

Florida Catholic Conference
Accreditation Program

Visitation Report

for

Our Lady of Lourdes Catholic School
730 San Salvador Drive
Dunedin, Florida 34698

Katherine Bogataj, Principal

Diocese of St. Petersburg

Br. John L. Cummings, Superintendent

March 25-27, 2009

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Florida Catholic Conference
Visiting Team

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St. Joan of Arc Catholic School
501 SW 3rd Avenue
Boca Raton, Florida 33432
Diocese of Palm Beach

Mrs. Mary Martin
Principal
St. Peter Catholic School
421 W. New York Avenue
Deland, Florida 32720
Diocese of Orlando

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Teacher
Sts. Peter and Paul Catholic School
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FLORIDA CATHOLIC CONFERENCE
OUR LADY of LOURDES VISITATION SCHEDULE
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WEDNESDAY, MARCH 25, 2009

- 12:15 pm Visiting Team arrives at School
- 12:30 pm Orientation Meeting for Visiting Team in Team Workroom
(Mary Hall)
- 1:00 pm Tour of School Campus and Facilities
- 1:30 pm Meeting for Visiting Team with Student Representatives
in Mary Hall
- 2:00 pm Personnel Interviews:
Guidance Counselor, Dolores Puterbaugh w/Mary Martin in Mary Hall
Resource Teacher, Nancy Casalino, w/Jocelyn Zlatkin in Bernadette Hall
Technology Program, Kathy Bogataj and Media Center Librarian,
Sheelagh Wallis, w/Vicki Farrington in Youth Center
- 2:15 pm Meeting for Visiting Team with Parents and School Community
Representatives in Bernadette Hall
- 2:45 pm Meeting with School Administration and Steering Committee
in Mary Hall
- 3:15 pm Meetings for Visiting Team with Area Committees**
School Profile Committee: Mary Martin in Mary Hall
Mission and Beliefs Committee: Jocelyn Zlatkin in Bernadette Hall
Desired Results Committee: Vicki Farrington in Youth Center
- 3:35 pm Analysis of Instruction and Organization Committee: Vicki Farrington
in Mary Hall
- 3:55 pm Meeting for Visiting Team with Action Plan Committee
and Steering Committee in Mary Hall
- 5:00 pm Visiting Team Meeting at Hotel and Dinner

THURSDAY, MARCH 26, 2009

- 7:30 am Visiting Team arrives at School
- 7:50 am Morning Announcements on School Video Production System
- 8:00 am Classroom Observations
- 11:00 am Religion Program, Pastor Gary Dowsey, w/Vicki Farrington
in DuBois Center
- 12:00 pm Visiting Team Meeting/Team Lunch in Mary Hall
- 12:30 pm Classroom Observations
- 5:30 pm Dinner for Visiting Team, Pastor, Administration, Steering Committee
Chairperson, and Parent Representatives in Rectory
- 7:00 pm SIP Presentation Program, with Prayer, in Conmy Center

FRIDAY, MARCH 27, 2009

- 7:30 am Visiting Team arrives at School
- 8:00 am Visiting Team Meeting (Review of Sections for Report,
Standards Compliance, etc.) in Mary Hall
- 9:00 am School Mass in Church
- 10:00 am Meeting for Pastor with Team Chairperson in DuBois Center
- 10:30 am Visiting Team Meeting (Final Review, Standards Compliance, etc.)
in Mary Hall
- 11:00 am Meeting for Visiting Team with School Administration
and Steering Committee in Mary Hall
- 12:00 pm School Dismisses
- 12:30 pm Lunch for Visiting Team, Pastor, School Staff, and Superintendent's
Representative in Conmy Center
- 1:00 pm Reading of Oral Exit Report by Visiting Team in Conmy Center
- 1:30 pm Visiting Team Departs

Introduction

The School Improvement Process is a process of evaluation and planning developed by the National Study of School Evaluation (NSSE.) It focuses on the improvement of student learning and school performance. The process enables a school to measure existing quality, demonstrate compliance with accreditation standards, and identify the means and methods of attaining even higher levels of student achievement and school performance. Most importantly, the process helps to ensure the Catholic dimension of the school, both in terms of Gospel values and in academic excellence. The process involves three phases: Planning, Peer Review, and Implementation.

