

Philosophy of Our Mother of Consolation School

Our Mother of Consolation School is foremost an institution of Catholic education and the faith core of Our Mother of Consolation Parish. Its purpose is to provide the world with educated Catholic Christians capable of living and proclaiming the message of Our Lord Jesus Christ.

We believe that the parents of our students are the primary educators. We commit ourselves to supporting them through the teaching of Catholic Christian values as prescribed by Catholic Christian Doctrine. This teaching is in accordance with the philosophy for Catholic education as directed by the Archdiocese of Philadelphia. Parents are invited and encouraged, through weekly newsletters, to attend all school faith functions including: liturgies, prayer services, First Sacrament preparation and ceremonies, Reconciliation, and May Procession.

All teachers fulfill their roles in our faith community as examples of faith in action. Through daily morning group prayer in the school yard, participation in school liturgies and sacraments, daily doctrinal instruction, our Code of Courtesy and behavioral modeling, every teacher at Our Mother of Consolation School demonstrates a dedication to providing an excellent Catholic Christian environment. This environment is strengthened by the actions of our pastor and parish priests who are truly active Christian educators.

With Jesus as our model, our school attempts to develop a sense of service in all our students. Thanksgiving food drives, Christmas toy collections, and outreach to peoples in need all help children to care for a world beyond Our Mother of Consolation School.

We believe the academic purpose of Our Mother of Consolation School is to provide our students with the skills necessary for success at the next academic level. To reach this end, we provide an orderly continuum of academic development, as each teacher builds upon the information provided at a previous level.

We believe that technology is an essential tool through which teachers and students can explore and enrich the curriculum.

We believe that every child stands on a unique academic level and style of learning. To provide an opportunity for every child to flourish, it is important to utilize a variety of teaching strategies to meet the needs of our students. These approaches include, but are not limited to: direct instruction, discussion, questioning, modeling, cooperative learning, integrated learning, discovery, and computers. Each teacher uses the Diocesan Guidelines as a framework upon which we base our academic instruction.

Personal development of children is an ongoing process that begins in infancy. When children enter school, their nature is a personal extension of their parents. As children mature, they are encouraged, through formal and informal instructions, to make positive life choices that reflect values they have been taught. We strive to prepare our students to become increasingly aware of their dignity as children of God and, in dealing with life's realities, to develop the ability to make conscious choices in keeping with that dignity.

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THE COMMUNITY STUDY

Introduction

The local parish is a microcosm of the Church and its mission, bringing the message of Christ to a particular community. The parish shares in a vital and special way this mission of the Church. This mission is the primary reason for the existence of the parish school. The mission of the parish school affects and is affected by all members of the parish community. Therefore, a study of the parish school requires an examination of the various segments of the parish community affecting and being affected by the parish school – students, parents, clergy, faculty and the broader parish community. Since the Catholic school is at the service of the community and at the same time is being formed by it, it is important that the characteristics of the parish faith community, as well as the geographic community, be identified according to their present local uniqueness.

4.1. MEMBERS OF THE COMMITTEE

Name	Role
Mrs. Suzanne Lasek*	Administrative Assistant/Chairperson
Mrs. Lisa Feeley	Grade 3 Teacher
Mrs. Marie Jones	Physical Education Teacher
Mrs. Sharon Violi	Tuition Administrator
Mrs. Mary Cassidy	Business Manager

4.3. THE STUDENTS

4.3.1. Discuss the implications of enrollment trends and projections.

Our student enrollment has remained consistent in the past five years. It should be noted that we have reversed a previous trend in the upper grades (5-8) of losing students to area private and public schools. We now maintain healthy and steady numbers in these grades. This is indicative of our strong academic program in preparing these students for high school. We have also absorbed additional enrollment over the past few years from area archdiocesan schools that have closed.

Please refer to the “Enrollment Trends and Projections” chart at the end of this section.

4.3.2. Discuss the implications of the trends and projections in sub-groups shown.

Our school has continued to have a culturally diverse population. This is due in part to our proximity to diverse sections of the city and the closure of some predominantly black Catholic schools within travel distance to Our Mother of Consolation School. There have been decreases in our white and Catholic populations as we continue to lose our local feeder population to a number of private schools in the area. It should be noted that the decrease in our Catholic population is only minimal. Our non-Catholic enrollment has increased as these families see our school as an affordable alternative to the city public schools.

Please refer to the “Trends and Projections of Sub-Groups” chart at the end of this section.

4.3.3. Student Departures

Discuss the implications of trends and projections of student departures.

