

**School Improvement Plan Criteria**  
**WCEA / WASC**  
**The Catholic Identity of the School Survey**

**Directions:**

Review each Standard in relation to its descriptive characteristics. Rate your school according to the actual and evident practice which you have seen.

As a total committee, seek consensus on ratings for each of the descriptive characteristics. Such consensus will require open dialogue regarding specific evidence that supports each judgment. Take time to discuss perceptions and concerns.

**Part A: Examine the Catholic Identity of the School**

The following statements associated with the Catholic religious dimension of the school and based in Church documents have been grouped into categories which address Faith Community, Prayer and Liturgy Integration, Religion Curriculum and Instruction, Faith Development, Service, and Social Justice. You should analyze the degree to which each descriptive statement is evident within your school.

Use the following scale to evaluate the extent to which each criterion is currently evident (actually practiced) within your school:

<b>Scale Definition:</b>	<b>5</b>	<b>Always Evident</b>
	<b>4</b>	<b>Almost Always Evident</b>
	<b>3</b>	<b>Usually Evident</b>
	<b>2</b>	<b>Somewhat Evident</b>
	<b>1</b>	<b>Seldom Evident</b>
	<b>0</b>	<b>Not Observed</b>

## I. Faith Community

Indicator: *There shall be evidence of a community of Faith.*

Descriptive Characteristics:	Extent of Actual Practice Scale					
	5	4	3	2	1	0
a. Sacred images are present in classrooms and throughout the school.						
b. A conscious and deliberate effort is made to develop faith community within the school.						
c. An attitude of respect for the dignity of each individual pervades the school atmosphere.						
d. Gospel values are reflected throughout the school.						
e. A variety of prayer experiences, community service projects and spiritual formation opportunities are provided.						
f. Faculty regard teaching in the Catholic school as a ministry of the Church and hiring practices support this vision.						
g. The school community actively cooperates with their parish community and with surrounding parish communities.						
h. Conflict resolution strategies are Gospel oriented, meet the needs of the school community and are viewed as opportunities for growth.						
i. The total staff (pastoral and school) encourages all parishioners to claim ownership of the school program.						
j. The school is seen as an instrument of evangelization.						

**Key:**

5= Always Evident

4= Almost Always Evident

3= Usually Evident

2= Somewhat Evident

1= Seldom Evident

0= Not Observed

## 2. Prayer and Liturgy Integration

*Indicator: There are regular and frequent prayer and liturgical experiences which are developmentally and liturgically appropriate and meaningful to students. These experiences are integrated throughout the school program.*

Descriptive Characteristics:	Extent of Actual Practice Scale					
	5	4	3	2	1	0
a. A variety of daily prayer opportunities rooted in the liturgical prayer of the Church are provided in each classroom at an age-appropriate level.						
b. Students and faculty see themselves as part of a larger worshipping community.						
c. The Church's liturgical year is visibly referenced in classroom and school activities.						
d. A variety of liturgically oriented prayer forms are used in faculty and parent meetings						
e. There is a formal, all-school prayer/liturgy schedule.						
f. Opportunities for participation in celebration of the Eucharist and other Sacraments are available.						
g. Students participate in traditional Catholic devotions.						
h. Parents, parishioners, and the broader community are invited to share in liturgies planned by the school community.						
i. The faculty prays together regularly.						

**Key:**

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0= Not Observed

### 3. Religion Curriculum and Instruction

*Indicator: The religion curriculum provides a doctrinally sound, balanced, sequential, developmentally appropriate and integrated presentation of the essential content of the Christian message; religion permeates the educational program.*

Descriptive Characteristics:	Extent of Actual Practice Scale					
	5	4	3	2	1	0
a. The school schedule gives evidence that time (i.e., amount and placement) for religion classes is a priority.						
b. Policies regarding the employment and certification of catechists are followed in the recruitment and assignment of religion teachers.						
c. Religion teachers are active Catholics who serve as models of faith for students.						
d. A variety of regular and meaningful religious experiences are provided for students.						
e. The importance of religion in the school's program is reflected in budgetary decisions and in the availability of adequate resources.						
f. A selection process is utilized for reviewing and adopting religion texts and materials.						
g. A formal, written religion curriculum exists and is based on appropriate authority (i.e., Arch/Diocesan School Office, Arch/Diocesan Office of Religious Education, Bishops, Pastor, Church documents.)						
h. Curriculum goals are articulated and implemented by religion teachers.						
i. The elements of Community, Message, Service, and Worship are integral components of lesson planning and instruction.						
j. Adherence to basic Catholic teachings in the instructional program is assured.						
k. Effective methods and a variety of approaches to religious instruction are observable.						
l. Long-range and daily planning for religious instruction is apparent.						