Visitation is the second phase of the process. Its purpose is to assist the Florida Catholic Conference Accreditation Committee in the process of accrediting or continuing the accreditation of a school by assessing the quality of the school's educational program and its compliance with the accreditation standards.

The objectives of the on-site accreditation visit are to assure the Florida Catholic Conference Committee of the validity of a school's School Improvement Report and its Action Plan; to identify and commend the strengths of a school; to develop recommendations to strengthen a school's efforts for the improvement of the quality of its program; to bring objective expertise to assist in a school's current evaluation and its future planning; to assess a school's compliance with accreditation standards; and to develop a written report of the Visiting Team's findings.

Our Lady of Lourdes Catholic School in Dunedin, Florida, in the Diocese of St. Petersburg, was visited on March 25-27, 2009, for the purpose of continuing the school's accreditation. The Visiting Team members were Chairperson Victoria Farrington, from the Diocese of Palm Beach, Mary Martin, from the Diocese of Orlando, and Jocelyn Whitman, from the Archdiocese of Miami.

The Team members first met at Our Lady of Lourdes, exchanged introductions, and began their work with the orientation session. After reviewing the FCC guidelines for the Visitation, the Team clarified all schedules and individual tasks. Each member brought a distinct expertise to the workings of the team, providing practical and constructive insight to Our Lady of Lourdes concerning the school's SIP. The team members were intent on honoring the integrity of the school improvement process and, as representatives of the Florida Catholic Conference, conducted themselves in a professional manner.

Our Lady of Lourdes has been a vibrant community in the Diocese of St. Petersburg since 1962. The school is located in a residential setting, on a vast 34-acre campus that boasts well-maintained facilities, including an auditorium/gymnasium, athletic field, and a recently renovated library/studio. Lourdes currently educates approximately 250 students in the Pre-school through Eighth Grade. There is a staff of approximately 40 members.

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Mrs. Katherine Bogataj, a longtime teacher at the school, has been the principal since late July when the position unexpectedly became vacant. Faculty turn-over is quite low.

The school offers an excellent elementary school curriculum, preparing students well for the challenges of the area high schools. The early childhood classrooms are child-centered, the middle grades are structured for maximum learning time, and the school program's emphasis on language, communication, and mathematical skills enables students to achieve high academic results. There are also various after-school sports, clubs, and service opportunities with staff and parent volunteers assisting so that students are provided with a well-rounded experience at Our Lady of Lourdes.

The Team members found the entire community to be extremely positive about the school. The staff was eager to talk to the Visitation Team about the research and preparation that had been done for the SIP. The students were articulate in their answers about the school's learning program and their satisfaction with the various aspects of student life. The parents were enthusiastic about the future direction of the school. It was also evident to the team that the school was an important ministry of Our Lady of Lourdes Church, and that the pastor considered the progress and improvement of the school crucial to the success of the parish.

Our Lady of Lourdes has worked on its SIP for the last two school years, utilizing the NSSE documents and the FCC manual to organize its research, surveys, and report writing. The staff was formed into the standard committees, with a chairperson to oversee the process. Parents were in-serviced on surveys and educational findings at Home and School meetings. Additional faculty meetings were scheduled to confer on the SIP. The staff complied with the guidelines and feedback suggestions from the diocesan office. The school succeeded in making the SIP a collaborative school effort.

On the first day, the Team met with the Steering Committee to explain the purpose of the Visitation and to clarify various aspects of the process used to validate the School Improvement Plan. The Team took a tour of the school campus and learned about the most recent capital improvements and configuration changes. Then the Team met with representative groups of parents, students, and school personnel. Interviews were held with members of the Steering Committee and of the Area Committees as part of the validation of the School Improvement Plan.

During the second day, the Team members observed the school's educational program by visiting all classrooms and teachers during instructional time. That evening, after a lovely dinner at the Rectory with the Pastor, Principal, Steering Committee Chairperson, and parent representatives, there was a prayer service, which included a presentation of the Executive Summary and the School Profile. The service drew a large crowd of students and parents, and the highlight of the presentation was a live version of the school's daily closed circuit tv news show, "New Day, Florida" that included the Mission and Belief Statements.