A fair number of our students have left OMC School due to family moves or parent job relocations. This is one area of lost enrollment that is beyond our control. Our school is located in an area that offers many different educational experiences. In close proximity to OMC School is a private Catholic school, a private (non-denominational) all male school, a private (non-denominational) all female school, and a city public school. The population of our surrounding community and parish is split among these options depending on the parents’ choice. Also, enrollment that is lost to public schools is due many times to financial concerns (unable to meet tuition obligations) and special learning needs.

Please refer to the “Student Departures” chart at the end of this section.

4.3.4. Stability of Student Population

Years in This School

Grade	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8+ %
2	20%	5%	60%	5%	10%			
3	14%	18%	31%	14%	14%	9%		
4	26%	9%	17%	31%	4%	9%	4%	
5	19%	4%	8%	8%	4%	30%	4%	23%
6	14%	18%	9%		4%	9%	32%	14%
7	32%	10%	10%	5%		5%	10%	28%
8	8%	16%	4%	12%	4%	12%		44%

Discuss the implications of the stability of the student population.

In general, we have a very stable student population. A large percent (43%) of our students have been at OMC School since kindergarten. For a period of time, we were losing students in the upper grades. This was due mainly to the appeal of private school programs, especially for sports. This trend has been reversed and our enrollment remains stable throughout the upper grades. In this respect, credit should be given

to our fine teachers and the challenges of our academic program, as well as our excellent CYO organization.

4.3.5. Discuss implications of the student ability profile.

The students of OMC School continue to perform well in the InView and TerraNova standardized tests. Our students scored above the 60th percentile in every area assessed on the test. It should be noted that our 8th grade class was above the 77th percentile in all areas assessed, and was above the 80th percentile in ten of the thirteen areas assessed.

Please refer to the “Terra Nova Assessment Summaries” at the end of this section.

4.3.6. Create a chart or develop a narrative which presents the results of achievement testing. Indicate what tests are given and how often they are given.

The InView test of cognitive skills and the TerraNova are administered every year. These tests are given in the fall to grades four, six, and eight. Testing is administered in the spring to the second grade. It is important to consider the student’s **Anticipated Score** vs. the student’s **Obtained Score**. Our students scored above the Anticipated Scores in all of the thirteen content areas assessed, and the eighth grade was significantly above in reading, spelling, language, language mechanics, language composite, math computation, and total battery. Also, the fourth grade was significantly above in reading, reading composite, spelling, language mechanics, language composite, math computation, and total battery.

4.3.7. Describe how achievement test results are reported/explained to students, parents and the community.

Parents receive a Home Report for their child at parent/teacher conferences. This report contains a summary of how their child performed. At the same time, our principal sends a letter to parents indicating how our school performed overall and how each class performed. Parents are invited to contact the principal directly with questions or for any explanation needed.

4.3.8. Describe how achievement tests are used to improve educational programs.

Each teacher receives individual and class breakdowns of standardized testing results. This gives our administration and faculty the opportunity to analyze how our students performed and measures how we are doing as a school. It enables our teachers to plan future instruction to maximize areas of strength and to give greater attention to areas of weakness. Our faculty can focus on meeting the needs of individual students and the entire class, and manage our instructional strategies in such a way as to foster student progress.

4.4. FAMILY INFORMATION

Family involvement is important to all students and schools, but for none more than those in Catholic education where the parents are regarded as the first teacher. For this reason, the school must develop information on families and understand their needs.

4.4.1. Record the estimated or actual proportions in the following groups.

FORMAL EDUCATION	% FATHERS	% MOTHERS
Graduate/Professional	35	38
College	41	50
Post Secondary	15	11
Secondary	8	1
Elementary	1	0
	100%	100%

4.4.2. Record the estimated or actual proportions of fathers and mothers in the occupations indicated.

OCCUPATION	% FATHERS	% MOTHERS
Agricultural	1	1
Clerical	0	9
Homemaker	0	12
Managerial	16	11
Military	2	0
Professional	56	58

Service Occupation	10	5
Skilled	9	2
Semi-Skilled	0	1
Unskilled	0	0
Not Employed	2	0
Other	4	1
	100%	100%

4.4.3. In the format below, record the proportion of students in the home situations described.

HOME STATUS OF STUDENTS	%
Students living with parents	98
Students living with relatives	2
Students living in foster homes	0
Students living in institutional residence	0
	100%

PARENTS/GUARDIANS AT HOME	%
Neither employed, both at home	0
One employed, One at home	13
One employed, One part-time employed	22
Both employed, neither at home	44
Single parent (or guardian) employed	19
Single parent (or guardian) at home	2
	100%

4.4.4. Describe the support services the school provides for families.

The CARES program provides after school child care for working parents. Our school also offers parents the opportunity to apply for BLOCS grants (Business Leadership Organized for Catholic Schools) through the Archdiocese of Philadelphia and the Children's Scholarship Fund. These awards provide tuition assistance for families in need.

