coordinator is responsible for collecting and presenting data for analysis and review. Data will be presented to Administration, the Planning Team, and the School Board.

Communication is critical and we will utilize our bi-annual magazine, *Greensleeves*, as well as family weekly e-newsletters and monthly alumni e-newsletters to keep stakeholders up to date with progress and to celebrate milestones.

**Describe below the school's plan for communicating with and keeping the school's community of stakeholders aware of, involved in, and supportive of the self-study process and the implementation of the Plan for Growth and Improvement.**

- The planning team will continue to meet bi-annually, and all team members will be informed and able to effectively communicate progress. Minutes will be shared.
- Action Teams will meet throughout the year to review, evaluate, and discuss implementation of action plans. Meetings will take place during in-service days and at the discretion of each Chairperson. Minutes will be shared.
- Action Team Chairs will report to the Internal Coordinator; reports will be shared.
- Written reports documenting progress and analysis of baseline data will be shared annually with faculty, the school board, alumni, friends, and the parent community. Informational updates will be shared through e-newsletters and our bi-annual magazine, *Greensleeves*.

**Describe in this section the school's plan for conducting periodic reviews of its Plan for Growth and Improvement, including:**

- **The schedule of reviews by the Planning Team**
- **How the Planning Team will review**
  - **Progress toward implementation of the actions plans**
  - **The results of implementation of the action plans**
  - **The results obtained from administrations of the assessments used to measure achievement of the objectives**
  - **Revisions made to the action plans based on those results.**

The Planning Team will meet in December and in May to review the status of action plans. Action team chairs will provide a written report to be presented in May, and baseline data will be presented as well. The faculty and the school board will be presented with the same. Should it be determined that an action plan requires revision, the action planning team will meet to discuss and propose necessary changes. Any changes made will be communicated to all parties: faculty, school board, and school community.

# THE SCHOOL'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES

The first major task of the self-study process is establishing a preferred future for the school. This is done by developing or reviewing/revising the school's Foundation Documents, which include: Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

These statements are the cornerstone the school's long-range planning and day-to-day decision-making.

## A. MISSION

### **What is the school's Mission?**

Our mission statement reads as such:

Guided by a Christian moral compass, we educate our students in an atmosphere of faith, family, and mutual respect, preparing them to serve the global community.

### **How and by whom was the school's Mission developed/reviewed/revised?**

The final revision was completed in the spring of 2021 as the result of a strategic planning initiative involving all stakeholder groups.

### **How does the school ensure that its community of stakeholders understands and supports its Mission?**

It is visible in classrooms, in the building, and on the website. It is referenced often in school wide communications.

### **What is the date of the most recent revision/adoption of the school's Mission? Who approved the most recent revision/adoption?**

Spring of 2021 as the result of a strategic planning initiative involving all stakeholder groups.

### **Where is the Mission formally published?**

It is formally published in multiple places: the student handbook, the faculty handbook, in classrooms, in the building, on the website, and often in school wide communications.

## **B. BELIEFS**

### **What are the school's Beliefs?**

Our beliefs are outlined in our Values Statement.

- We believe in a faith community that promotes Gospel values and a Christian moral compass.
- We believe in valuing and respecting each individual in a safe educational environment.
- We believe collaboration between our students and highly qualified, compassionate faculty fosters academic excellence and lifelong learning.
- We believe everyone is created in the image of God and we strive to develop the faith, heart, body, and mind of each student.
- We believe in the values of diversity, and equity, and in each individual's unique God given talents and gifts.
- We believe in the respect and dignity of human life in an atmosphere based on Catholic moral values.
- We believe in stewardship, promoting the betterment of our school, church, community, country, and world.
- We believe service to others is not only a witness to our faith, but a lifestyle.
- We believe in the importance of self-discipline and personal accountability in the development of our students.

### **How and by whom were the school's Beliefs developed/reviewed/revised?**

The final revision was completed in the spring of 2021 as the result of a strategic planning initiative involving all stakeholder groups.

### **How does the school ensure that its community of stakeholders understands and supports its Beliefs?**

It is well communicated in multiple publications and on the website. See above.

# PROFILE OF GRADUATES

## What is the school's Profile of Graduates?

Upon graduation from York Catholic, a student will live following the tenants of Faith, Heart, and Mind.

### Faith

- Be a vital force in our global society using his/her God given talents
- Lead a faith-filled life rooted in prayer
- Demonstrate a life-long commitment to service
- Live a life of integrity with a respect for the dignity and diversity of human life
- Make decisions based on the Gospel message
- Follow a Christian moral compass

### Heart

- Lead by example
- Demonstrate love and compassion
- Maintain a strong work ethic
- Be a global citizen
- Make a positive impact as a responsible member of society
- Uphold the sanctity of life and family values

### Mind

- Be a life-long learner
- Communicate effectively
- Follow his/her calling
- Think critically and solve problems creatively
- Be a responsible digital citizen

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

This profile dates back to a faculty review of foundation documents in 2014; this profile is one of the few that remains in the same form.

## How does the school ensure that everyone understands and supports its Profile of Graduates?

It is well communicated in multiple publications. See above.

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

## A. THE COMMUNITY

**Provide a description of the community. Describe its history and major characteristics, including geographic location and socioeconomic and demographic makeup.**

York is located in South Central Pennsylvania and is the county seat. According to the 2020 Census, the city's population is approaching 45,000. York City was founded in 1741, and was named after York, England. York is the White Rose City, named after the House of York. York City covers an area of 5.2 square miles. Minority populations live in concentrated poverty; crime rates are high. City public schools are failing and are rated in the bottom 50% of public school in the state of Pennsylvania. (Public School Review 2022). There are continued efforts to revitalize York City, despite continued flight from city limits as suburban sprawl extends in all directions. Public schools surrounding York in all directions are well funded through the tax base, are high performing, and offer quality education to middle class families. Successful school districts surrounding York are York Suburban, Central, and Dallastown.

**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:

We saw an influx of students throughout the pandemic, as local families grew frustrated with public schools and their approach to virtual learning in 2021-22. Northern Maryland families looked for an in-person alternative as the decision was made for all Maryland schools to operate virtually. We took in new students throughout the course of that year and called them renters. They were escaping public schools struggling to keep pace and wanted the in person educational experience that we continued to provide. Some returned to their public schools as pandemic conditions subsided; many stayed at York Catholic.

### Future Changes:

Catholic schools struggle with declining admissions, a national challenge as families are forced to reevaluate financial decisions. We continue to advertise and promote awareness of who we are and what we offer, but like so many of our sister schools we worry about declining numbers and low enrollment.



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

The economic and political scenes in York have been and will continue to be unsettled as government officials attempt to revitalize a struggling city. There is disparity in York. The city houses minority populations living in poverty with accompanying crime. In contrast, suburbs in all directions reflect the appealing middle class quality of life for which Pennsylvania is known. Attempts to bring new business into York City are designed to bolster an eroding tax base; the restructuring of the school district of the city of York, and the creation of charter schools are designed to resuscitate a failing school system. York Catholic services students from all directions, some coming in from as far away as forty-five minutes. Students come in from districts that offer flourishing well-funded public schools. Those families are seeking a smaller, more intimate, more traditional, faith-based school, and can afford private school tuition. In contrast, we also service a much smaller group of city residents, many of whom are disadvantaged and seek an alternative to their failing public schools. Many of these students bring a different perspective to the classroom and have a genuine appreciation for the safe and reverent environment that is York Catholic.

**How does your school interact with the community?**

Program/Facility
York College of Pennsylvania
Penn State York
HACC (Central Pennsylvania's Community College)
YCAL (York County Alliance for Learning)
Creative York Art Coalition
York Art Association
Dreamwrights Theater
Belmont Theater
Susan Byrnes Health Education Center

## **B. SCHOOL INFORMATION**

### **B.1. HISTORY OF THE SCHOOL:**

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

York Catholic Middle and High School is one of six diocesan high schools operated by the Roman Catholic Diocese of Harrisburg. The school first opened in 1929 on south George Street in York, home to St. Mary's Church. In 1940, additional space was needed to accommodate an increased enrollment of 309 and the high school was moved to West King Street. Enrollment continued to grow. In 1954, Catholic authorities purchased land adjoining Memorial Park in York and construction began. The new building opened its doors in September of 1959. The chapel, made possible by student fund raising, was constructed in 1965. In 1992-93, York Catholic welcomed grades seven and eight and incorporated a junior high school program. York Catholic has, since that time, welcomed students in grades 7-12. The main office was completely updated over the summer of 2014; an ongoing capital campaign has funded complete building renovations to include the high school and most recently the middle school. Yet to be renovated and phase three of the overall plan

are the Auditorium, stage, and athletic facilities. The tradition of belonging to the York Catholic family encompasses four generations. Alumni, parents, and friends of York Catholic remain loyal through the efforts of the Advancement Office, the Athletic Association, and the YC Music Association. York Catholic alumni number over 10,000. York Catholic continues a tradition of academic excellence and is competitive not only with sister schools in the deanery, but with area public schools as well. Our standardized test scores rank high among much larger and better funded neighboring public schools, and scholarship offers to our graduating seniors far exceed the same institutions. York Catholic athletic teams continue to excel, and are a source of pride. We have won numerous division, league, district, and state championships in multiple sports. The York Catholic girls' basketball team made state history by winning ten consecutive District titles and competed in the state championship seven times since 2006, winning gold in three of those trips. York Catholic continues to educate and nurture academically strong and faith filled young men and women in an intimate environment. The American culture continues to shift but York Catholic remains true to time honored structure and tradition; our moral compass has not changed with time and this is what many families value above all else.

## B.2. SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

	<b>This section is not applicable to our school.</b>
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<b>Is the school incorporated?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>	
	<input type="checkbox"/>	<b>No</b>	
<b>If yes, name of corporation:</b>			
<b>Is the school licensed to operate as an educational school?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>	
	<input type="checkbox"/>	<b>No</b>	
<b>If yes,</b>			
<b>In what state(s) is the school licensed to operate?</b>	Pennsylvania		
<b>In what country(ies) is the school licensed to operate?</b>	USA		
<b>If no, explain the school's authority to operate:</b>			
<b>Is the school licensed to grant diplomas or certificates?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>	
	<input type="checkbox"/>	<b>No</b>	
<b>If yes,</b>			
<b>In what state(s) is the school licensed to grant diplomas or certificates?</b>	Pennsylvania		
<b>Type(s) of diplomas or certificates offered</b>	High School		
<b>If no, explain the school's authority to grant diplomas or certificates:</b>			
<b>Religious Affiliation:</b>	Catholic		

### B.3. SCHOOL INFORMATION: PUBLIC SCHOOLS

Is the school part of a larger school district, system, or corporation?	NA	Yes
	NA	No
If yes, name of district/system/corporation:		

### B.4. SCHOOL INFORMATION: ALL SCHOOLS

#### B.4.a. Enrollment Trends

FOR THE ACADEMIC YEAR:	20 22		to	20 23	
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Grades Included in This School	PAST		PRESENT	PROJECTED
	Two Years Ago	One Year Ago	This Year	Next Year
Infant				
PK2				
PK3				
PK4				
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7	87	82	92	85
Grade 8	88	77	79	92
Grade 9	86	86	77	79
Grade 10	120	84	90	77
Grade 11	97	115	86	90
Grade 12	76	91	109	86
Ungraded				
Postsecondary				
TOTALS	554	535	533	509

**Explain any emerging or unusual enrollment trends for this school.**

Enrollment within our partner/feeder schools, the base of our enrollment, is declining. We actively advertise to public school families to boost enrollment.

### B.4.b. Student Demographic Trends:

FOR THE ACADEMIC YEAR:			20	22	to	20	23
Student Characteristic:	Percent of Student Body Now				Percent of Student Body Two Years Ago		
Catholic	81%				81%		
Non-Catholic	19%				19%		
<b>Total</b>	100%				100%		
White / Caucasian	86%				83%		
African American	5%				5%		
Asian	2%				4%		
Two or More Races	7%				7%		
Indian Native American	0%				1%		
<b>Total</b>	100%				100%		

### Explain any emerging or unusual demographic trends for this school.

York Catholic is located within the boundaries of the city of York, which has a considerable minority population. The composition of York Catholic does not reflect this diverse population. Our current student population is 86% white or Caucasian; 14% were minority students. Many of our students commute to school daily, and some from as far away as forty-five minutes. Our students are, for the most part, from middle class families. We continue to increase scholarship funding for minority students allowing disadvantaged youths the opportunity for a better education. We intend to continue to increase and improve cultural diversity within the school; our diversity club is in its second year, and is moderated by our only minority faculty member.

### B.4.c. Number of Professional and Support Staffs:

FOR THE ACADEMIC YEAR:	20	22	to	20	23
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	Full-Time	Part-time
<b>ADMINISTRATIVE STAFF:</b>		
Administrators	6	
<b>INSTRUCTIONAL STAFF:</b>		
Classroom teachers-elementary/lower school	0	
Classroom teachers- middle school	11	
Classroom teachers-high school/upper school	23	2
Special needs teachers	1	

<b>STUDENT SERVICES STAFF:</b>		
<b>Guidance/college/ career counselors</b>	4	
<b>Specialists and consultants</b>	2	
<b>Technology services personnel</b>	1	
<b>Information resources/ library personnel</b>	1	
<b>Health services personnel</b>	1	
<b>SUPPORT STAFF:</b>		
<b>Paraprofessionals and aides</b>	3	
<b>Secretaries and clerks</b>	6	
<b>Custodial personnel</b>	3	
<b>Maintenance personnel</b>	1	
<b>Food services personnel</b>	4	
<b>Security personnel</b>	0	
<b>Other:</b>		
<b>Other:</b>		
<b>Other:</b>		

**Describe trends in the number of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

We are fortunate to have started the 2022-23 school year fully staffed. Many schools nationally did not. Additionally, we have a pool of five loyal substitutes who continue to assist, four of whom are alumni. Our kitchen staff is understaffed, and has worked as such since school opening. We have been unable to find interested applicants.