The final day began with additional Team meetings to finalize the Oral Exit Report. Supporting materials, including school publications, policy manuals, and minutes of committee meetings were examined, and the school's compliance with the Florida Catholic Conference accreditation standards was reviewed. Next, there was a mass celebrated by the entire school community. The Team Chairperson then met with the Pastor to review the Team's findings. The Team's commendations and recommendations regarding the School Improvement Plan, and the school's compliance with the Florida Catholic Conference accreditation standards were discussed. The Oral Exit Report was

presented to the Pastor, Steering Committee members, faculty, staff, and the Diocesan Superintendent's representative to conclude the on-site visit.

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Development of the School Improvement Plan

School Profile

Comments

An Executive Summary section precedes the School Profile one and outlines the steps that the school has taken to address the recommendations of the previous accreditation visit from the Florida Catholic Conference in 2002.

The Profile was developed as a collaborative effort with the input of the faculty, parents, and students. The Committee amassed relevant information and statistical data through their research on educational topics and their administration of the opinion surveys. Information was compiled and analyzed with respect to the school's demographics, history, curricular programs, standardized testing results, and budget and tuition figures. This process has enabled the school to establish baseline data that will be useful for future planning and development.

Commendations

1. The school has effected many improvements to the educational program and to the campus based upon the recommendations from the previous accreditation report.
2. The School Profile gives a thorough picture of the Our Lady of Lourdes Catholic School community, and the Profile includes meaningful data culled from multiple sources.
3. The process implemented by the Committee to compile the information included in the School Profile was well-organized and collaborative, and many community members were able to participate by completing the surveys.

Recommendations

1. The School Profile data should be updated and analyzed annually to track trends in enrollment, demographics, standardized testing results, budgetary figures, and other relevant school information.
2. The school should strive to include the input of additional community stakeholders such as parishioners of Our Lady of Lourdes Church and alumni from the school when updating the Profile.

Comments

Our Lady of Lourdes Catholic School generated its Mission and Belief Statements using a consensus-building process in which the various stakeholders in the community had opportunities for input and suggestions. Discussions were held at faculty meetings, School Advisory Council sessions, and Home and School gatherings so that varying viewpoints could be incorporated into the final versions.

Commendations

1. The Committee formulated a Christ-centered Mission Statement that is easy to memorize.
2. The Committee ensured that the School Mission Statement complemented the Parish Mission Statement, by incorporating their core values of faith, family, and foundation.
3. The Mission Statement is on display throughout the entire school campus.
4. The staff, students, and parents are well-versed in the Mission Statement and are able to give specific examples of how the Mission is manifested in the everyday activities of the Lourdes community.

Recommendations

1. The school should conduct an annual review of the Mission and Belief Statements.

Comments

The process by which Our Lady of Lourdes determined its goals for student learning involved surveying the entire faculty and staff and a representative portion of school parents. The survey results were tallied and then reviewed in light of the educational research the faculty had already completed. The Committee provided specific examples to further evidence any strengths and weaknesses

Commendations

1. The Committee worked collaboratively and consistently with faculty and parents throughout their process of determining the student learning goals.
2. The supporting data for the chosen learning goals was relevant and convincing.
3. The Committee thoroughly assessed the strengths and weaknesses of the school program so that learning goals that best addressed the students' educational needs could be chosen.

Recommendations

1. The school should regularly review student performance in all academic areas, including standardized test scores, so that the stated learning goals may be modified as necessary, according to the ongoing assessment of the school program.

Development of the School Improvement Plan
Analysis of Instructional and Organizational Effectiveness
of School Performance

Comments

The NSSE/FCC Survey was used to determine the areas of strengths and limitations for the Instructional and Organizational Effectiveness of the educational program at Our Lady of Lourdes Catholic School. The Committee listed concrete examples and supporting evidence for these findings.

Commendations

1. The Committee clearly understood the relationship of this section to the desired learning goals and focused on exploring how these goals could be met.
2. The findings for this section of the SIP were based on both academic research and on a careful review of the strengths and weaknesses of the school's educational practices and procedures.