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## Religion Curriculum and Instruction (continued)

Descriptive Characteristics:	Extent of Actual Practice Scale					
	5	4	3	2	1	0
m. Attempts are made to relate religious instruction to the everyday experiences of students.						
n. Religion teachers regularly and appropriately assess student progress.						
o. Evaluation of curriculum effectiveness includes both student assessment and assessment of teacher effectiveness.						
p. Religion teachers are knowledgeable about authentic Church teachings through participation in appropriate inservice.						
q. Instruction is evaluated to ensure authenticity is content.						
r. Church documents are used as references for authenticity.						
s. Inservice opportunities are provided to update faculty regarding Church teachings.						
t. The significance of the sacraments in Catholic faith life is emphasized at all instructional levels.						
u. Sacramental catechists follow Arch/Diocesan guidelines and provide for significant parental involvement.						

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## 4. Faith Development

*Indicator: The school community places high priority on spiritual formation and support of the religious mission of the school is evident.*

Descriptive Characteristics:	Extent of Actual Practice Scale					
	5	4	3	2	1	0
a. The faculty and staff clearly articulate the Catholic identity and the religious dimension of the school.						
b. Regular inservice in areas of Theology, Scripture, Doctrine, Liturgy and Catechesis is provided.						
c. Faculty take their role as faith leader seriously in all aspects of their lives.						
d. Prayer is an observable and valued part of the life of the school.						
e. Experiences in faith formation are provided for and supported by the faculty and staff.						
f. Programs to assist parents in their own faith development and in their role as primary educators of their children are provided.						
g. The school encourages and supports families in their practice of their faith.						
h. School Commission/Board/Advisory Council and Parents' Club members see their involvement as a service to the Church.						

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## 5. Service

*Indicator: Relevant and developmentally appropriate service projects are an essential part of the curriculum at all levels and student reflection on the service opportunity is seen as integral at all levels.*

Descriptive Characteristics:	Extent of Actual Practice Scale					
	5	4	3	2	1	0
a. The faculty and staff clearly articulate the Catholic identity and the religious dimension of the school.						
b. Service projects/experiences are regularly evaluated for their relevance and appropriateness.						
c. The purpose of service is explained as a call to discipleship.						
d. Every service learning experience includes reflection time to assist students in understanding the purpose of service.						
e. Service opportunities are integrated with parish and/or community efforts.						
f. Service-learning opportunities are viewed as extensions of the school curriculum.						

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## 6. Social Justice

*Indicator: Faculty and students are challenged to address contemporary issues from a Gospel perspective and from the documents which form the Church's social teaching.*

Descriptive Characteristics:	Extent of Actual Practice Scale					
	5	4	3	2	1	0
a. Cultural differences within the school community are recognized and celebrated.						
b. There is a conscious effort to include students and teachers who reflect the ethnic diversity of the larger community.						
c. School enrollment policies reflect a commitment to non-discrimination with regard to race.						
d. School policies provide for flexible, compassionate response to misfortunes of families, employees, parishioners, etc.						
e. The curriculum includes the social justice teachings of the Church and both informs and challenges students.						
f. The actions and interactions of adult staff members model Christian principles.						
g. The philosophy and practice of the school provide, within the financial and structural limitations, for students with handicapping conditions or learning disabilities.						
h. The dignity of the individual is preserved in the evaluation and disciplinary processes.						
i. The school is committed to the just treatment of employees in remuneration and working conditions.						
j. A spirit of reconciliation and a commitment to conflict resolution are evidenced in everyday practice.						
k. Students have opportunities to examine various ministries within the Church.						
l. Students are challenged to live in a socially responsible way.						
m. Students and faculty are challenged to critique the school and society from the viewpoint of the poor and marginalized.						

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