#### **B.4.d. Experience of the Staff:**

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>22</b>	<b>to</b>	<b>20</b>	<b>23</b>
-------------------------------	-----------	-----------	-----------	-----------	-----------

<b>Years</b>	<b>Administrative Staff</b>	<b>Instructional Staff</b>	<b>Student Services Staff</b>	<b>Support Staff</b>
<b>0-1</b>		3	3	1
<b>2-5</b>	1	5		2
<b>6-10</b>	2	5	2	4
<b>11-20</b>	3	13	1	
<b>Over 20</b>		10		

**Describe trends in experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

We have ten educators with over 20 years in education, and most have spent their entire career teaching at York Catholic. This speaks to a positive work environment and job satisfaction. Balancing that number of experienced educators, we continue to attract young teachers, and they stay. Staff diversity in terms of experience is a plus, balancing experience and energy.

**B.4.e. Academic Preparation of The Professional Staff:**

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>22</b>	<b>to</b>	<b>20</b>	<b>23</b>
-------------------------------	-----------	-----------	-----------	-----------	-----------

	<b>Administrative Staff</b>	<b>Instructional Staff</b>	<b>Student Services Staff</b>
<b>Associate's or No Degree</b>	1		1
<b>Bachelor's Degree</b>		7	5
<b>Bachelor's Degree plus hours</b>		9	
<b>Master's Degree</b>	5	16	
<b>Master's Degree plus hours</b>		2	
<b>Doctorate</b>		2	

Describe trends in the academic preparation of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Our faculty is taking advantage of advanced level courses and the school funding available for that purpose.

**B.4.f. Professional Certifications of the Professional Staff:**

*Instruction: In the table below, indicate the number of persons on the staff with each type of professional certifications noted.*

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>22</b>	<b>to</b>	<b>20</b>	<b>23</b>
-------------------------------	-----------	-----------	-----------	-----------	-----------

	<b>Administrative Staff</b>	<b>Instructional Staff</b>	<b>Student Services Staff</b>
<b>No Certificate</b>			
<b>Emergency Certificate</b>		0	
<b>ECE Certificate</b>			
<b>Elementary Level Certificate</b>			
<b>Middle Level Certificate</b>		5	
<b>Secondary Level Certificate</b>		24	
<b>Administrative Certificate</b>	1		

**Describe trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

Our staff remains a constant. Many love what they do and where they work, so we do not see turnover as other schools might. It was exceedingly difficult to teach through the pandemic, but our faculty powered through. They mastered Zoom and virtual teaching – they did not enjoy that period of time but are grateful for the fact that we are back to normal. There is a national teacher shortage happening presently, but we were fortunate enough to begin both 2021 and 2022 fully staffed.

#### **B.4.g. Staff Demographic Trends:**

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>22</b>	<b>to</b>	<b>20</b>	<b>23</b>
-------------------------------	-----------	-----------	-----------	-----------	-----------

Race/Ethnicity	Percent of Staff in Current Year	Percent of Staff Last Year
African-American	1%	1%
Asian	%	%
Caucasian/White	98%	98%
Hispanic	1%	1%
Native American Indian	%	%
Other:	%	%
Other:	%	%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

**Describe trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

The staff remains a constant. We currently total 35 faculty members, two of whom are part-time. We see low turnover, despite the fact that salaries are lower than what public schools are able to offer. Many York Catholic faculty members stay for job quality, acknowledging the teaching environment to be traditional, conservative, and intimate, in contrast to much larger area public schools. We opened the year fully staffed in 2022-23, and were grateful as so many schools did not in the face of a national teacher shortage.

#### **B.4.h. Staff Mobility:**

**Indicate the number of each category below that were new hires in the year indicated.**

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>22</b>	<b>to</b>	<b>20</b>	<b>23</b>
-------------------------------	-----------	-----------	-----------	-----------	-----------

	Number New Hires Two Years Ago	Number New Hires One Year Ago
Administrative Staff	1	0
Instructional Staff	3	6
Student Services Staff		
Support Staff		
<b>TOTAL</b>		

Indicate the percentage of each category below of staff turnover in the year indicated.

	Percent Changeover Two Years Ago	Percent Changeover One Year Ago
Administrative Staff	1%	0%
Instructional Staff	2%	4%
Student Services Staff	2%	2%
Support Staff	1%	1%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

Describe trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

We filled two administrative positions from within this year, and both positions will be instrumental as we move forward, refining and improving what has always been a unique and cherished school structure. Our administrative team is fully staffed for the first time in three years, and with that we will be better able to meet the needs of students, faculty members, and families.

## 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.

### Results of Assessments of Student Learning/Assessment

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

Leave column headings-no sub-groups listed on our part.

FOR THE ACADEMIC YEAR	20	22	to	20	23
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Name of Assessment	Grade Levels Administered	Grade Level(s)	Percentage of Student Performance <sup>1</sup>
PSAT	11	11	Average Composite Score 1041
SAT	11 and 12	11 and 12	Average Composite Score 1097
AP Exams	11 and 12	11 and 12	Pass Rate 89%

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.

Our students continue to perform above state and national averages on the PSAT and SAT. Our AP scores are exemplary as well with an exceptional pass rate.

### Additional Information and Data- Optional

<sup>1</sup> Insert the names of the appropriate terms used to designate levels of performance by your state.



# THE PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The profile consists of the results of a self-assessment of the school's adherence to the 12 Middle States Standards for Accreditation.

## Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation

### A. By Standards Surveys

X	YES		NO	The self-assessment was conducted using the surveys provided by the Middle States Association.
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<b>Total Number of Surveys Returned</b>	
<b>The results represent surveys completed by:</b>	
▪ Staff	50
▪ Parents	104
▪ Students	490
▪ Others [ <i>Describe</i> ]:	

### B. By a Committee/Focus Groups

X	YES		NO	The self-assessment was conducted by a committee for all the Standards.
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Committee Member's Name	Committees on which the Person Served (list each subcommittee)	Role in the School's Community (e.g. teacher, parent, student, etc.)
Kathy Hand	MSA Chair	Director of Studies
Deb Gingerich	MSA Steering Comm.	Administrative Support Assistant / Parent
Kathy Raugh	MSA Steering Comm.	Teacher / Parent
John Driscoll	MSA Steering Comm.	Teacher / Parent
Francesca Fruci	MSA Steering Comm.	Media Specialist
Kesha Baptiste Roberts	MSA Steering Comm.	School Bd. Member / Parent
Emily Raugh	MSA Steering Comm.	Student grade 12
Jack Driscoll	MSA Steering Comm.	Student grade 11
Carina Roberts	MSA Steering Comm.	Student grade 11

**\*\*NOTE:** Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

**If the school used a single committee to conduct the self-assessment, explain below how all of the school's community of stakeholders were given opportunities to provide input into the self-assessment.**

Our Middle States Committee previewed the survey in advance. The committee consists of students, teachers, and parents, and all took the survey, providing suggested edits as they worked. We discussed as a group, and chairperson Kathy Hand finalized the survey. Teachers completed the survey as professional development during fall in service, and students completed the survey in class the first week of school. The survey was sent out to all parents in late December, and 104 took the time to complete.

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

<b>Rating of Adherence to the Indicator</b>	
<b>1. Does Not Meet</b>	The evidence indicates the school <b>DOES NOT MEET</b> the expectations of this Indicator.
<b>2. Partially Meets/In Need of Improvement</b>	The evidence indicates that the school <b>PARTIALLY MEETS</b> the expectations of this Indicator and is <b>IN NEED OF IMPROVEMENT</b> .
<b>3. Meets</b>	The evidence indicates the school <b>MEETS</b> the expectations of this Indicator.
<b>4. Exceeds</b>	The evidence indicates the school <b>EXCEEDS</b> the expectations of this Indicator.

# THE MISSION STANDARD FOR ACCREDITATION

(Indicators 1.1-1.6)

## A. INFORMATION Related to This Standard

***Not applicable in this section. See The School's Mission, Beliefs, and Profile of Graduates***

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### THE MISSION STANDARD FOR ACCREDITATION

**The Standard:** The school has a Mission that conveys clearly and concisely the school's vision of a preferred future for the school's students and its expectations for student learning. The Mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The Mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The school's statement of mission:</i></b>						
1.1	Clearly aligned with the school's beliefs and Profile of the Graduate.			3.16		
1.2	Communicated widely, understood and supported by the students, their families, and (if appropriate) the school's community of stakeholders.			3.10		
1.3	Developed using a process that considered input by appropriate stakeholders of the school.			3.20		
1.4	Reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.			3.24		

## Indicators of Quality for faith-based schools<sup>2</sup>

<sup>2</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose Mission and educational program are defined wholly or in part by their particular faith.

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The school's religious identity is:</i></b>						
1.5	Integrated into its school-wide goals and objectives.			3.22		
1.6	Visible in symbols and artifacts throughout the school.			3.36		

### Explanation of Any Ratings of 1

Indicator No.	Explanation
	None.

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Mission Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Mission Standard for Accreditation.

## D. Implications for PLANNING

**List the school's strengths in meeting the Mission Standard.**

Revision took place as part of strategic planning. The mission statement was a collaborative effort, representing faculty, staff, parent, student, and alumni perspectives. It is on display throughout the building and on the YC website.

**List the school's areas in need of improvement in meeting the Mission Standard.**

None

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

None

## **EVIDENCE to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
The school's Mission	X
Samples of publications that communicate the Mission to the school's community of stakeholders	X
Marketing, recruitment, and admissions materials	X
The school's website	X
Policies related to the Mission	X

# GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

(Indicators 2.1-2.39)

## A. INFORMATION Related To This Standard

### ***TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS***

1. Is the school incorporated?	<input checked="" type="checkbox"/>	<b>Yes</b>
	<input checked="" type="checkbox"/>	<b>No</b>
If yes, name of corporation:		

2. Is the school licensed to operate as an educational school?	<input checked="" type="checkbox"/>	<b>Yes</b>
	<input type="checkbox"/>	<b>No</b>
If yes,		
In what state(s) is the school licensed to operate?	Pennsylvania	
In what country(ies) is the school licensed to operate?	The United States	
If no, explain the school's authority to operate:		

3. Is the school licensed to grant diplomas or certificates?	<input checked="" type="checkbox"/>	<b>Yes</b>
	<input type="checkbox"/>	<b>No</b>
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	Pennsylvania	
Type(s) of diplomas or certificates offered	High School	
If no, explain the school's authority to grant diplomas or certificates:		

### ***FOR RELIGIOUS SCHOOLS:***

Religious Affiliation:	Catholic
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### ***TO BE COMPLETED BY PUBLIC SCHOOLS***

4. Is the school part of a larger school system or corporation?	<input checked="" type="checkbox"/>	<b>Yes</b>
	<input type="checkbox"/>	<b>No</b>
If yes, name of system/corporation:	NA	

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

**The Standard:** The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's Mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The school's governing body/owner(s) ensures that the school:</i></b>						
2.1	Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates.			3.10		
2.2	Has no legal or proprietary ambiguities in ownership, control, or responsibility.			3.14		
2.3	Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements.			3.06		
2.4	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.			3.21		
2.5	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.			3.21		
2.6	Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.			3.10		
<b><i>The school's governing body/owner(s) ensures that it:</i></b>						
2.7	Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's Mission.			3.05		
2.8	Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.		2.90			
2.9	Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.			3.08		

2.10	Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.			3.23		
2.11	Works cooperatively with the school's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's Mission, are implemented at all times, and reviewed regularly.			3.03		
2.12	Has and implements written policies and/or procedural guidelines that define for the governing body: <ul style="list-style-type: none"> <li>• Its proper roles and responsibilities;</li> <li>• Qualifications for its members;</li> <li>• Its composition, organization, and operation;</li> <li>• Terms of office for its members; and</li> <li>• Provisions for identifying and selecting new board members when vacancies occur.</li> </ul>			3.10		
2.13	Implements a process for reviewing/revising its policies regularly.			3.06		
2.14	Evaluates systematically and regularly its own effectiveness in performing its duties.		2.97			
2.15	Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.		2.96			
2.16	Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.		2.85			
2.17	Includes members that represent constituencies served by the school.			3.08		
2.18	Maintains appropriate and constructive relations with the school's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.		2.60			
2.19	Recognizes the accomplishments of staff members and students.		2.68			
2.20	Adheres to appropriate guidelines concerning confidentiality in communications.			3.14		
<b><i>The school's leadership:</i></b>						
2.21	Is accountable to the governing body/owner(s) and is responsible for ensuring the school's students achieve the expected levels of achievement.			3.09		
2.22	Maintains a relationship with the school's governing body/owner(s) characterized by mutual trust and cooperation.			3.14		
2.23	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.			3.09		
2.24	Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process.		2.56			
2.25	Ensures that professional and support staff members stay well informed about educational developments.		2.63			
2.26	Undertakes operational, long range, and strategic planning aimed at accomplishing the school's Mission and goals.			3.11		
2.27	Stays well informed of and implements proven practices identified in educational research and literature.		2.65			



2.28	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.		2.80			
2.29	Adheres to appropriate guidelines concerning confidentiality in communications.			3.14		

## Indicators of Quality for faith-based schools

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N / A
<b><i>The school's governing body/owner(s) and leadership:</i></b>						
2.30	Articulate and model the religious tenets of the school.			3.13		
2.31	Maintain the religious identity of the school as a priority.			3.15		
2.32	Use the school's religious values and identity to inform its policies, procedures and decisions.			3.18		
2.33	Accept the authority of the sponsoring religious institution.			3.30		
2.34	Engage the school's community of stakeholders in setting direction and planning for the future of the school as a faith-based institution.			3.11		
2.35	Include an assessment of candidates' understanding of and commitment to the religious beliefs and Mission of the school when hiring the school's leadership and members of the staff.		2.83			
2.36	Promote respect and collaboration among all members of the school's "faith" community.		2.94			
2.37	Give appropriate attention to building a respectful and collaborative "faith" community among the faculty and staff.		2.83			

## Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

X	<b>This Indicator does not apply to our school.</b>
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### Explanation of Any Ratings of 1:

Indicator No.	Evidence
	None.