Recommendations

1. The school administration should continue to provide a process by which the stakeholders of the Lourdes community may address the organizational and instructional effectiveness of the school's learning environment.

Development of the School Improvement Plan

Action Plan

Comments

The Committee took the three stated goals for student learning from Area 3 of the SIP and developed a plan based on these goals. The Action Plan attempted to address how these goals were to be achieved: what resources would be required, what training the staff would need, how curriculum would be revised, etc. The Plan should serve as the blueprint, or comprehensive lesson plan, for how Our Lady of Lourdes will address the three goals for student learning that it has identified.

Commendations

1. The learning goals are specific to the educational needs of the students of Our Lady of Lourdes.
2. The Action Plan provides for ample staff development to implement the stated learning goals for students.
3. The Action Plan includes a technology component for each of the learning goals.

Recommendations

1. The wording of the learning goals may need to be adjusted as the implementation phase of the SIP begins so that each goal is measurable and understood in terms of student behavior and achievement.
2. As the current Action Plan is put into effect, the Plan will need to be updated with any changes in information, such as: revised timelines, additional assessment tools, new resources or classroom materials, teaching methodologies, staff professional development, etc.
3. A leadership committee for the Plan's implementation should be organized to monitor progress and oversee revisions and additions to the Action Plan.
4. As the work of the implementation of the Action Plan moves forward, the school should ensure that communication of its efforts and progress are conveyed to the community through School Advisory Council meetings, school publications, the parish bulletin, etc.

Recommendations Related to Standards

Area C: Program of Learning, Instructional Design

#13: Based upon the interest level of both parents and students during the interviews during this Visit, the Team recommends that the school investigate the possibility of increasing the extra-curricular opportunities available to students, such as a drama club and the expansion of the Odyssey of the Mind program.

Area C: Program of Learning, Curriculum

#9: The Team recommends that, as funds become available, the school allocate the appropriate funds for updating the series for textbooks throughout the curriculum.

Area E: Administration

#7: Development: The Team recommends that the school carry forward the efforts begun since the previous accreditation visit in 2002 and continue to work in conjunction with the Parish Development Director so that the strategic plan for the marketing and public relations of Our Lady of Lourdes be implemented. The Team feels that it is essential to the growth and continued success of the school that the excellence of the faith and academic programs of Our Lady of Lourdes be proclaimed throughout the local community.

Area H: School Plant and Facilities

#11: The Team recommends that the school monitor and maintain all playground surface areas.

Evaluation and Summary

The Visiting Team would like to borrow a line from the song that the EC4 students sang during the school's SIP presentation program, "From the top of my head, to the bottom of my toes, I know God loves me," because from the top of this community, Fr. Gary Dowsey, to the bottom of its toes, the EC4 students themselves, the Team knows that this is an excellent Catholic school, and its foundation *is* truly faith and family.

The Team has discovered many strengths in this community, and would like to mention them specifically...

Fr. Gary, the pastor, has truly demonstrated his support of Catholic education and Catholic families. He has a great understanding that a Catholic school is a vital ministry of the larger church, and he believes that what is good for the school is necessarily good for the parish. At one meeting during the Visitation, he said that the school nourishes the church, and the church nourishes the school. Fr. Gary has promoted a unity of purpose and mission for the parish and school community, demonstrating that Our Lady of Lourdes is one faith and one family.

Mrs. Katherine Bogataj, the principal, possesses strong leadership skills and an innate ability to inspire her staff. The Team members know that she is a first year principal, but she exhibits the talents of an experienced administrator. Mrs. Bogataj was willing to take on this new role of principal, very suddenly last summer, along with an imminent FCC visit, and has handled all these responsibilities flawlessly. She is competent, well-organized, able to multi-task, and enjoys great respect amongst her staff and the school's families. Her clear love for this community and its people is evident in every decision she makes, and Our Lady of Lourdes is blessed to have her expertise and her guiding hand at the helm.

