

## Accreditation Visitation Exit Report

School: St. Joseph Catholic School, Tampa

Date: February 22-23, 2018

Principal: Mrs. Brenda Budd

Visiting Team: Dr. Stephen Brown, Mrs. Lorianne Rotz, Mr. David Kimbell

### Domain A: Mission and Catholic Identity

- **Validated Strengths**
  - St. Joseph Catholic School provides an environment that clearly reflects Catholic culture and faith by all faculty and staff members, regardless of their position.
- **Any Benchmarks the Visitation Team gave a Different Rating**
  - **Benchmark 1.4:** The mission statement is visible in public places and contained in official documents. (Raised to Level 4 “Exceeds”)
  - **Benchmark 2.3:** Faculty who teach religion meet (arch)Diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction. (Raised to Level 2 “Partially Meets”)
  - **Benchmark 3.1:** Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy. (Changed to Level 3 “Fully Meets”)
  - **Benchmark 2.3:** Every student experiences role models of faith and service for social justice among the administrators, faculty and staff. (Raised to Level 4 “Exceeds”)
  - **Benchmark 4.2:** The leader/leadership team and faculty assist parents/guardians in their role as the primary educator of their children in faith (Raised to Level 4 “Exceeds”)
- **Any Recommendations**
  - **Benchmark 2.3:** Continue to work on catechist certification under the new Diocesan process.
  - **Benchmark 3.1:** Continue expanding the programs for parents in order to exceed the benchmark, as noted by the superintendent.

### Domain B: Governance and Leadership

- **Validated Strengths**
  - St. Joseph Catholic School has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.
- **Any Benchmarks the Visitation Team gave a Different Rating**
  - **Benchmark 5.5:** In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue. (Raised to Level 4- “Exceeds”)

- **Benchmark 6.6:** The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school. (Raised to Level 3- “Meets Benchmark”)
- **Any Recommendations**
  - Continue to work collaboratively on a concise vision and mission for the school

### Domain C: Academic Excellence

- **Validated Strengths**
  - **Benchmark 7.7:** Faculty collaborates in professional learning communities to develop, implement and continuously improve the effectiveness of curriculum and instruction to result in high levels of student achievement. (Assigned a 4: “Exceeds”--we agree)
  - **Benchmark 9.3:** Co-curricular and extra-curricular activities provide opportunities outside the classroom for all students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities. (Assigned a 4: “Exceeds”--we agree)
- **Any Benchmarks the Visitation Team gave a Different Rating**
  - **Benchmark 7.9:** Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. (Raised to 3--“Fully Meets”)
  - **Benchmark 7.10:** Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning. Faculty set goals for improvement and select professional development for growth. The effectiveness of the professional development is measured by student learning growth. (Raised to level 3--“Fully Meets”)
  - **Benchmark 8.2:** School-wide and aggregated student data are normed to appropriate populations. This data is consistently shared with all stakeholders in a clear, effective manner to be most transparent. (Raised to level 4--“Exceeds”)
  - **Benchmark 8.4:** Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered. Faculty collaborates to develop school-wide criteria for valid assessment of students. Parents/guardians and students understand the criteria and can easily access reports. (Raised to level 3 - “Fully Meets”)
- **Any Recommendations**
  - **Benchmark 7.3:** Curriculum and instruction for 21st century learning is evident in some subject areas and results in emerging knowledge, understanding and skills for students to become creative, reflective, literate, critical and moral evaluators and/or problem solvers and/or decision makers and/or socially responsible global citizens. Curriculum and instruction for 21st century learning is not an obvious priority. (Assigned a 2 -- We agree)
  - **Benchmark 7.4:** Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and

critique digital products that reflect their understanding of the content and their technological skills. (Assigned a 2 -- We agree)

### **Domain D: Operational Vitality**

- **Validated Strengths**
  - **Benchmark 10.3:** St. Joseph's financial plans define revenue sources that include but are not limited to scholarships, tuition, VPK tuition, AAA, Step Up for Students, McKay, Gardiner, Endowments, and foundations. Traditional fundraisers are used to bring in support from our Home and School Board.
- **Any Benchmarks the Visitation Team gave a Different Rating**
  - The visitation team agreed with all benchmark ratings for Domain D
- **Any Recommendations**
  - **Benchmark 13.3:** The Development Plan is an opportunity for growth. It is followed in a limited way and can be expanded upon to grow current funding sources.
  - Basic educational materials regarding cost-per-child and its relation to tuition are made available to the community, but only partially explain the total cost per child and how that cost is met.

### **Early Education Program School Standards**

- **Validated Strengths**
  - St. Joseph Catholic School meets all Early Education Standards set forth by the Diocese, including VPK requirements
- **Any Benchmarks the Visitation Team gave a Different Rating**
  - The visitation team agreed with all benchmark ratings for EEP Standards

### **Feedback from Stakeholders Meetings**

#### **Student Meeting**

##### ***Commendations:***

- Close friendships
- Welcoming atmosphere
- Extra-curricular activities and sports program
- Teachers are "very nice"
- Teachers "help us get rid of our problems and teach us life lessons"
- Study skills development
- Group work

##### ***Recommendations:***

- Add art classes back into curriculum
- Larger stage for performances

- Improved soccer field
- “Keep everything the same”

## **Parent Meeting**

### ***Commendations:***

- Extremely Welcoming
- Christ-centered Environment
- Family Atmosphere
- Core Values
- Children Love their School
- Teacher Communication is Strong
- Extension of their Home
- Parents feel heard
- Any issues that arise are addressed right away

### ***Recommendations:***

- Pursue Additional Funding Resources
- Continue Upgrading Facilities

## **Action Plan**

- **Perceived Strengths**
  - Each goal is aligned with the school’s mission
  - The goals were developed collaboratively by faculty, staff and administration
  - Survey results were evaluated and taken into consideration
  - The goals are comprehensive and cover all Domains included in the National Standards for Catholic Schools
- **Any Recommendations**
  - Revise the Mission and Catholic Identity goals to be written in a student-centered manner
  - Consider including an additional goal focused on 21st century learning and the integration of technology school-wide