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Governance and Leadership Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Governance and Leadership Standard for Accreditation.

## D. Implications for PLANNING

**List the school's strengths in meeting the Governance and Leadership Standard.**

Communication is a priority. We have updated our website, send home weekly email blasts, post regularly on social media, and are committed to a quicker response time in regard to parent emails and phone calls.

**List the school's areas in need of improvement in meeting the Governance and Leadership Standard.**

Faculty and families express a need for greater visibility and transparency from school board and administration.

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

Action steps moving forward are to bring the school board into school for greater involvement in school events with faculty and families for greater recognition, visibility, and opportunity for conversation. Our school board members volunteer their time and do not hold paid positions. The Board has been an involved and dedicated group; they continue to drive building renovations, giving graciously of time and talent. We need to better communicate who they are and what they do with all stakeholders.

## EVIDENCE to Support the Assessment of This Standard

Evidence	School
Description of the process used by the governing body to evaluate its own performance	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Policies related to the school's governing body/owner(s) and leadership	X
Chart of lines of authority/responsibilities	X
Policies related to the school's governing body/owner(s) and leadership	X
<b><i>AND For independent, non-public, and proprietary institutions only</i></b>	
Names, addresses, and organizational position of the institution's owners	X
Names, address, affiliation of the members of the board of governance	X

# SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

*(Indicators 3.1-3.8)*

## A. INFORMATION Related to this Standard

### SCHOOL PLANS

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Financial Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Facilities Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Technology Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Professional Development Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Staffing Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Institutional Advancement and Development Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Curriculum Review/Revision Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
					Needs Improvement
Student Enrollment Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
*Continuing Education Plan/Policy/Procedure:	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory

Other:					Satisfactory
					Needs Improvement
					Unsatisfactory

\*A new requirement of MSA-CESS is that all accredited schools must have a Continuity of Education policy/plan/procedure. Schools may experience interruptions to their educational programs in the future - from snow days to governmental coups. We will now require all schools to submit a continuity of education policy/plan/procedure as part of obtaining initial accreditation or re-accreditation.

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

NA
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## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

**The Standard:** The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its Mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
3.1	Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school's community of stakeholders.			3.16		
3.2	Bases its strategic plan on longitudinal data regarding the achievement and performance of the school's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.			3.19		
3.3	Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and the results being achieved by implementing the plan.		2.87			

3.4	Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.		2.65			
3.5	Takes into consideration the school's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.		2.93			
3.6	Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the school's Mission and the strategic plan's goals.		2.98			
3.7	Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.			3.07		

### Indicator of Quality for faith-based schools

	<b>This Indicator does not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
3.8	Maintains as a priority in all planning activities the spiritual life of the school and its community.		2.92			

### Explanation of Any Ratings of 1:

Indicator No.	Evidence
	None

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> this School Improvement Planning Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the School Improvement Planning Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the School Improvement Planning Standard.

- Our standardized test scores are above local and state averages.
- We send 85% or more of our graduating class on to higher education.
- Our graduating seniors earn scholarship offers that surpass local public schools.

List the school's areas in need of improvement in meeting the School Improvement Planning Standard.

Our focus in Objective 1 is career exploration. We have not had curriculum in place to help guide our students into college and career in a well-informed manner; this initiative is well under way with visible progress.

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

Our focus moving forward is to create a career exploratory curriculum that will begin in grade 8 with continuation in grade 10. The 10<sup>th</sup> grade course offering will be a York Catholic graduation requirement. Our 8<sup>th</sup> grade course offering is in place for the 2022-23 school year; our 10<sup>th</sup> grade course offering will premiere in 2023-24.

## E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
The school's strategic and/or long-range plan to improve student performance	X
The school's long-range financial plan	X
The school's long-range facilities plan	X
The school's long-range technology plan	X
The school's development/institutional advancement plan (if applicable)	X
The school system's enrollment plan	X
Evidence of stakeholder input into the school's plans	X
Evidence of how the school's plans are communicated to the community of stakeholders	X
Policies related to planning for improvement in student performance, organizational capacity, finances, facilities, and technology	X
Periodic reviews of the school's plans	X

# FINANCES STANDARD FOR ACCREDITATION

*(Indicators 4.1-4.17)*

## A. INFORMATION Related to this Standard

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

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

None.

### A.1. ALL SCHOOLS

#### FINANCIAL RESOURCES:

INCOME SOURCE	Current Year	Last Year
% from local, state, federal tax allocation	0%	0%
% from tuition	58%	60%
% from fees	1%	1%
% from fund-raising and other special activities	3%	3%
% from annual giving	15%	12%
% from grants	0%	0%
% from interest/investments/rental income	2%	2%
Other (describe):Subsidies	15%	17%
Other (describe):Other Sales Income	5%	5%
Other (describe):Insurance	1%	1%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Early Age School/Center	\$	\$
Elementary School/Lower School	\$	\$
Middle School	\$11,294	\$10,348
Secondary/ Upper School	\$11,294	\$10,348



## A.2. For All Schools—Insurance

### INSURANCE FOR THE SCHOOL:

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
General Liability	X			
Workers Compensation and/or Long-Term Disability	X			
Director & Officers Liability and/or Educators Legal Liability	X			
Property Insurance	X			
Business Interruption	X			
Theft/Fraud/Deceit	X			
Travel and Field Trip Insurance	X			
School Owned Vehicle Insurance	X			
Other (describe):				
Other (describe):				
Other (describe):				

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

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

See Objective 3B to include completion of campus renovations.

### A.3. For All Schools—Financial Assurances

The financial viability and stability of a school is a primary requirement for accreditation by the Middle States Association.

Therefore, if the school is not able to provide the results of a full external audit completed within the last 18 months, the head of the school and the head of the governing body (if applicable) must assure, by their electronic signatures below, that the financial information and data reported in this Self-Study Report are true and accurate.

I give my assurance that the financial information and data in this Self-Study Report are true and accurate.

Signed electronically by:



Printed Name of the Head of the School: Adrienne K. Seufert

Signed electronically by:



Printed Name of the Head of the Governing Body/Owner(s): Jeffrey Merritt

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### FINANCES STANDARD FOR ACCREDITATION

**The Standard:** The school has financial resources that are sufficient to provide its students with the educational program defined in the school's Mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school's ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

## Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
4.1	Is free of any contingent financial liabilities or ongoing litigations that could affect the school's ability to continue operation.			3.21		
4.2	Maintains levels of income and expenditures that are in appropriate balance.			3.13		
4.3	Has and implements written policies and procedures that require the governing body/owner(s) and leadership to exercise prudent control over the school's finances and all financial operations.			3.07		
4.4	Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.			3.06		
4.5	Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.			3.21		
4.6	Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.			3.17		
4.7	Responds appropriately to the results and recommendations of financial audits or reviews.			3.10		
4.8	Gives stakeholders appropriate opportunities to provide input into financial planning.		2.66			
4.9	Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.		2.51			
4.10	Informs families enrolling students in the school about any financial obligations for attending the school.			3.14		
4.11	Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.			3.16		
4.12	Has and implements written, reasonable, and equitable tuition, collection, and refund policies.			3.16		
4.13	Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner(s)).			3.15		
4.14	Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.			3.08		
4.15	Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.			3.0		

## Indicators of Quality for faith-based schools

	These Indicators do not apply to our school.
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Indicator of Quality		1	2	3	4	N/A
<b><i>The school's governing body/owner(s) and leadership ensure that the school:</i></b>						
4.16	Has the financial resources necessary to support and enhance the religious nature of the school.			3.02		
4.17	Considers the religious values of the school when making decisions regarding the use of its financial resources.			3.00		

### Explanation of Any Ratings of 1:

Indicator No.	Evidence
	None.

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Finances Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Finances Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the Finances Standard.

York Catholic follows all Diocesan guidelines related to Finance.
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List the school's areas in need of improvement in meeting the Finances Standard.

None.
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Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to finances that should be included in the action plan in the Plan for Growth and Improvement.

None.
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## **E. EVIDENCE to Support the Assessment of this Standard:**

<b>Evidence</b>	<b>School</b>
Current operating budget (for main campus and each branch campus)	X
Reports of external audits or reviews of the school's finances conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	X
Long-range financial plan	X
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution's ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students' financial obligations	X
Summary of the institution's insurance coverage (for main campus and each branch)	X
Policies related to finances, financial aid, and refunds	X

# FACILITIES STANDARD FOR ACCREDITATION

*(Indicators 5.1-5.14)*

## A. INFORMATION Related to This Standard

### A.1. PHYSICAL FACILITIES.

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
High School	601 East Springettsbury Avenue	1959	2019-20	X	Owned
					Leased
Middle School	same	1959	2022-23	X	Owned
					Leased
Athletic Field	same	1959	2019-20	X	Owned
					Leased
Chapel	same	1959	2021-22	X	Owned
					Leased

### A.2. 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				NA
Chapel	X			
Maintenance & Cleaning	X			
Other:				NA

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

Our Auditorium, Band Room, and locker rooms do not have central air and we intend to update those spaces in this next and final renovation phase.

### **A.3. MAINTENANCE AND CLEANING STAFF:**

Type of Facilities Personnel	Number	Adequacy of Type and Number	
<b>Maintenance</b>		X	Satisfactory
			Needs Improvement
			Unsatisfactory
<b>Clothing</b>		X	Satisfactory
			Needs Improvement
			Unsatisfactory
<b>Grounds</b>		X	Satisfactory
			Needs Improvement
			Unsatisfactory
<b>Other:</b>			Satisfactory
			Needs Improvement
			Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### FACILITIES STANDARD FOR ACCREDITATION

**The Standard:** The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school’s Mission. The facilities provide a physical environment that supports delivery of the school’s educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
5.1	Provides sufficient and appropriate facilities for all aspects of the school’s educational programs, activities, and services including:					
	5.1.a Instructional areas/classrooms			3.16		
	5.1.b Administrative offices			3.33		
	5.1.c Conference rooms			3.00		
	5.1.d Residential boarding (students and faculty)			3.21		
	5.1.e Health services		2.94			
	5.1.f Student activities			3.11		
	5.1.g Student services			3.02		
	5.1.h Safe and secure storage of school property, equipment, official records, and materials (e.g., cleaning supplies and chemicals).		2.65			
	5.1.i Safe and secure storage of student belongings.			3.00		



5.2	Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching.			3.00		
5.3	Includes in its budget the resources needed for facilities,equipment, and materials to support its educational program, services, and activities.			3.15		
5.4	Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.			3.07		
5.5	Plans for, funds, and schedules regular preventative measures,repairs, and maintenance of its facilities, equipment, and materials.			3.21		
5.6	Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning.			3.14		
5.7	Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.		2.90			
5.8	Has adequate and appropriate lighting throughout its			3.17		
5.9	Has sufficient space for entering, exiting, and traffic flow within its facilities.			3.02		
5.10	Makes safe drinking water available for the students, the staff, and visitors to the school.			3.17		
5.11	Is in compliance with the requirements of all appropriate civilauthorities in which the school is located for fire safety and occupancy.			3.18		

#### Explanation of Any Ratings of 1:

Indicator No.	Evidence
	None.

### C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Facilities Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Facilities Standard for Accreditation.

## D. Implications for PLANNING

**List the school's strengths in meeting the Facilities Standard.**

Continued building renovations and upgrades have greatly improved the education environment.

**List the school's areas in need of improvement in meeting the Facilities Standard.**

Phase 3 of building renovations target the Auditorium, Band Room, and Locker Room space, none of which are air conditioned at present. All three spaces are outdated and in need of modernization.

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

Next steps in regard to facilities is continued fundraising for phase three of building renovations, to include the Auditorium, Band Room, and Locker Room space.

## E. EVIDENCE to Support the Assessment of This Standard:

Evidence	School
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies/procedures related to facilities and equipment, including maintenance and inspections for health, safety, and fire prevention	X

# SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

(Indicators 6.1-6.37[PA6.38-PA6.41])

## A. INFORMATION Related To This Standard

*Not applicable in this section. See School Information in the Profile of the School.*

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

**The Standard:** The school's organization facilitates achievement of its purposes and core values as expressed in its Mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school's Mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school's leaders and staff demonstrate collegial and collaborative relationships.

### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure that the school's organization promotes:</i></b>						
6.1	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.		2.92			
6.2	Commitment to the school, dedication to their work, and pride in the outcome of their efforts.			3.11		
6.3	Professional satisfaction and good general morale.		2.63			
<b><i>The governing body/owner(s) and leadership ensure that the school's organization:</i></b>						
6.4	Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.		2.77			
6.5	Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school's students.		2.91			

<b><i>The governing body/owner(s) and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:</i></b>					
6.6	The day-to-day operation of the school.		3.04		
6.7	Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.	2.49			
6.8	Evaluating staff members' performance.	2.81			
6.9	Handling complaints/ grievances by members of the staff.	2.26			
6.10	Orienting and mentoring of new staff members.	2.27			
6.11	Appropriate orientation and supervision for service providers not employed by the school.		3.00		
6.12	Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.		3.19		
6.13	Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.		3.18		
6.14	Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children.		3.17		
<b><i>The governing body/owner(s) and leadership ensure that the school's staff:</i></b>					
6.15	Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.	2.94			
6.16	Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting.	2.81			
6.17	Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the school's success.	2.79			
6.18	Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.	2.89			
6.19	Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.		3.0		
6.20	Is 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).	2.76			
6.21	Is provided opportunities to offer input into the content of professional development experiences.	2.55			
6.22	Is encouraged by the leadership to affiliate with professional organizations.	2.65			
6.23	Feels safe in the school.		3.16		
6.24	Enforces the student code of conduct fairly and uniformly.	2.67			
6.25	Demonstrates a commitment to, pride in, and support for the school by participating in its activities, and promoting its Mission.		3.16		

## Indicators of Quality for schools with early childhood programs

X	These Indicators do not apply to our school.
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## Indicators of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure the school:</i></b>						
6.30	Portrays an identifiable integration of faith, life, and culture.			3.0		
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
6.31	The school's programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school's foundational documents.		2.75			
6.32	Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school's religious nature.		2.88			
6.33	Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundation documents of the school.		2.57			
6.34	Formal and informal opportunities are provided for the spiritual development of the faculty and staff members.			3.15		
6.35	Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community.			3.41		
6.36	The religious studies program for students is consistent with the Mission of the school and the sponsoring institution.			3.20		
6.37	Opportunities for prayer and/or expressions of faith are integrated into the school's curricula and daily activities.			3.16		

**Indicators of Quality for all Pennsylvania public schools, private schools and their contractors' employees who work in direct contact with children, and student teacher candidates.**

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school has and implements written policies and procedures that:</i></b>						
6.38	In accordance with Act 24 of 2011 and Section 111 of the Pennsylvania School Code, require all applicants for employment with the institution, including employees of independent contractors but excluding employees who do not have direct contact with students, and student teacher candidates to undergo the following background checks prior to being hired or contracted: a. Pennsylvania State Police Request for Criminal Records Check. Applies to individuals hired as of January 1, 1986; b. PA Department of Public Welfare Child Abuse History Clearance; and, c. Federal Criminal History Record Information (CHRI) in a manner required by the Department of Education.				X	
6.39	In accordance with Act 24 of 2011, require all employees as of September 29, 2011 who have not been subject to a previous background check to: a. Provide assurances on form PDE-6004 that they have not been previously arrested or convicted of a Section 111(e) offense; or, b. If they refuse to submit form PDE-6004, are required to submit a current background check under Section 111.				X	
6.40	Require the institution to review applicants' required background check reports prior to their being hired or contracted to determine the fitness of the individual to work in a position in which s/he will have contact with children.				X	
6.41	Require the institution to keep on file copies of the required background check reports for all staff hired or contracted on or after April 1, 2007.				X	

**Explanation of Any Ratings of 1:**

Indicator No.	Evidence
	None.

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the School Organization Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the School Organization and Staff Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the School Organization and Staff Standard.

- Teacher salaries have increased in the past year, closing the gap with highly competitive area public schools.
- Funding is readily available for Professional Development opportunities.

List the school's areas in need of improvement in meeting the School Organization and Staff Standard.

We have been understaffed, and were not able to fill the position Director of Faculty, which was vacated in spring of 2020. Teachers have missed the full support, the professional development guidance, and clear and consistent evaluation practices that results when one person is responsible for all of the above.

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

The position, Director of Faculty, will be filled as of January, 2023. Teacher support will be much improved, and with that, faculty morale.

## E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Organizational chart for the school and school system	X
Professional resumes of the school's leaders	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	X
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
Professional development plan	X

The faculty handbook/manual	X
The school's code of student conduct	X
Policies related to school climate and organization, specifically for: <ul style="list-style-type: none"> <li>• Determining compensation, workloads, and working conditions</li> <li>• Evaluating the performance of staff members</li> <li>• Handling complaints and grievances</li> <li>• Ensuring that service providers not employed by the school are appropriately oriented, supervised, and supported</li> <li>• Criminal and child abuse background checks</li> </ul>	X



# HEALTH AND SAFETY STANDARD FOR ACCREDITATION

(Indicators 7.1-7.18)

## A. INFORMATION Related to this Standard

### A.1. EMERGENCY AND CRISIS PLANS:

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Internal Lockdown	X		
External Lockdown	X		
Intruder Drill	X		
Fire Drill / Evacuation	X		
Other:			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

### A.2. EMERGENCY DRILLS:

Type of Emergency Drill	Frequency of Drills		Quality of Drills		
			S	NI	U
Evacuation(s)		Semi-Monthly	X		
	X	Monthly			
		Annually			
Shelter in Place		Semi-Monthly			
	X	Monthly	X		
		Annually			
Bus Evacuation		Semi-Monthly			
		Monthly			
		Annually			
Other:		Semi-Monthly			
		Monthly			
		Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

### A.3. HEALTH AND SAFETY INSPECTION SCHEDULE:

Type of Inspection	Frequency		Results of Inspections		
			S	NI	U
Fire Alarm System		Semi-Monthly			
		Monthly			
	X	Annually	X		
Food Services		Semi-Monthly			
		Monthly			
	X	Annually	X		
Elevator(s)		Semi-Monthly			
		Monthly			
	X	Annually	X		
Internal Communications System		Semi-Monthly			
		Monthly			
	X	Annually	X		
Technology Arts/Industrial Arts Equipment		Semi-Monthly			
		Monthly			
		Annually			
Athletic Equipment		Semi-Monthly			
		Monthly			
	X	Annually	X		
Playground Equipment		Semi-Monthly			
		Monthly			
	X	Annually			
Water Supply		Semi-Monthly			
		Monthly			
		Annually			
Swimming Pool Water		Semi-Monthly			
		Monthly			
		Annually			
Other:		Semi-Monthly			
		Monthly			
		Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

#### A.4. SUMMARY OF HEALTH SCREENINGS:

Screening For	Conducted By	Frequency	
Vision	York City Health Bureau		Semi-Monthly
			Monthly
		X	Annually
Hearing	York City Health Bureau		Semi-Monthly
			Monthly
		X	Annually
Dental			Semi-Monthly
			Monthly
			Annually
Physical			Semi-Monthly
			Monthly
			Annually
Tuberculosis			Semi-Monthly
			Monthly
			Annually
Other:			Semi-Monthly
			Monthly
			Annually

#### A.5. SUMMARY OF INOCULATIONS:

Inoculation For	In Grade Level
Tdap (tetanus, diptheria, acellular pertussis)	7
MCV (meningococcal conjugate vaccine)	7
Dose #1	12
Dose #2	12

#### A.6. PROVISIONS FOR HEALTH AND SAFETY:

Health and Safety Issue	Quality and Adequacy		
	<b>S</b>	<b>NI</b>	<b>U</b>
Adequate health care services at all times.	X		
Health care at school functions that take place away from the school's premises.	X		
Means to communicate internally in event of power failure of evacuation of building.	X		

Means to communicate externally in event of power failure of evacuation of building.	X		
Place(s) to assemble during an evacuation.	X		
Proper and safe storage of dangerous substances.	X		
Fire blankets and/or eyewash stations in required areas.	X		
Automatic external defibrillators available and staff personnel trained to use them.	X		
Panic buttons for dangerous equipment.			
Provisions for preventing the spread of infectious substances and diseases.	X		
Safety lines in required areas.	X		
Students and the staff wearing eye and ear protection in dangerous areas.	X		
Fire extinguishers available in all areas.	X		
Fire alarm pull stations in all areas.	X		
Evacuation notice and directions posted in all rooms and spaces.	X		
Other:			

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

None.

#### **A.7. HEALTH AND SAFETY STAFF:**

Type of Health and Safety Personnel	Number	Quality and Adequacy		
		S	NI	U
Certified Nurse	1	X		
Nurse's Assistant				
School Security Officer				
Local Police Security Officer				
Athletic Trainer	1	X		
Other:				
Other:				

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### HEALTH AND SAFETY STANDARD FOR ACCREDITATION

**The Standard:** The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
7.1	Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.			3.27		
7.2	Regularly reviews and updates its plans for responding to emergencies and crises.			3.02		
7.3	Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.			3.17		
7.4	Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.		2.71			
7.5	Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at school functions that take place away from the school's premises.			3.30		
7.6	Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.		2.88			
7.7	Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.			3.23		
7.8	Has and implements a system to account for the whereabouts of its students at all times.			3.09		

7.9	Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.			3.16		
7.10	Provides staff with up-to-date and relevant health, wellness, and safety information and practices pertaining to the school's students and staff.			3.08		
7.11	Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.			3.08		
7.12	Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.			3.02		
7.13	Has an effective system to control access to the school by visitors and other non-school personnel.			3.15		
7.14	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 and staff.	2.82				
7.15	Provides appropriate and adequate health care and safety for its students and staff in residential boarding, including:					NA
7.15.a	Written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the dormitories.					NA
7.15.b	Conducting drills of its emergency and crisis plans regularly and maintaining written records of drills.					NA
7.15.c	Provision of appropriate health care and safety for students and dormitory staff residing in dormitories at all times.					NA
7.15.d	Provision of appropriate training for all dormitory staff members on implementing the dormitory's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.					NA
7.15.e	An effective system to control access to the dormitories by visitors and other non-school personnel.					NA

#### Explanation of Any Ratings of 1:

Indicator No.	Explanation
	None.

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Health and Safety Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Health and Safety Standard for Accreditation.

## D. Implications for PLANNING

**List the school's strengths in meeting the Health and Safety Standard.**

York Catholic does take health and safety seriously and has plans in place.

**List the school's areas in need of improvement in meeting the Health and Safety Standard.**

We need to practice more, and that is clear feedback in the survey. We did not focus on emergency drills throughout 2020-21 as we have in the past; we were overwhelmed that year, working to remain open throughout the pandemic. We intend to make emergency drills a priority again this year, and maintain continuity moving forward.

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

None.

## E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency procedures section of faculty handbook	X
Policies related to health and safety, including:	
• Emergency/crisis planning and practices	X
• Health care for students in school and at school activities	X
• Training of the staff for emergencies/crises, handling accidents and illnesses, preventing spread of infectious diseases	X
• Storage and administration of student medications	X
• Storage of school equipment and supplies	X
• Student health records	X
• Relationships with community health, safety, and fire agencies	X
• Controlling access to the school for visitors and other non-school personnel	X
• Quality of drinking water	X
• Accounting for the whereabouts of students	X



# EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

(Indicators 8.1-8.61)

## A. INFORMATION Related to This Standard

### SUMMARY OF THE EDUCATIONAL PROGRAM:

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER SEMESTER/YEAR													
Curriculum Area	Infant/Toddler	2 Yrs.	3 Yrs.	4 Yrs.	5 Yrs. Not K	K	7	8	9	10	11	12	
English/ Language Arts							132	132	72	72	72	72	
Math							72	72	72	72	72	Elective	
Science							72	72	72	72	72	Elective	
Social Studies							72	72	72	72	72	Elective	
The Arts							13	13	72	Elective	Elective	Elective	
Other Languages							39	39	72	72	Elective	Elective	
Health/P.E.							13	13	36	36	36	36	
Technology							13	13	Elective	Elective	Elective	Elective	
Religion:							72	72	72	72	72	72	

	The instructional hours are reported for one academic year
X	The instructional hours are reported for one academic semester

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

Curriculum maps are in place and are constantly under departmental review and revision. Curriculum Council meets monthly and discusses cross curricular updates and collaborative interdisciplinary units.

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

Curriculum maps and scope and sequence were written by departments. Collaborative interdisciplinary units are in place per grade level, and are encouraged throughout the year. Seventh and eighth grade teachers meet regularly as a group to discuss student needs and co-curricular units.

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

Seventh graders take a semester long course called Study Skills. The skills covered within that syllabus carry through and are reinforced throughout the remainder of time at York Catholic, in all disciplines. Included in the syllabus and re-enforced across all curriculum are the following:

- time management skills
- organizational skills
- communication skills
- listening skills
- learning styles
- study techniques
- test preparation
- effective notetaking
- decision making
- goal setting
- stress

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

Seventh graders take Computer 7, and that course is designed to make our middle schoolers completely comfortable with Google Suite. Student use of technology is further enriched as they progress through all grade levels. Teachers employ technology in a variety of ways, and our students are adept. We also use Plagiarism Checker to ensure that our students understand the importance of maintaining academic integrity and are able to self-check before submission of work.

**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.**

Our middle school guidance team delivers lessons throughout the course of 7<sup>th</sup> and 8<sup>th</sup> grade that focus on social skills, friendships, and personal growth and development. Most teachers grade 7-12 are adept at group work and collaborative learning; that is a visible component of a student's day at York Catholic.

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

Departments review and revise materials as needed; all requests for new materials must be administratively approved. Curriculum maps were all rewritten in 2014-15, and revisions continue. Math, English, and History have all revised since then; Theology is currently restructuring and reevaluating course content and sequence.

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

Differentiation is an area that requires attention. We talk about it, and model it, but recognize that we fall short and need to invest time and money on professional development.

**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.**

Students with special needs must present documentation from a doctor or psychologist, identifying learning challenge(s) and recommended accommodations. Our learning specialist writes a York Catholic learning plan and shares with families; this formalized plan, much like an IEP or 504, is then shared with teachers who are responsible for meeting all accommodations as listed. If teachers identify a student in need without necessary documentation in place, our special support teacher guides parents through that process to help seek diagnosis, securing learning support as needed through their middle and high school years. Our AAC, the Academic Assistance Center, currently services 100 students daily, just under 1/5 of our school population.

## **B. Self-Assessment of Adherence to the INDICATORS OF QUALITY**

### **EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION**

**The Standard:** The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school's Mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

#### **Indicators of Quality for all schools**

Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
8.1	Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school's Mission and goals for student learning.			3.04		
8.2	Publishes for all students and their families an overview of the school's educational program and its programs of study and seeks input as appropriate.			3.09		

<b><i>The governing body/owner(s) and leadership ensure that the school's educational program includes:</i></b>						
8.3	Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.			3.11		
8.4	Instruction in the subject 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.			3.15		
8.5	Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.			3.04		
8.6	Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.			3.09		
8.7	Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.		2.98			
8.8	Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.		2.67			
<b><i>The governing body(s) and leadership ensure that the school's educational program:</i></b>						
8.9	Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices.			3.0		
8.10	Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.			3.09		
8.11	Expresses expected student learning outcomes in terms that can be understood by the students.			3.00		
8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).			3.02		
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level.			3.02		
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the school.		2.93			

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body(s) and leadership ensure that the school's middle-level educational program:</i></b>						
8.41	Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.			3.0		
8.42	Provides experiences that prepare students for successful transition to the secondary school setting.			3.0		

### Indicators of Quality for schools with secondary school programs

	<b>These Indicators do not apply to our school.</b>
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### Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	<b>These Indicators do not apply to our school.</b>
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### Indicators of Quality for faith-based schools

	<b>These Indicators do not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school's religious educational program:</i></b>						
8.52	Reflects appropriately the religious nature of the school.			3.41		
8.53	Integrates religious teachings into all areas of the educational program.			3.39		
8.54	Includes teachings that are grounded in the beliefs, values, and traditions of the sponsoring faith-community.			3.41		
8.55	Defines clearly the objectives for faith development and community service programs for students that reflect the Mission of the school.			3.26		
8.56	Makes religious education for students a priority in scheduling, budgeting, and planning.			3.20		
8.57	Is a central concern of all of the school's leaders, faculty members, and staff.			3.30		
8.58	Is age and developmentally appropriate. <i>(Was not in survey.)</i>					X
8.59	Includes health education that is consistent with the religious beliefs and values of the sponsoring faith-community.			3.0		
8.60	Includes opportunities for students to apply their learning beyond the classroom (e.g., community service projects, internships, job shadowing).			3.0		
8.61	Provides regular faith-based experiences that foster the religious formation of the students.			3.30		

### Explanation of Any Ratings of 1:

***Instruction: In the table below, provide an explanation for a rating of 1 (Does Not Meet) for any of the Indicators of Quality for this Standard.***

Indicator No.	Evidence
	None.