Our Lady of Lourdes is also fortunate to have teachers and staff who are willing to work hard, who have great dedication to their mission as educators, and who believe that each student is a unique child of God. The teachers are also committed to challenging their own learning, by acquiring Smartboard skills, by trying innovative teaching methodologies, and by integrating techniques learned from the SIP research into their lessons. Lourdes students also told the Team that the teachers were patient, willing to stay after hours with them in order to re-teach or re-explain lessons, and really wanted to make sure they succeeded. One parent said that the entire staff of Our Lady of Lourdes can be described as one hundred per cent nurturing because each day her child comes in, they know who her child is, what her problems might be, what help she is looking for, etc. so that they can accommodate and meet her needs... and isn't that something every parent looks for in a school?

Moreover, the school has many parents who are positive and complimentary about the school and parish, willing to pitch in and help with every activity and fundraiser. The Lourdes parents model respect for the educational process and for the value of the Catholic education their children are receiving. They expressed their understanding of the importance of the elementary years to develop and form children's faith, and they are entirely supportive of what it takes to accomplish this at Our Lady of Lourdes.

The Team was also delighted by the Lourdes students, especially for their optimistic attitudes and their friendliness. Many of them, during the student interviews, said that no matter what year they came here, they made friends right away. Students described other students, and the school atmosphere overall, as welcoming and kind. In an age when bullying and violence are rampant, it was refreshing for the Team to encounter students who get along and who enjoy one another's company so peacefully.

There were other aspects of the school program and its operations that require additional commendations from the Visiting Team:

There is an overall sense of oneness here, that the school and the church and its members, are just one team, working together, working for everyone, for the common good of all. This was exciting for the Team members to witness, to see the unity of spirit in presenting that human face of Christ to others.

The Team was struck by the commitment to academic excellence, evidenced further by the stories of the success of the graduates of Our Lady of Lourdes. One of the parents said that a regular comment from the area high schools is that they love the kids from Lourdes because they don't get into trouble and they are where they are supposed to be academically, and even ahead of where they should be. This is certainly due to the consistent and effective attention to the learning styles and needs of every student at the school.

The Team was also impressed by the security procedures of the school and by the monitoring of students while on campus. From the cameras, to the school badges, to the fencing, these are all necessary components of a safe environment for students, and they were seen being used and enforced effectively.

One unique component of the school curriculum is the humanities wheel. In its first year of existence, it works this way: students can pursue different types of learning that they normally could not receive in a traditional curriculum schedule: band, video production, teen fitness, public speaking, to name a few. These are all relevant and interesting subjects for students in middle grades, and the options are very popular with them. Students also noted for the Team that they really appreciated the fact that the school made these mini courses available to them.

Another highlight of the school's curriculum is the video production program. There is a

ten minute show every morning, incorporating prayer, the Pledge of Allegiance, interesting anecdotes from staff and students, school news, etc. Not only does the entire school benefit from a well-produced, well-oiled show, but the students working in this learn many marketable life skills: writing, editing, public speaking, and creative thinking. The Team was greatly entertained watching the show, first, from the perspective of the viewers and later, from the behind-the-scenes angle, in the media studio. The students directly involved in the show, whether on camera or not, take much pride in the work they are doing, and the shows provide fun and learning for the school audience. The Team members saw the shows as a wonderful way to begin the day at Our Lady of Lourdes.

The Team must also compliment the maintenance, cleaning, and decorating crews for the beautiful upkeep of the school grounds. The rooms and bathrooms are neat, many of the walls have attractive murals on them, and every facility gives the appearance of being well-maintained by those using it. The campus is a huge one, and much effort and planning necessarily goes into keeping it looking good, so the results are very impressive!

Finally, the Team would be remiss if it did not note that the Catholic identity of Our Lady of Lourdes is an outstanding hallmark of the community. From the moment the Visitation members arrived, when the fourth grade team gave a special ‘accreditation team’ welcome, to the wonderful liturgy on the final day, with the enthusiastic singing and mass participation by the students, the Team has seen evidence here each moment of the living faith upon which Catholicism is based. Respect and dignity for each member of the Lourdes community, a commitment to discern and utilize each child’s God-given talents, and a disciple’s response to reach out in service and social justice to those less fortunate...these are just a few of the Catholic characteristics witnessed during the short three days of the Visitation. The Team believes that Our Lady of Lourdes is an authentic example of what a Catholic school, within a Catholic parish community, should be.