Elwyn, Inc. (Non-Public School Program) provides families with a variety of support services. The staff includes a speech therapist, a remedial teacher for math and reading, a psychologist and a counselor for individual and small group guidance services. Our administration and faculty support the efforts of every student. They maintain close contact with parents (written communications, telephone conferencing and private meetings) to discuss areas of concern and to offer strategies for improvement.

4.4.5. Describe or list the various programs or activities through which parents relate to the school and the school relates to the parents.

The weekly family envelope is our most direct and regular means of communication with parents. Our Home & School Association provides parents with the opportunity to meet other school parents through participation in various social and fundraising events. We have an active CYO (Catholic Youth Organization) program that offers and encourages both parents and students to be involved in the social, service and athletic aspects of this organization. Parents are encouraged to be involved as lunch and recess monitors and as library aides. We also invite parents to schedule a conference with their child's teacher to discuss their progress on their report card. Our school/parish website (www.omcparish.com) contains a link (www.schoolnotes.com) where our parents can access information furnished by their child's teacher such as an outline of the curriculum being covered and specific assignments.

4.5. SUPPORTING INSTITUTIONS

4.5.1. List the institutions, i.e., hospitals, health centers, libraries, service clubs, corporations, etc., that work with the school in the service of students.

The following institutions work with our school in the service of students: Chestnut Hill College and LaSalle University (provide student teachers), The Free Library of Philadelphia - Chestnut Hill Branch (summer reading program), SHALOM and BABES, Nutritional Development Services of the Archdiocese of Philadelphia, St. Vincent De Paul Society, Girl Scouts of America, Catholic Youth Organization (CYO), Teenagers Inc. (community based teen social/service group) and Commerce Bank (money management program). The local City of Philadelphia recreation center (Watertower) provides our school teams with gym and field space for practices and games.

4.5.2. In what community events do students, faculty, or school administrators regularly participate?

Our students, faculty and school administrators participate in the Multiple Sclerosis Read-A-Thon, Martin Luther King, Jr. "Day of Service", Operation Santa Claus, recycling through the City of Philadelphia, the St. Vincent De Paul Society, holiday card and flower deliveries to shut-ins, pull-tab collection for the Ronald McDonald House and the Academic Octathlon at Bishop McDevitt High School. There are various other activities (Chestnut Hill Art and Garden Festivals, "Run for the Hill of It" community run and fundraiser, etc.) that we alternate involvement with each year.

4.5.3. Describe how the school provides information to the public and to supporting institutions. List the strengths and any concerns about the school's public information library.

Our school's main method of communication to the local public is through the weekly parish bulletin and the family communication envelope. We also publish a quarterly newsletter called The School Bell to spread the news about our school. We often submit pictures of school events to our area newspaper, The Chestnut Hill Local, for publication. Our school/parish community has a website (www.omcparish.com) where information about our school is posted. School folders containing various informational materials about OMC are distributed to local real estate offices for families moving into the area. All of these resources are strengths in our continuing efforts to publicize our fine school. These efforts could be better supported by having more individuals, such as parent volunteers, involved in this process.

4.5.4. Describe current school programs supported by philanthropic agencies or corporations.

The Connelly Foundation provides many areas of support to elementary and secondary schools in the Archdiocese of Philadelphia. The following academic and financial opportunities are offered to our students each year: Neumann Scholars - this program offers students with exceptional academic abilities the opportunity to receive a scholarship to an Archdiocesan high school, the Josephine C. Connelly Award - this award is presented to an eighth grade student who demonstrates the value of a Catholic education and who strives to achieve his or her fullest potential.

Our school was also awarded a grant through the Connelly Foundation to purchase 17 laptop computers and a portable cart to enhance our academic program. We receive financial support through the General Mills "Box Tops for Education" program, Target store rebates and Acme (Albertson's) register receipts rebate program.

4.5.5. Describe programs currently in the school that entail the cooperative effort of other schools/agencies.

Our school sponsors student teachers from Chestnut Hill College and LaSalle University. Our students receive daily milk deliveries and collect food for disadvantaged families through the Nutritional Development Service of the Archdiocese of Philadelphia. The St. Vincent De Paul Society involves student volunteers in their semi-annual clothing drives, January coat and sweater collection, and holiday card and flower deliveries to our community shut-ins. Our students also support the society's efforts by making breakfast bags and collecting toiletries for distribution at their shelter in Germantown. We work with the Office of Youth Activities in the Archdiocese of Philadelphia coordinating the Operation Santa Claus toy collection and delivery. Our students raise money for Multiple Sclerosis research through participation in the MS Read-A-Thon. As special needs arise, such as the recent Tsunami disaster, OMC students collect funds to assist in these efforts.