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Educational Program Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Educational Program Standard for Accreditation.

## D. Implications for PLANNING

**List the school's strengths in meeting the Educational Program Standard.**

Our students continue to outperform peers from surrounding public schools. Our students continue to excel on the SAT, the standardized test of choice in the Mid-Atlantic states, and our graduates consistently earn more scholarship offers than local public school graduates. We continue to revise and refine curriculum to ensure York Catholic graduates are college and career ready. Objectives #1 and #2 are a reflection of our efforts and movement forward.

**List the school's areas in need of improvement in meeting the Educational Program Standard.**

We have known since our last Middle States visit in 2015 that we needed to implement a career exploration program to help our high school students discern what career path is best. It is at the forefront at present, and Objective #1. We also recognize our students need more current course offerings in the study of Technology. Many express interest in technology-related careers, and for those who don't, technology will continue to impact their day-to-day lives. We plan to revitalize technology programming in the cycle ahead, and that is Objective #2.

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

None.

## E. EVIDENCE to Support the Assessment of this Standard

Evidence	School
Data and information from interviews/surveys	X
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program, including:	
• Components of the curriculum (curriculum areas) to be taught as 1) required and 2) electives	X
• Scope and sequence for curriculum areas	X
• Expected outcomes for curriculum areas	X
• Developing, reviewing, revising curriculum	X
• Supervision of curriculum delivery and instruction	X
• Requirements for graduation/completion	X
• Standards for instructional materials	X
• Identifying, reviewing, evaluating, and replacing instructional materials	X
• Responding to challenges to the appropriateness of curriculum/instructional materials	X
• Budgeting for curriculum/instructional materials	X
Exemplars of student work	X
Record of professional development activities related to curriculum	X

# ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

(Indicators 9.1-9.15)

## A. INFORMATION Related to this Standard

***Not applicable in this section. See Academic Performance Data in the Profile of the School.***

## B. Self-Assessment to Adherence to the INDICATORS OF QUALITY

### ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

**The Standard:** The school has a program for assessing student learning and performance that is consistent with the school's Mission. The program is based on current research and best practices and is aligned with the school's educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school's community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body and leadership ensure that the school:</i></b>						
9.1	Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.			3.09		
9.2	Reports the results of its assessment of students' learning and performance regularly, accurately, and clearly to the school's community of stakeholders.			3.05		
9.3	Has leadership and a staff that are committed to, participate, and share in accountability for student learning and performance.			3.26		
<b><i>The governing body/owner(s) and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:</i></b>						
9.4	Evaluating the effectiveness of the school's curricula, instructional methods, professional development programs, and student services.			3.02		



9.5	Monitoring learning by individual students as well as cohorts of students as they move through the school.			3.10		
9.6	Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.			3.07		
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
9.7	Maintains appropriate records of students' learning and performance.			3.22		
9.8	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.			3.16		
9.9	Communicates its assessment policies and program to the school's community of stakeholders.			3.02		
9.10	Communicates regularly with families regarding students' progress in learning.			3.13		
9.11	Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels.			3.20		
<b><i>The governing body/owner(s) and leadership ensure that the school uses assessments to measure student learning that:</i></b>						
9.12	Are based on current and reliable research on child development and growth.			3.00		
9.13	Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.			3.02		
9.14	Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.			3.17		
9.15	Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.		2.98			
9.16	Reflect understanding of different styles of learning.		2.98			
9.17	Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.			3.04		
9.18	Are augmented by information and insights about students' learning and performance from students' families.			3.02		

**Indicators of Quality for schools that deliver all or part of their educational program by a distance modality.**

X	<b>These Indicators do not apply to our school.</b>
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**Indicators of Quality for faith-based schools.**

	<b>This Indicator does not apply to our school.</b>
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Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
9.25	Includes in its assessments of students' learning and performance knowledge and application of the schools' religious beliefs and values.			3.0		

### Explanation of Any Ratings of 1:

Indicator No.	Evidence
	None.

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Assessment and Evidence Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Assessment and Evidence Standard for Accreditation.

## D. Implications for PLANNING

**List the school's strengths in meeting the Assessment and Evidence of Student Learning Standard.**

We have a newly structured guidance department, well equipped to educate and prepare our students for college and career.

We have aligned with YCAL, the York County Alliance for Learning, a fantastic local resource ready to connect our students to local business professionals. We have full engagement with YCAL this year for the first time ever, with 28 students currently participating in job shadowing opportunities. That number will continue to grow year by year.

We have a solid alumni network, eager to partner with us as we explore career opportunities for our current students. That is an untapped resource we intend to enlist as part of Objective #1.

**List the school's areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.**

Our greatest struggle as we target Objective #2 will be staffing; our challenge is finding the right educator to come in to teach technology part-time. We need someone with the right skill set, and the ability to work a 20-hour week.

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to assessment and evidence of student learning that should be included in the action plan in the Plan for Growth and Improvement.**

We will continue to advertise our success in terms of career exploration, and an open-door invitation to professionals willing to devote time and talent here. We will also continue to advertise our need as we recreate our technology offerings and better prepare our students for their future.

## **E. EVIDENCE to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students	X
Examples of assessments	NA
Policies related to assessment of student learning	X

# STUDENT SERVICES STANDARD FOR ACCREDITATION

(Indicators 10.1-10.34)

## A. INFORMATION Related to This Standard

### A.1. Student Services Staff

Type of Student Services Personnel	Provided by		Adequacy of Type and Number		
			S	NI	U
Guidance and Counseling Services	1	School Staff	X		
	2	Outsourced			
Child Study Team Services		School Staff			
		Outsourced			
Special Education Services	1	School Staff			
	2	Outsourced	X		
Instructional Aides	1	School Staff	X		
		Outsourced			
Food Services	4	School Staff		X	
		Outsourced			
Transportation Services		School Staff			
		Outsourced			
Admissions	1	School Staff	X		
		Outsourced			
Other ( <i>Describe</i> ):		School Staff			
		Outsourced			
Other ( <i>Describe</i> ):		School Staff			
		Outsourced			
Other ( <i>Describe</i> ):		School Staff			

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

We need to continue to reevaluate our lunch program, to include the implementation of a free and reduced lunch program for students who struggle to pay.

### A.2. Student Services

**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).**

We have one in house guidance counselor who services grades 7 and 8 in the middle school. We have two high school guidance counselors through the LIU; they split the alphabet in the high school and provide their roughly 200 students with all guidance services to include the following: personal/emotional, academic, and college and career.

**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).**

Any student with proper documentation receives support in our Academic Assistance Center, the AAC. Those students report to the AAC room in lieu of study hall to receive whatever academic supports they need; many report to that room for testing. One full time educator runs this program and manages students daily needs with one full time Aide. The AAC services approximately 1/5 of our student population.

**Describe the special education services provided.**

Our program director, Carolyn Obermeier, writes and maintains students' York Catholic Learning Plans, in lieu of the IEP or 504 plan a public school might generate. She communicates regularly with teachers to ensure that all accommodations are met in the classroom, and she communicates regularly with parents regarding student progress.

**Describe the use of instructional aides in the school.**

We have just one full time instruction aide, and she works in the Academic Assistance Center, assisting students throughout the day. She follows directives as given by our support teacher, proctoring tests, helping with homework, and providing other support as needed. We are blessed to have two excellent part-time aides in our building, both of whom are employed by the LIU. One offers remedial reading, the other remedial math. Both maintain strong connections with the English and Math departments and make a difference in the academic progress of struggling students.

**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.**

Our private food service provider has been with York Catholic for 18 years. We do not offer free and reduced lunch. Students maintain funds in their online lunch account and pay electronically in the lunch line.

**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 services are provided to York Catholic students through their home school district. Most public schools provide bussing for our students; many upperclassmen drive to school. York Catholic supplies transportation to Southern and Southeastern district families.

**Describe any career awareness activities provided by the school.**

We have a newly created career exploration program. Part One happens in grade 8; all 8th graders take this class for one semester. This class focuses on personal inventories and interests, and introduces career clusters. Part Two happens in grade 10, focusing on college and career. Students more fully investigate personal career choices and are exposed to guest speakers. As part of this second class, students begin the college application process / career internship search. The first

class premiered this year with our 8th grade and is called SOAR. The second class, targeting grade 10, premieres next year and is called CLOVER. Other career resources and programs that serve our students are YCAL (York County Alliance for Learning), and York County School of Technology.

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

- We host New Student Orientation in August, and that is directed at new students and their parents, grade 8-12. That orientation program is designed to get the new student acclimated to York Catholic culture, and day to day expectations. Students receive training in regard to their Chromebook, YC email, and access to the grading platform.
- New seventh graders spend a day with us in the late fall of their sixth grade year, a full shadowing day. We also pull them in for their first day ahead of all other grades in August so that they have the building to themselves and can relax without the noise and the buzz the older students generate coming back to school. They enjoy an extended homeroom that is housekeeping, conduct a scavenger hunt that takes them to offices throughout the building looking for clues, enjoy an extended lunch with protocol made clear, and meet their teachers.
- We continue to onboard new students over the course of the year, many at the halfway point after Christmas. Those students have a one to one orientation program with the Director of Studies, and are well cared for as they start in a new school with the year underway.

**Describe the school's admission practices.**

Students apply for admission to York Catholic, and applications and records are closely reviewed with attention given to academics, discipline, and attendance. If the Admissions Director deems necessary, an interview is conducted with our administrative team, the student and parents. Once accepted, families make an initial payment to secure their enrollment. If there are concerns regarding a student's ability to succeed at York Catholic for any reason, a contract is written and signed by all parties. Once the student is formally in the system, orientation and scheduling can begin.

We advertise widely and host events to bring in new students. We have open enrollment, and welcome new students throughout the course of the year. Our student ambassador program is thriving, and our students speak well to the York Catholic experience. Our best sales pitch is student-driven.

**B. Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**STUDENT SERVICES STANDARD FOR ACCREDITATION**

**The Standard:** The school provides student services that are effective, appropriate, and that support student learning and achieving the school's Mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school's educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

## Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure the school provides student services that:</i></b>						
10.1	Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.			3.19		
10.2	Are the shared responsibility of the school's counselors, leadership, teachers, and other staff members.			3.28		
10.3	Address students' emotional and social needs as well as academic needs.			3.15		
10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.			3.11		
10.5	Extend into and support services provided by community agencies.			3.00		
10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.			3.07		
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services.		2.92			
10.8	Include an orientation program for new students and their families to share the school's Mission, educational program, services, policies, and expectations.			3.07		
10.9	Make available to students' families information about child development and learning.			3.00		
<b><i>Transportation Services—The governing body/owner(s) and leadership ensure that the school:</i></b>						
10.10	Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school.			3.16		
10.11	Requires that all transportation personnel of the school or those contracted by the school are appropriately trained.			3.10		
10.12	Is in compliance with the safety requirements of all appropriate civil authorities in which the school is located for transportation services provided or contracted by the school.			3.15		
10.13	Has and implements procedures for the safe arrival and departure of students from the school.			3.15		
<b><i>Food Services—The governing body/owner(s) and leadership ensure that:</i></b>						
10.14	Student dining areas are functional and hygienic.			3.25		
10.15	Meals provided by the school meet generally accepted nutritional standards.		2.80			
10.16	Information about nutritional values of the foods is available to students and their families.		2.79			
10.17	Appropriate training is provided to food services providers.			3.09		

10.18	Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located.			3.19		
10.19	Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located.			3.17		
<b>Services for Students with Special Needs—The governing body/owner(s) and leadership ensure that the school:</b>						
10.20	Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.			3.11		
10.21	Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.			3.14		
10.22	If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.			3.13		
<b>Admissions and Placement—The governing body/owner(s) and leadership ensure that the school has and implements written policies or procedural guidelines governing:</b>						
10.23	Admission to the school.			3.18		
10.24	Placement of students in the appropriate components of the educational program and at the appropriate levels.			3.04		
<b>The governing body/owner(s) and leadership ensure that the school:</b>						
10.25	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.			3.18		
10.26	Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory.			3.16		



Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure that the school:</i></b>						
10.31	Provides student services that reflect the school's religious identity and Mission.			3.30		
10.32	Provide student services that are aligned with the school's Mission, enrich the academic program, and support the development of student and family life.			3.29		
10.33	Provides student services that are delivered cooperatively by counseling and campus ministry personnel.			3.28		
10.34	Has and implements written admissions and placement policies or procedural guidelines that are consistent with the school's religious values and traditions.			3.00		

#### Explanation of Any Ratings of 1:

Indicator No.	Evidence
	None.

### C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Student Services Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Student Services Standard for Accreditation.

### D. Implications for PLANNING

List the school's strengths in meeting the Student Services Standard.

York Catholic is a small school, and students receive guidance and direction in a nurturing environment. Students are well attended by faculty, staff, guidance counselors, and our chaplain. Over one hundred students benefit from services in our Academic Assistance Center. We continue to revise

and refine programming to best prepare our students for life after high school, and both Objective #1 and #2 speak directly to those efforts in regard to career exploration and technology offerings.