As mentioned earlier in the Introduction, the third phase of the School Improvement Process involves implementation, when the school moves forward in its goals for student learning by turning its Action Plan into reality. The school will organize a leadership committee to oversee this implementation and will utilize the Action Plan as a school-wide lesson plan for what it wants students to learn and how it will go about ensuring that this learning takes place.

The Team recommends that the school begin the Implementation Phase as outlined in the Florida Catholic Conference document *Manual for School Improvement Process*. This contains valuable information of records that need to be kept, procedures to be followed, details on focus groups, and other necessary data.

The school itself has various responsibilities for this Implementation phase:

1. implementing the Action Plan, focusing on the specific goals for student learning performance;
2. implementing identified strategies to pursue the goals of student learning performance;
3. updating and communicating the School Profile annually;
4. documenting growth in student learning performance and instructional and organizational effectiveness;
5. reviewing and revising each year, as necessary, the Action Plan.

In the process of interviewing the school staff about their analyses of students' learning strengths and weaknesses and their preparation for compiling information and ideas for the School Improvement Plan, the Visiting Team members were in agreement that these were educators who highly valued the need to assess and improve their own teaching abilities. They welcomed the possibilities for discovering educational updates and resources for the purpose of better understanding student learning and integrating methodologies for increasing it.

The Team advises Our Lady of Lourdes to view its Action Plan as a flexible document, one that will need to be revised as goals are met, and added to, as variations of how the goals are to be met come to light. The Team has recommended that the Plan always be specific in each of its aspects: the learning objectives, the timelines for goals, the teaching methodologies, the assessment tools for measuring student performance, etc. The Plan can be thought of as a master lesson plan for the school, complete with teaching steps, materials to be used, and modes of student evaluation. It is also important to restate that the continued participation of the parents and of the Parish community are part of this Plan, as they assist the school in meeting their goals, and as they provide feedback to the school throughout the Implementation Phase. The Florida Catholic Conference has issued information on how schools should implement the School Improvement Plan and document the results. These are helpful guidelines for keeping records of school and student progress and for showing accountability, particularly for the requirements of the annual documentation needed for the Plan's implementation.

A review of the Team's recommendations related to the Florida Catholic Conference standards clearly shows that finances and the availability of resources are the major issues of concern for the school. As salaries and expenses continue to climb, and as the possibility of decreasing enrollment looms, the parish and school administration will be increasingly challenged to find creative, yet stable ways to meet these costs in an economically fragile time.

The Visiting Team is confident that the school administration and staff know where they are headed with their Action Plan and that they are equipped with the necessary

infrastructure and resources to implement the Plan. The Team also believes that the administration has the capability and the energy to meet the school's monetary challenges successfully, especially working in tandem with the pastor. Therefore, the Visiting Team will submit its findings to the Florida Catholic Conference on behalf of Our Lady of Lourdes. The School Improvement process has been validated, the Florida Catholic Conference accreditation standards have been reviewed and met, and the Team has no reservations about stating its unqualified approval for the spiritual and academic program of Our Lady of Lourdes Catholic School. The school's all-around excellence serves as a tribute to the comprehensive and solid expectations of schools in the Florida Catholic Conference school system. There is no doubt that Our Lady of Lourdes is a model of what a genuine Catholic school should be.

The Team wishes to express its gratitude to the community of Lourdes for the hospitality and receptive attitude shown during every aspect of the on-site visit. Students were seen to be courteous, parents were outgoing and helpful in their discussions and opinions, and school and parish staff members were accommodating and cooperative as the team went about its business of observing and interviewing. Our Lady of Lourdes demonstrated a true hallmark of a stewardship community in that they 'welcomed the stranger' into their midst, and the Team members truly felt blessed to be allowed to be a part of this successful accreditation visit for the school.

Finally, it was obvious to the Visiting Team that the entire Lourdes community is committed to further growth of its school program. By implementing the Action Plan, by demonstrating progress on the standards, and by continuing to change and adapt to its particular circumstances, the school will have the ingredients needed to overcome the obstacles and challenges they presently face in working together to maintain their position as a Catholic elementary school offering a superior education to the families in the Dunedin community.