**List the school's areas in need of improvement in meeting the Student Services Standard.**

We continue to reevaluate cafeteria food service and the need for free and reduced lunch.

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

None.

**E. EVIDENCE to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Admissions criteria (if applicable)	X
Description of guidance and counseling services available	X
Examples of recruiting and marketing materials	X
Results of follow-up studies of graduates	NA
Policies related to student services	X

# STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

*(Indicators 11.1-11.19)*

## A. INFORMATION Related to This Standard

### A.1. NON-ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
Anime Club	30	X		
Art Club High School	25	X		
Art Club Middle School	15	X		
Chess Club	13	X		
Choir High School	20	X		
Choir Middle School	12	X		
Diversity Club	10	X		
Envirothon	6	X		
German Club	11	X		
Musical	45	X		
National Honor Society	67	X		
Ping Pong Club	84	X		
Prom Committee	4	X		
Ski Club	30	X		
Spanish Club	46	X		
Spiritual Life Peer Ministry	11	X		
Stage Crew	20	X		
Student Ambassadors	67	X		
Student Council High School	40	X		
Student Council Middle School	18	X		
Brass Band	8	X		
Jazz Combo	7	X		
Musical Pit	22	X		
Woodwind Ensemble	8	X		

## A.2. ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Available for		Number of Students Particip.	Adequacy and Quality of the Activity		
	Boys	Girls		S	NI	U
Football High School	X		51	X		
Football Middle School	X		31	X		
Fall Cheer High School		X	12	X		
Fall Cheer Middle School		X	8	X		
Cross Country High School	X	X	16	X		
Cross Country Middle School	X	X	17	X		
Field Hockey High School		X	2	X		
Soccer Boys High School	X		32	X		
Soccer Boys Middle School	X		8	X		
Soccer Girls High School		X	25	X		
Soccer Girls Middle School		X	11	X		
Golf	X	X	13	X		
Tennis	X	X	20	X		
Marching Band	X	X	44	X		
Basketball Boys High School	X		32	X		
Basketball Girls High School		X	14	X		
Basketball Boys Middle School	X		13	X		
Basketball Girls Middle School		X	21	X		
Volleyball Girls High School		X	25	X		
Volleyball Boys High School	X		19	X		
Volleyball Girls Middle School		X	18	X		
Volleyball Boys Middle School	X		25	X		
Winter Cheer High School		X	8	X		
Winter Cheer Middle School		X	10	X		
Swimmers	X	X	4	X		
Bowlers	X	X	3	X		
Baseball High School	X		19	X		
Softball High School		X	18	X		
Lacrosse Boys High School	X		23	X		
Lacrosse Girls High School		X	32	X		
Track and Field High School	X	X	19	X		

***For Schools with Residential Programs***

## A.3. DAY/BOARDING STUDENTS.

X	These Indicators do not apply to our school.
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## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

**The Standard:** The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school's educational program. A balance of academic, social, co- or extracurricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
11.1	All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.			3.22		
11.2	The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school's educational program.			3.02		
11.3	Activities are varied, developmentally appropriate, and enhance the educational program.			3.13		
11.4	Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.		2.83			
11.5	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.			3.09		
11.6	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.			3.22		
11.7	Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.			3.20		
11.8	Students and staff understand and abide by the school's Code of Conduct.			3.04		
11.9	An understanding and acceptance of the high expectations the school holds for learning and citizenship.			3.17		
11.10	Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions.		2.98			
11.11	Staff and students have pride in their school.			3.04		

11.12	Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission.		2.95			
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### Indicators of Quality for schools with a residential program

X	These Indicators do not apply to our school.
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### Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

X	This Indicator does not apply to our school.
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### Indicator of Quality for faith-based schools

	This Indicator does not apply to our school.
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Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that:</i>						
11.19	All student activities and athletics include opportunities for the faith formation of the students.			3.3		

### Explanation of Any Ratings of 1:

Indicator No.	Evidence
	None.

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Student Life and Student Activities Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Student Life and Student Activities Standard for Accreditation.

## D. Implications for PLANNING

### List the school's strengths in meeting the Student Life and Student Activities Standard.

Our student body continues to be highly involved, with most students involved in at least one extracurricular activity. Many are highly involved with more than one activity.
---

**List the school's areas in need of improvement in meeting the Student Life and Student Activities Standard.**

None. We continue to add opportunities for student involvement, particularly on the middle school level.

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

None.

## **E. EVIDENCE to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Policies related to student life and student activities	X
Policies for schools with residential programs	NA

# INFORMATION RESOURCES STANDARD FOR ACCREDITATION

*(Indicators 12.1-12.15)*

## A. INFORMATION Related to This Standard

### A.1. INFORMATION RESOURCES:

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	NI	U
Print Resources:	X		
2, 687 Circulating books			
20 plus reference books			
40 professional development books			
2 magazine subscriptions			
Online Subscriptions & Software:	X		
20 reference online books			
Power Libraries (includes 14 databases)			
3 Databases (Gale Literature, Gale in-content, JSTOR Philadelphia Free Library (143 databases)			
Software Subscriptions: Gimkit, Destiny, Kami, Nearpod			
Non-Paying Software: Flipgrid, Quizizz, Quizlet, Conjuguemos, Edpuzzle, Kahoot			
Computer Resources (desktops, laptops, computer labs, tablets, etc):	X		
One-to-one Chromebooks for all students			
Laptops for all faculty and staff			
Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc):	X		
3D printers			
Spheros			
Other:			



Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

## A.2. FACILITIES FOR INFORMATION RESOURCES:

Type of Information Facility	Quality and Adequacy of Facility		
	S	NI	I
Information Resources Center (library, media center)	X		
Technology Resource Center	X		
Storage for Information Resources	X		
Storage for Technology	X		
Facility for Electronic Production	NA		
Office for Information Resources Staff	X		
Office for Technology Staff	X		
Other:			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

## A.3. INFORMATION RESOURCES STAFF:

		S	NI	U
Credentialed Information Resources Personnel (library, media center)	1	X		
Information Resources Support Personnel (library, media center)	0	X		
Technology Support	1	X		
Other:				

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

## B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

### INFORMATION RESOURCES STANDARD FOR ACCREDITATION

**The Standard:** The school's information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school's Mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N / A
<b><i>The governing body/owner(s) and leadership ensure that:</i></b>						
12.1	The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources.			3.09		
12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.		2.88			
12.3	Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources.		2.93			
<b><i>The governing body/owner(s) and leadership ensure that information resources are:</i></b>						
12.4	Age- and developmentally-appropriate.			3.09		
12.5	Properly organized and maintained for ready access and use by students and the staff.			3.02		
12.6	Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.			3.05		
12.7	Appropriately supported with funding from the school's budget.			3.02		
12.8	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff.		2.91			
12.9	Supportive of the school's plan for growth and improvement of student performance.			3.02		

#### Explanation of Any Ratings of 1:

Indicator No.	Evidence
	None.

## C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school <b>MEETS</b> the Information Resources Standard for Accreditation.
	Our self-assessment is that our school <b>DOES NOT MEET</b> the Information Resources Standard for Accreditation.

## D. Implications for PLANNING

List the school's strengths in meeting the Information Resources Standard.

We are always growing. We have kept pace with advances in technology, and during Covid were better prepared than area public schools. Our teachers manage technology with great confidence, and York Catholic students are one to one with Chromebooks. We maintain Go Guardian in our best attempt to keep our students safe online 24/7. Our media center offers teachers and students an abundance of online resources and in house support. It must be noted that Technology was an objective for MSA in 2015; we surpassed our goals and continue to grow.

List the school's areas in need of improvement in meeting the Information Resources Standard.

None.

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

None.

## E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum	X
Information resources and technology orientation for the staff	X
Policies related to information resources and technology, including:	
• Acceptable use of technology by students and the staff	X
• Responding to challenges regarding the appropriateness of information resources	X
• Maintaining currency of information resources and technology	X
• Maintaining an inventory of information resources and technology	X
• Security of information resources and technology	X

**York Catholic Middle & High School  
Middle States Association**

**OBJECTIVES**

**1. By the year 2029, York Catholic seniors will demonstrate college and career proficiency as measured by:**

- 1A. an increase in the number of students who participate in a career shadowing or career mentoring program

Baseline 2020-21	none due to Covid
Baseline 2021-22	none
Baseline 2022-23	2

- 1B. an increase in the number of students who participate in a career exploratory program through York County Alliance for Learning (YCAL)

Baseline 2020-21	21 students
Baseline 2021-22	none
Baseline 2022-23	25 plus

- 1C. an increase in the number of career presentations by area professionals and made available to all students grades 9-12

Baseline 2020-21	no presentations due to Covid
Baseline 2021-22	none
Baseline 2022-23	

- 1D. implementation of a career exploratory course offered to all 10<sup>th</sup> graders as a York Catholic graduation requirement

Baseline 2022-23	8 <sup>th</sup> Grade Course implemented (SOAR)
Baseline 2023-24	9 <sup>th</sup> and 10 <sup>th</sup> Grade Course implemented (Clover)

**2. By the year 2029, York Catholic will have reestablished and updated Business and Technology electives for students grades 9-12, as measured by:**

- 2A. an increase in the number of Business electives offered

Baseline 2020-21	3 Business Electives
Baseline 2021-22	3 Business Electives
Baseline 2022-23	4 Business Electives

2B. an increase in the number of students enrolled in Business electives

Baseline 2020-21	61 students
Baseline 2021-22	70 students
Baseline 2022-23	121 students

2C. an increase in the number of high school Technology based electives offered

Baseline 2020-21	2 Technology Electives
Baseline 2021-22	none due to teacher transition
Baseline 2022-23	2 Technology Electives

2D. an increase in the number of students enrolled in Technology electives

Baseline 2020-21	40 student
Baseline 2021-22	none
Baseline 2022-23	29 students

**3. By the year 2029, York Catholic will finalize academic building renovations and renew the long-range Facilities Plan to ensure the physical campus is able to meet the projected learning needs as well as the safety and security of future students as measured by:**

3A. continued financial growth through an ongoing capital campaign securing resources needed to complete final stages of full-scale building renovations

Total Expense Middle School Renovations \$4.5 million

Baseline 2019-20	funds raised \$168,158.81
Baseline 2020-21	funds raised \$3,240,954.32
Baseline 2021-22	pending (\$296,327.28 to date)

3B. completion of final building renovations encompassing middle school wing and rosary walk

Baseline 2021-22:

- 21 completely renovated middle school classrooms to include central air, updated phone lines, classroom technology, and new furniture
- Creation of office space and conference space for middle school administrative staff
- Creation of additional middle school restrooms
- Addition of one state of the art science lab for grades 7 and 8

- 3C. an increased number of practice drills to ensure emergency and crisis readiness to include fire, building lockdown, and intruder drills

Baselines 2021-22	two building-wide drills
	September 10, 2021 announced
	May 5, 2022 announced

Baselines 2022-23	three building-wide drills to date
	September 2 <sup>nd</sup> all drills
	February 1 <sup>st</sup> intruder
	February 9 <sup>th</sup> intruder

## ACTION PLAN

**Objective:** 1A) By the year 2029, York Catholic seniors will demonstrate college and career proficiency as measured by:

**Strategy:** an increase in the number of students who participate in a career shadowing or career mentoring program

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Increase the number of students participating in shadowing experiences	Guidance	2029	Continued communication w/ community groups and leaders; maintain awareness of programs offered	Increased numbers each year	
2	Increase awareness of student interest/aptitude pertaining to college and career	Guidance SOAR / CLOVER Teacher	2029	Personal inventories and surveys highlighting student strengths and aptitudes SOAR / CLOVER SCOIR	Increased numbers each Year; Increased variety in fields of interest	
3	Continue to guide students grades 9-12 as they discern career preferences through presentations in the Guidance Office and through CLOVER	Guidance SOAR / CLOVER Teacher	2029	YCAL contact Alumni Contacts Professional Contacts (Kinsley, Wellspan, Vo Tech)	Increased numbers of students with concrete direction and clear future planning; documented data post-graduation; Increased variety of fields of interest	
4	Strengthen relationship and student opportunities with Wellspan	Guidance	2029	Contacts with Wellspan	Increased numbers of shadow experiences in the field of medicine	
5	Survey and track student rate of satisfaction and confidence regarding career planning to end one year post-graduation	Guidance Advancement	2029	Alumni Date Base; Outreach to New Alumni; Well-constructed survey	Survey results and data analysis	

## ACTION PLAN

**Objective:** 1B) By the year 2029, York Catholic seniors will demonstrate college and career proficiency as measured by:

**Strategy:** an increase in the number of students who participate in a career exploratory program through York County Alliance for Learning (YCAL).

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Increase the number of students participating in YCAL shadowing experiences	Guidance	2029	YCAL Contacts; Student Communication; Parent Communication	Increased numbers in students enrolling	
2	Increase awareness of YCAL and available programming	Guidance Communications Director All Faculty	2029	Student Google Classroom; Irish Eye; Department Chair Updates	Increased numbers in students enrolling	
3	Continued partnership between York Catholic and YCAL leadership	Guidance Administration	2029	Email; Attendance at YCAL informational events; Yearly meetings with YCAL leadership	Increased numbers in students enrolling	



## ACTION PLAN

**Objective:** 1C) By the year 2029, York Catholic seniors will demonstrate college and career proficiency as measured by:

**Strategy:** an increase in the number of career presentations by area professionals and made available to all students grades 9-12

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Increase the number of career presentations by area professionals annually	Guidance Administration Faculty Advancement	2029	Contacts; Email; Outreach; Documented networking information	Increased number of professionals presenting annually	
2	Increase the number of alumni career presentations annually	Guidance Administration Faculty Advancement	2029	Contact Information; Outreach via email, phone, or letter	A documented data base of alumni willing to come in to share career guidance and increased number of guests presenting	
3	Expand relationships with area colleges and universities with guidance in regard to college and career	Guidance Director of Studies	2029	Connection at York College; Connection at Penn State York; Connection at HACC	Increased number of visits from area colleges and universities at York Catholic	
4	Expand relationships with area technical schools to better direct students interested in trade certification	Guidance Director of Studies	2029	Connection at York County Vo Tech; Connection at Thaddeus Stevens College	Increased number of student pursuing trade certification upon graduation	
5	Explore technical opportunities outside of our local radius to include Central Penn College and Penn College of Technology	Guidance Administration	2029	Communication outreach; Professional Development time to explore		

**Objective:** 1D) By the year 2029, York Catholic Seniors will demonstrate college and career proficiency as measured by:

**Strategy:** implementation of a career exploratory course offered to all 10<sup>th</sup> graders as a York Catholic graduation requirement

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Create introductory career exploratory class for all 8 <sup>th</sup> graders	Guidance Teacher Administration	2023	Investigate curriculum offerings from local schools; Time for development of new curriculum	Implementation of course	2023
2	Create follow on career exploratory class for all 10 <sup>th</sup> graders designed to prepare them for college and career discernment going into 11 <sup>th</sup> grade	Guidance Teacher Administration	2023-24	Time for development of new curriculum; Time to share /educate / involve faculty	Implementation of course	In progress
3	Support CLOVER with necessary resources as students investigate career options	Guidance Teacher Administration Advancement Faculty	Ongoing through 2029	Contacts and connections as we expand career sharing and presentations with students; Career inventories to assist as students discern: SCOIR, Alumni Database, Professional Database	A growing database of professionals willing to assist; A growing database of certified tradespersons willing to assist	
4	Introduce students to career resources available online	Guidance Teacher Media Specialist	2024-25	Time in CLOVER given to career research with direction from teacher and media specialist	Student investigation of career options to result in a final long-term assignment that explores in depth the career of choice	

## ACTION PLAN

**Objective:** 2A) By the year 2029, York Catholic will have reestablished and updated Business and Technology electives for students 9-12 as measured by:

**Strategy:** an increase in the number Business electives offered

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Employ a business teacher with an advanced degree that can introduce current business practice and offer a current array of business courses	Administration	2021-23	Hiring Protocol; Budget for new resources, textbooks; Mentorship of new teacher; Continued professional time for curriculum development	Long term interest in new business courses offered; Steady numbers enrolling in business courses	
2	Investigate colleges and university business programs to explore new course offerings and trends	Administration Business department of one	ongoing	Time; Contact Info for collegiate department chairs	Continued revision to business curriculum as it develops and evolves	
3	Support of Business teacher as a department of one on the faculty	Administration Curriculum Council	ongoing	Communication and meeting time for cross curricular collaboration; Time for curriculum development	Steady numbers enrolling in business courses new and established	
4	Maintain relationships with area business professionals with ability to present / share	Administration Business Department Advancement	ongoing	Increased number of business professionals presenting/sharing; Connections with the above	Increased number of business professionals visiting York Catholic to share career guidance; a documentable growing database	

## ACTION PLAN

**Objective:** 2B) By the year 2029, York Catholic will have reestablished and updated Business and Technology electives for students grades 9-12, as measured by:

**Strategy:** an increase in the number of students enrolled in Business electives

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Continued development of curriculum and curriculum mapping in the Business Department	Business Department	ongoing	Professional development time; Opportunities for collaboration	Maintaining and improving numbers in business courses	
2	Continued increase in Business courses offered as College in the Classroom	Business Department Studies Department	ongoing	Professional development time	Maintaining and improving numbers in business courses	
3	Continued increase in number of students participating in York County Alliance for Learning (YCAL) Business opportunities	Guidance Advancement Communication Director	ongoing	Communication with YCAL leadership; Google Classroom for shared opportunities with students; Parent communication via Irish Eye	Increased number of students participating in YCAL opportunities	
4	Tracking class numbers	Director of Studies	ongoing	Gradebook	Number of students involved	

## ACTION PLAN

**Objective:** 2C) By the year 2029, York Catholic will have reestablished and updated Business and Technology electives for students grades 9-12 as measured by:

**Strategy:** an increase in the number of high school Technology based electives offered

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Employ a technology teacher with an advanced degree that can introduce current technological trends and can offer a current array of technology courses. This is a part-time position, all the more challenging	Administration	2023	Hiring Protocol; Budget for new resources, textbooks; Mentorship of new teacher; Continued professional development time for curriculum development	Long term interest in new technology courses offered; steady numbers enrolling in technology courses	
2	Investigate college and university technology programs to explore new course offerings and trends	Administration Technology Department	ongoing	Time; Contact Info for collegiate department chairs	Continued revision to technology as it develops and evolves	
3	Support of Technology teacher as a department of one on the faculty	Administration Curriculum Council	ongoing	Communication and meeting time for cross curricular collaboration; Professional time for curriculum development	Steady numbers enrolling in technology courses new and established	
4	Maintain relationships with area professionals with ability to present/share	Administration Technology Teacher Advancement	ongoing	Increased number of professionals presenting/sharing; Connections with the above	Increased number of professionals visiting York Catholic to share career guidance; a documentable growing database	

## ACTION PLAN

**Objective:** 2D) By the year 2029, York Catholic will have reestablished and updated Business and Technology electives for students grade 9-12 as measured by:

**Strategy:** an increase in the number of students enrolled in Technology electives

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Continued development of curriculum and curriculum mapping in Technology	Business/Technology Department	ongoing	Professional Development time; Opportunities for collaboration	Maintaining and improving numbers in Technology courses	
2	Continued increase in Technology courses offered as College in the Classroom	Business/Technology Department Director of Studies	ongoing	Professional Development time	Maintaining and improving numbers in Technology courses	
3	Continued increase in number of students participating in York County Alliance for Learning (YCAL) Technological opportunities	Guidance Advancement Communications Director	ongoing	Communication with YCAL leadership; Google Classroom for shared opportunities with students; Parent Communication via Irish Eye	Increased number of students participating in YCAL opportunities	
4	Tracking class numbers	Director of Studies	ongoing	Gradebook	Increasing number of students involved	

## ACTION PLAN

**Objective:** 3A) By the year 2029, York Catholic will finalize academic building renovations and renew the long-range Facilities Plan to ensure the physical campus is able to meet the projected learning needs as well as the safety and security of future students as measured by:

**Strategy:** continued financial growth through an ongoing capital campaign securing resources needed to complete final stages of full-scale building renovations

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Identify priorities	Development Committee	2024	Time	Documentation in Committee Minutes	
2	Conduct a Feasibility Study	Development Committee	2024	Time; Entertaining funding	Feasibility Study Report	
3	Launch Silent Phase	Development Committee	2025	Time; Entertaining funding	50% raised/pledged toward goal	
4	Launch Public Phase	Development Committee	2026	Time; Entertaining funding	100% raised/pledged toward goal	
5	Complete Campaign	Development Committee	2027	Time; Entertaining funding	100% collected	

## ACTION PLAN

**Objective:** 3B) By the year 2029, York Catholic will finalize academic building renovations and renew the long-range Facilities Plan to ensure the physical campus is able to meet the projected learning needs as well as the safety and security of future students as measured by:

**Strategy:** completion of campus renovations encompassing middle school wing and rosary walk

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Revise building master plan	Building and Grounds Committee	2023	Time	Master Plan	
2	Identify priorities in revised plan	Building and Grounds Committee	2024	Time	Prioritized List	
3	Obtain projected financials by priority	Building and Grounds Committee	2024	Time	Figures	
4	Complete Priority #1 Renovations	Administration Building and Grounds Committee Construction Team	2027	Construction Team Oversight by Building and Grounds Committee	Completed renovation	
5	Complete Priority #2 Renovations	Administration Building and Grounds Committee Construction Team	2028	Construction Team Oversight by Building and Grounds Committee	Completed renovation	



## ACTION PLAN

**Objective:** 3C) By the year 2029, York Catholic will finalize academic building renovations and renew the long-range Facilities Plan to ensure the physical campus is able to meet the projected learning needs as well as the safety and security of future students as measured by:

**Strategy:** an increased number of practice drills to ensure emergency and crisis readiness in the renovated spaces, to include fire, building lockdown, and intruder drills

	Activity Steps	Person/Group Responsible	Timelines for Completion	Resources Needed	Evaluation/ Indicators of Success	Date Completed
1	Review and Revise Emergency Drills and Crisis Readiness	Facilities Director Administration	2023	Faculty Handbook; Emergency Response Guide	Completed Drills	
2	Monthly reminders and communication to faculty and staff regarding protocol	Facilities Director Administration	ongoing	Partnership with City Police and Fire Department	Completed Drills	
3	Monthly emergency practice drills with feedback	Facilities Director Administration	ongoing	Partnership with City Police and Fire Department	Completed Drills	
4	Tracking Drills Number and Type	Facilities Director Administration	ongoing	none	Completed Drills	



## MIDDLE STATES COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS TECHNICAL REVIEW OF OBJECTIVES

Date of Review	April 4, 2022, October 31, 2022
School Name	York Catholic High School
School Code	PA483
Review Number	2
Staff Reviewer	Dr. Mary Burke, Associate Vice President, Accreditation
Projected Visit Dates	3/26/2023 - 3/29/2023
Protocol	Excellence by Design

### Next Steps:

X	Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. Please include this document, objectives, and Action Plans as an appendix of your self-study. The Visiting Team will conduct the Second Level of Review (see the <i>Guide for Self-Study and Accreditation</i> for the criteria) during the Team's visit.
X	Minor modifications recommended.
	Modifications required. Please make changes and resubmit as soon as possible.
	Call me at 267-284-5031 x 102 or cellphone 609-841-7277 or email at <a href="mailto:mburke@msa-cess.org">mburke@msa-cess.org</a> to discuss.

### Comments:

**Review #1:** I will need to see the school's Profile of the Graduate in order to confirm your objectives are aligned to it. You also need to consider measurable data points for the third objective. Once you have read through my comments, you may resubmit. If you would like to chat about this report, please do not hesitate to contact me at the contact information above.

**Review #2:** Congratulations! Your objectives have been approved with minor modifications recommended. Please review the report and begin your work on the Action Plans for Growth and Improvement. Include the approved Technical Review and your Action Plans in your self-study for the visiting team to do their review on both.

## FOUNDATION DOCUMENTS

### Mission of School

#### **Mission Statement**

*Guided by a Christian moral compass, we educate our students in an atmosphere of faith, family, and mutual respect, preparing them to serve the global community.*

### Belief Statements (Core Values)

#### **Values Statement**

- We believe in a faith community that promotes Gospel values and a Christian moral compass.
- We believe in valuing and respecting each individual in a safe educational environment.
- We believe that collaboration between our students and highly qualified, compassionate faculty fosters academic excellence and lifelong learning.
- We believe that everyone is created in the image of God and we strive to develop the faith, heart, body, and mind of each student.
- We believe in the values of diversity, and equity, and in each individual's unique God given talents and gifts.
- We believe in the respect and dignity of human life in an atmosphere based on Catholic moral values.
- We believe in stewardship, promoting the betterment of our school, church, community, country and world.
- We believe service to others is not only a witness to our faith, but a lifestyle.
- We believe in the importance of self-discipline and personal accountability in the development of our students.

## Profile of a Graduate

Review #1: NOT PROVIDED BY SCHOOL

Review #2:

Upon graduation from York Catholic, a student will live following the tenants of Faith, Heart, and Mind.

### Faith

Be a vital force in our global society using his/her God given talents Lead a faith-filled life rooted in prayer

Demonstrate a life-long commitment to service

Live a life of integrity with a respect for the dignity and diversity of human life Make decisions based on the Gospel message

Follow a Christian moral compass

### Heart

Lead by example

Demonstrate love and compassion Maintain a strong work ethic

Be a global citizen

Make a positive impact as a responsible member of society Uphold the sanctity of life and family values

### Mind

Be a life-long learner

Communicate effectively Follow his/her calling

Think critically and solve problems creatively Be a responsible digital citizen

## General Comments about All Objectives

		Yes	No
<b>1</b>	Has the school identified three, four, or five objectives for accreditation purposes?	X	
<b>Comments:</b>			

		Yes	No
<b>2</b>	Do the objectives focus on growing and improving areas of student performance and/or organizational capacity, as expressed in the school's Foundation Documents?	X	
<b>Comments:</b> Review #1: Foundation Documents did not include the Profile of the Graduate. Review #2: Included			

## Technical Review of Objectives

### Objective #1: As submitted by the school

**1. By the year 2029, York Catholic seniors will demonstrate college and career proficiency as measured by:**

- 1A. an increase in the number of students who participate in a career shadowing or career mentoring program

Baseline 2020-21	none due to Covid
Baseline 2021-22	pending

- 1B. an increase in the number of students who participate in a career exploratory program through York County Alliance for Learning (YCAL)

Baseline 2020-21 21 students

Baseline 2021-22 pending

- 1C. an increase in the number of career presentations by area professionals and made available to all students grades 9-12

Baseline 2020-21 no presentations due to Covid

Baseline 2021-22 pending

- 1D. implementation of a career exploratory course offered to all 10<sup>th</sup> graders as a York Catholic graduation requirement

### Technical Review Criteria

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
<b>Comments:</b>			
		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
<b>Comments:</b>			
		Yes	No
3	Does the objective have an impact on the Profile of a Graduate?	X	
<b>Comments:</b>			
Review #1: No Profile do the Graduate submitted.			
Review #2: Included			
		Yes	No
4	Does the objective comply with the following:		
	1) Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	2) Have multiple measures been identified to determine achievement of the objective?	X	
	3) Are baseline data and collection year included for each assessment?	X*	
	4) Is a challenging and appropriate end goal set for each assessment	X	

5) Are periodic benchmarks that will be used to measure achievement of the objective?	X*	
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**Comments:**

**Review #1: Baseline data pending for 2021-2022**

**Review #2: \*Baseline data for 2021-2022 should be included by October 31, 2022.**

**\*Define your periodic benchmarks. Are they annually, bi-annually measurements or some other timeline?**

**Suggestions for Revising Objective:**

**Objective #2: As submitted by the school**

- 2. By the year 2029, York Catholic will have reestablished and updated Business and Technology electives for students grades 9-12, as measured by:**

- 2A. an increase in the number of Business electives offered

Baseline 2020-21 3 Business Electives

Baseline 2021-22 3 Business Electives

- 2B. an increase in the number of students enrolled in Business electives

Baseline 2020-21 61 students

Baseline 2021-22 70 students

- 2C. an increase in the number of high school Technology based electives offered

Baseline 2020-21 2 Technology Electives

Baseline 2021-22 none due to teacher transition

- 2D. an increase in the number of students enrolled in Technology electives

Baseline 2020-21 40 student

Baseline 2021-22 none

## Technical Review Criteria

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
<b>Comments:</b>			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
<b>Comments:</b>			

		Yes	No
3	Does the objective have an impact on the Profile of a Graduate?	X	
<b>Comments:</b> Review #1: No Profile do the Graduate submitted. Review #2: Included			

		Yes	No
4	Does the objective comply with the following:		
	1) Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	2) Have multiple measures been identified to determine achievement of the objective?	X	
	3) Are baseline data and collection year included for each assessment?	X*	
	4) Is a challenging and appropriate end goal set for each assessment	X	
	5) Are periodic benchmarks that will be used to measure achievement of the objective?	X*	
<b>Comments:</b> Review #1: Baseline data pending for 2021-2022 Review #2: *Baseline data for 2021-2022 and/or 2022-2023 for 2C & 2D should be included by Oct 31, 2022. *Define your periodic benchmarks. Are they annually, bi-annually measurements or some other timeline? As written, it is not known if you are measuring in year 1 and at the end only.			