The Visitation Team was greeted with hospitality by the Lourdes community and wishes to again extend its thanks for the opportunity to collaborate with them during this important phase of the accreditation process of the Florida Catholic Conference. The staff and families of Our Lady of Lourdes took their accreditation visit very seriously, making sure they were well-prepared, informed of the Team's purpose, and attentive to the tasks at hand during the three days of the Visitation. The Team feels that this is a testament to the professionalism of the entire school community, especially the school administration. Our Lady of Lourdes truly honored the process of accreditation, understanding its importance for their school and the entire Catholic community of Florida.

FCC School Improvement Process Certification

COMPONENTS	Meets Expectation	Meets Expectation With Recommendations	Did Not Meet Expectation
1. Executive Summary – Introductory statement that provides an overview of the school’s recent improvement efforts and highlights the significant challenges facing the school.			
A clear and concise statement was developed that reflects the school’s most recent accomplishments and significant challenges facing the school.	X		
2. Performance and Progress Report – A description of the specific activities of practices implemented during the past three to four school years and the results of such efforts.			
Documentation is maintained that describes the activities or practices implemented.	N/A		
Evidence of progress towards achieving the goals in the school’s action plan exists.	N/A		
There exists evidence of a sustained commitment to continuous improvement.	N/A		
3. School Profile – A comprehensive description of student performance data: demographic data reflecting the school, its students and community; characteristics of the school; and a summary of stakeholders’ perspectives on the quality of the school.			
A systematic process for collecting and managing the existing data.	X		
Strengths and limitations are based on an analysis of data.	X		
The profile is communicated clearly to different stakeholder groups.	X		
Data are used to guide school improvement planning.	X		
4. Beliefs and Mission – A guide for current and future efforts of the school which reflects a commitment to student success. The beliefs and mission are evident in the instructional and organizational practices of the school.			
A consensus-building process was established that involved the school community.	X		
The beliefs and mission are clearly and readily communicated to the school community.	X		
The list of beliefs is evident in the daily practices of the school.	X		
The mission statement describes a compelling purpose and direction for the school.	X		

5. Priorities for Improving Student Learning – A set of clear and concise goals that includes a description of the current levels of student performance for each priority and the means by which the school will evaluate student progress in pursuit of the goal.			
The priorities are based on an analysis of student performance data including local, state, or national expectations for student learning.	X		
The priorities for student learning are stated in terms of clear, concise, and measurable goals.	X		
The means by which the goals for student learning will be evaluated and monitored are identified and employ diverse assessment methods.	X		
A baseline set of data are established for each priority that describes the current performance levels of students.	X		
6. Priorities for Improving School Performance – An analysis of school performance data regarding the operation of the school, the use and allocation of resources, support for instruction and student learning, instructional practices, and assessment.			
An analysis of the school’s instructional and organizational effectiveness was conducted based on research-based principles.	X		
Data or evidence was documented to support the strengths and limitations of the school’s instructional and organizational effectiveness.	X		
The priorities for school performance are state in terms of clear, concise, and measurable goals.	X		
The means by which the goals for school performance will be evaluated and monitored are identified.	X		
A baseline set of data are established for each priority that describes the current performance level.	X		
7. Action Plan – A detailed description of the school’s intentions to address the priorities for improving student learning and school performance. The Action Plan is a dynamic document which guides the work of the school.			
The goals in the action plan stem from an analysis of student and school performance data.	X		
For each goal, multiple assessment measures are identified, benchmarks to pursue are defined, a baseline set of data is described, and strategies are prioritized and aligned with the goal.	X		
For each strategy to be implemented, a reasonable time line has been established, resources identified, and a means to evaluate the effectiveness of the strategy has been defined.	X		

COMPONENTS

8. FCC Accreditation Standards 2002 – An analysis of the school’s compliance with FCC Accreditation Standards 2002. The analysis includes recommendations for correcting any deficiencies.

Standard Number	Standard Section	Describe Nature of Violation

SIGNATURES Visiting Team Members	Signatures indicate that the members of the Visiting Team recommend to the FCC Accreditation Committee that the school has satisfactorily completed the Visitation Phase.
Chair, Visiting Team	Date
Visiting Team Member	Visiting Team Member
Visiting Team Member	Visiting Team Member
Visiting Team Member	Visiting Team Member