		Yes	No
7	Are disaggregated data included where appropriate?		
<b>Comments:</b>			

		Yes	No
8	Is the objective measured by both external and internal assessments when appropriate and available?		X
<b>Comments:</b> All assessments are internal. As a student performance objective, I suggest adding both the internal report card grades and an external assessment. If you currently are <u>not</u> using an external assessment for Business or Technology, you might consider one for your Action Plans for Growth and Improvement.			

### Suggestions for Revising Objective:

### Objective #3: As submitted by the school

- 3. By the year 2029, York Catholic will finalize academic building renovations and renew the long-range Facilities Plan to ensure the physical campus is able to meet the projected learning needs as well as the safety and security of future students as measured by:**

- 3A. continued financial growth through an ongoing capital campaign securing resources needed to complete final stages of full-scale building renovations

Total Expense Middle School Renovations \$4.5 million

Baseline 2019-20	funds raised \$168,158.81
Baseline 2020-21	funds raised \$3,240,954.32
Baseline 2021-22	pending (\$296,327.28 to date)

- 3B. completion of final building renovations encompassing middle school wing and rosary walk

Baseline 2021-22:

- 21 completely renovated middle school classrooms to include central air, updated phone lines, classroom technology, and new furniture
- Creation of office space and conference space for middle school administrative staff
- Creation of additional middle school restrooms
- Addition of one state of the art science lab for grades 7 and 8

- 3C. an increased number of practice drills to ensure emergency and crisis readiness to include fire, building lockdown, and intruder drills

Baselines 2021-22 - two building wide drills

- September 10, 2021 announced
- May 5, 2022 announced

## Technical Review Criteria

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
<b>Comments:</b>			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
<b>Comments:</b>			

		Yes	No
3	Does the objective have an impact on the Profile of a Graduate?	X	
<b>Comments:</b>			
Review #1: No Profile do the Graduate submitted. Review #2: Included			

		Yes	No
4	Does the objective comply with the following:		
	1) Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	2) Have multiple measures been identified to determine achievement of the objective?	X	
	3) Are baseline data and collection year included for each assessment?	X	
	4) Is a challenging and appropriate end goal set for each assessment?	X	
	5) Are periodic benchmarks that will be used to measure achievement of the objective?		X
<b>Comments:</b>			
Review #1: Benchmarks are unclear. Review #2:			
*Define your periodic benchmarks. Are they annually, bi-annually measurements or some other timeline?			

		Yes	No
7	Are disaggregated data included where appropriate?		
<b>Comments</b>			

		Yes	No
8	Is the objective measured by both external and internal assessments when appropriate and available?		X
<b>Comments:</b> Review #2: Currently all measurements are internal measurements. Consider using the external requirement report due to the state for your emergency drills to show that you annually meet the state requirement.			

### **Suggestions for Revising Objective:**

**Review #1:** It is not clear what you are measuring. Is this a to-do-list? In your plan for growth and improvement, explain what is being measured as success in the beginning, middle, end, and points along the way of each task. Take into consideration manpower, costs, time, materials, outsourcing, and so much more. What does the timeline look like? There are a lot of tasks. How many man-hours will these tasks take? Do you have the staff as well as the funds to accomplish all of these tasks?

## Appendix A

### INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT

As part of its planning for growth and improvement, the school conducted an in-depth self-examination of the curriculum, instructional program, and assessment practices for those components of its educational program that are considered essential to the areas of student performance that have been identified as the priorities for growth and improvement. Using the Middle States Indicators of Quality for curriculum, instruction, and assessment, this self-assessment required the school to look carefully at its written curriculum, how the curriculum is delivered to the students, and the practices used to assess the degree to which the students are achieving the learning goals of the curriculum.

The overall purpose of this self-assessment is to identify any aspects of the school's curriculum, instructional pedagogy, and assessment practices that need to be developed or improved to increase the likelihood that the school will be able to achieve the goals it set for growing and improving student performance. Areas identified for development and/or improvement should be included in the action plans for the measurable student performance and organizational capacity goals that are the heart of the Plan for Growth and Improvement.

### SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:

All subjects
--------------

**The self-assessment of the degree to which this component of the school's educational program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:**

A subcommittee comprised of the following individuals:	
Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Jeanette Davis	Science Department Chair
Melissa Emschweiler	Math Department Chair
Jill Euclide	English Department Chair
Erin Langione	Physical Education Department Chair
Cecelia Mezza	Fine Arts Department Chair
Laura Richards	Foreign Language Department Chair
Carolyn Obermeier	Guidance Department Chair
Dynellia Washington	Business and Technology Department Chair
Kathleen Weichert	Religion Department Chair
Megan Wertz	Social Studies Department Chair

**\*\*NOTE:** Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

**If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.**

Our Middle States Committee is comprised of parents, teachers, and students, and they assisted with the survey. They all took the survey in advance, providing commentary regarding terminology and at times questions that were not clear or did not pertain. We made adjustments accordingly before presenting to parents, teachers, and students.

## **A. INFORMATION Related to The Indicators of Quality**

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

**1. CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the educational program by completing each column as described.*

Grade Level: *Enter the grade level(s) at which each course/program in this curricular component is taught.*

Course Title: *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).*

Hours per Semester/Year: *Indicate the number of hours of instructional time devoted to each program/ course per semester/year.*

Grade Level(s)	Course Title	Hours per Semester/Year
7	Computer 7	18
9-12	Introduction to Computer Science	36
10-12	Computer Programming	72
8	SOAR	18
10	CLOVER	18
9-12	York County Alliance for Learning (YCAL)	Varied

	The instructional hours are reported for one academic year
X	The instructional hours are reported for one academic semester

2. Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

None.

3. Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

NA

#### 4. ASSESSMENT RESULTS:

Name of Assessment/ Test	Area(s) Assessed
NA	

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

None.

## B. Self-Assessment of The INDICATORS OF QUALITY

The Indicators of Quality for curriculum, instruction and assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.

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

## INDICATORS OF QUALITY FOR CURRICULUM

### Indicators of Quality 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.			3.7		
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.			3.9		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			3.2		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			3.3		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			3.4		
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.			3.1		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			3.4		

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.			3.2		
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.			3.4		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			3.3		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			3.5		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			3.2		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.		2.2			
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			3.2		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			3.3		
CI.16	Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media.			3.4		
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.			3.5		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			3.6		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			3.3		
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.			3.3		

### Stakeholders' comments to support the ratings:

The Business department has only begun the reconstruction process and we are not at the stage where we can gather input and feedback from parents and other stakeholders. The curriculum has been viewed by Administration, but again, we are in the beginning stages and once into the final stages of development, we will be able to move forward with review and assessment.



# INDICATORS OF QUALITY FOR INSTRUCTION

## 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.			3.4		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			3.6		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			3.6		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			3.2		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			3.4		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			3.2		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			3.6		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			3.6		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.			3.8		
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.			3.8		
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.			3.0		

## 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.			3.4		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			3.5		
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.			3.5		
	b. Cohorts of students as they move through courses in the curriculum.			3.5		
	c. Comparable (local, state, and national) groups outside of the school.			3.5		

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.		2.8			
AI.5	Records of students' learning and performance are maintained in the curriculum.			3.6		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			3.4		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			3.3		

## C. ROOT CAUSE ANALYSIS

Curriculum Design Issues				
<b>Content</b>				
Are the skills required for improvement in student performance included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Faculty feedback and survey results provided the data for this conclusion.			
Hypothesis derived from your conclusion:	Development of curriculum maps with scope and sequence grades 7-12 provide critical direction and ensure consistency from one classroom to the next.			
<b>Sequence</b>				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	X	YES		NO
Data to support your conclusion:	Faculty feedback and survey results provided the data for this conclusion.			
Hypothesis derived from your conclusion:	Continued academic success and high student performance speaks to classroom instruction and preparation.			
<b>Pacing</b>				
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?	X	YES		NO
Data to support your conclusion:	Faculty feedback and survey results provided the data for this conclusion.			
Hypothesis derived from your conclusion:	There is awareness of time and pacing; teachers do not hesitate to take pause and reteach when assessments indicate a need.			

<b>Format</b>				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:	Students are well prepared for classroom assessment as well as standardized assessments, with ample time spent on testing format and pacing.			
<b>Instructional Delivery Issues</b>				
<b>Teacher Awareness of Content</b>				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:	Faculty feedback and survey results provided the data for this conclusion.			
Hypothesis derived from your conclusion:	The importance of curriculum maps continues to be a focus of faculty in-service, and will continue to be a focus through ongoing revision. All teachers recognize the need for consistency across grade levels, and interdepartmentally; all faculty are expected to deliver the same skill base in accordance with their subject matter curriculum map.			
<b>Teacher Awareness of Sequencing</b>				
Are teachers aware that the skills required for improvement in student performance are scheduled to be taught prior to the administration of the assessment?	X	YES		NO
Data to support your conclusion:	Faculty feedback and survey results provided the data for this conclusion.			
Hypothesis derived from your conclusion:	Teachers work for mastery in advance of assessments.			
<b>Teacher Awareness of Pacing</b>				
Are teachers spending the specified time on the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:	Faculty feedback and survey results provided the data for this conclusion.			
Hypothesis derived from your conclusion:	There is awareness of time and pacing; teachers do not hesitate to take pause and reteach when assessments indicate a need.			

Professional Development Issues				
<b>Teacher Awareness of Format</b>				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	X	YES		NO
Data to support your conclusion:	Faculty feedback and survey results provided the data for this conclusion.			
Hypothesis derived from your conclusion:	Teachers are aware of objectives and format. High test scores reflect this.			
<b>Teacher Resources</b>				
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?	X	YES		NO
Data to support your conclusion:	Faculty feedback and survey results provided the data for this conclusion.			
Hypothesis derived from your conclusion:	Teachers have adequate resources to provide instruction; teachers remediate and enrich as needed.			
<b>Teacher Skills</b>				
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:	Faculty feedback and survey results provided the data for this conclusion. Standardized test scores also support this conclusion.			
Hypothesis derived from your conclusion:	York Catholic teachers are highly qualified and are able to teach effectively. Consistently high standardized test scores are a reflection of quality classroom instruction.			

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

Five years ago, we did not have either initiative in place in regard to our academic objectives. Our Business and Technology department was limited to one course elective, not a flourishing or current discipline, and career exploration was not yet a focus. We have begun to create strong programs in both disciplines, but are in the early stages. We realize that neither program can exist in isolation, and that all departments need to contribute, collaborate, and fully support. Teacher feedback clearly states that we need time for more intentional professional development, and we hope to rectify that in the year ahead. We went for two academic years without a Director of Staff Supervision, and felt that loss. We

advertised and interviewed candidates for the position but could not find the right individual. We pulled from our faculty line up this winter, filling that position, and know that the teachers will appreciate the time and attention, not only as a professional in the classroom, but as a faculty pulling together with a shared vision. Professional development will be better planned and with our current objectives in mind; we will see progress.

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

We are a small faculty, and we graduate students who are well prepared for collegiate level work. Our academic program is strong. As we look to build a Career Exploration Program and grow our curriculum for Business and Technology, we have a strong foundation to work from. Our students are well positioned for success after high school, we need to better assist as they discern direction and purpose, and we need to ensure that they will be able to keep pace with advancements in technology as they enter the work force.

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

We have two curriculum programs in the developmental stages, with teachers fine tuning current classes and rolling out new courses in the 2023-24 academic year. Our Business Department chair is a department of one, and our Foreign Language Chair is leading the Career Exploration program with support from the Guidance Department. We will appreciate the extra layer of support and guidance the Director of Staff Supervision will offer as curriculum grows and all departments participate and contribute across disciplines. All faculty members will need awareness and buy in for both initiatives moving forward.

**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.**

See above.

## **D. Implications for PLANNING**

**List the strengths in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

See above.

**List the areas in need of improvement in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

None.

**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.**

None.

**E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment**

<b>Evidence</b>	<b>School</b>
Scope and sequence for this curriculum area	X
Examples of syllabi for this curriculum area	X
Written curriculum guides for this curriculum area	X
Record of development/review/revision of this curriculum area	X
Examples of assessments used in this curriculum area to determine levels of student achievement/performance	X
Exemplars of student work within this curriculum area	X
Record of professional development activities related to this curriculum area	X