4.5.6. What use does the community/parish make of the elementary school facilities? Give examples.

The parish CCD program uses our school for weekly classes. Our parish director of religious education holds baptismal preparation classes and sacramental meetings in our school. The parish choir has weekly practices in our music room and the Sunday nursery program uses this room weekly as well. The community event “I Signed the Constitution” welcomes visitors to our school each September. A book fair is held each fall and spring in our library involving people from the parish and local community.

4.6. GOVERNANCE

4.6.1. Is the school sponsored by a single parish?

Yes

If it is sponsored by two or more parishes, name the parishes and describe how the parishes cooperate in governing the school.

The school is sponsored only by Our Mother of Consolation Parish.

4.6.2. If the school is not sponsored by a parish or by a combination of parishes, describe the corporate status of the school (or its sponsoring organization). Indicate the dates of charters, issuing authorities, and their jurisdictional limits.

N/A

4.6.3. Describe how the principal of the school is appointed. Indicate the terms or conditions that apply.

Candidates interested in the position of principal send their resume to our pastor. A committee, selected by the pastor with the pastor as head, evaluates and interviews all suitable candidates. Through the collaborative efforts of this group, a principal is chosen. It is preferred that candidates have a master’s degree and have previously completed the principal’s training program through the Archdiocese of Philadelphia.

4.6.4. Describe how school policy is developed and ratified.

Many of our school policies are developed by the Archdiocese of Philadelphia. Policies established at the local level (and contained either in our school handbook or code of courtesy) are developed through the collaborative effort of our administration and faculty.

4.6.5. Describe the role of the faculty in shared decision making processes.

Our faculty is afforded the opportunity to offer suggestions and opinions regarding policies and procedures. Faculty meetings usually provide the means of presenting and discussing new ideas or any proposed changes.

4.6.6. Evaluation of Governance

4.6.6.1. Describe the strengths of the school’s governance.

Our administration encourages the spiritual and professional growth of every faculty member. This reinforcement helps to create an academically challenging educational program. The administration continually nurtures an atmosphere of personal growth based on Christian values. The students are reminded daily of the expectations placed on them in the areas of academics, behavior and appearance. The administration and faculty support each other in the enforcement of school policy.

4.6.6.2. Describe how governance can be improved.

Governance can be improved through more support from school parents in the implementation and enforcement of school policies. This would allow the administration and faculty more time to educate instead of having to negotiate with students and parents. Also, clearer verbal communications between administration, faculty and parents would help support a more cooperative learning environment.

4.7. FINANCES

4.7.1. Using the format provided, indicate the income from various sources for this and the previous five years. Then project these trends for the next five years. Schools that have their own budget formats are free to use them in place of those provided here. It is probably better for schools to use their own formats because translation of projected data into planning activity is more easily accomplished.

Please refer to the “School Income” chart at the end of this section.

What are the implications of the trends and projections of income?

The continuous rise in the cost of a Catholic education will have a serious affect on future enrollment. This may cause a decline in our enrollment figures.

What, if any, intervention is indicated by income projections?

In the past, our yearly tuition increases were minimal due to compassion for the working families. This was detrimental to rising future expenses. It was necessary to take into consideration significant increases in expenses (medical coverage cost, cost-of-living increases in salaries, utilities, maintenance, etc.). The parish/school administrators and members of the Finance Committee strategically planned tuition increases over the last several years. This enabled our school to cover the major portion of expenses and gradually decreased the parish subsidy to the school. Additionally, the assignment of a Tuition Administrator greatly enhanced accurate record-keeping and follow-up on outstanding tuition and fees.

4.7.2. Using the format provided, record the expenditures in various categories for this year and the five previous years. Then project the trends for the next five years.

Please refer to the “School Expenditures” chart at the end of this section.

What are the implications of trends and projections of expenditures?

Our salary expenses continue to rise each year. It is a challenge to continue to offer a quality Catholic education with this in mind.

What, if any, intervention is indicated by projections of expenditures?

In addition to yearly tuition increases, our administrators have focused on cost-effective purchases. We have also applied for any available grants and strongly encourage all fundraising efforts.

4.7.3. Evaluative Judgments

4.7.3.1. Describe the strengths of the school's developing financial situation. (Include endowment fund, development program, dues, etc.)

The Home and School Association's fundraising efforts have been commendable over the years. Projects have been brought to fruition because of their support and dedication. Our scrip program has made considerable monetary donations to the school. This has helped greatly in offsetting expenses and lowering the parish subsidy to the school. We have applied for and received grant monies. BLOC assistance and Children's Scholarship Fund grants are offered to students who meet the criteria. Also, scholarships have occasionally been offered by generous parishioners, as well as periodic memorial donations to the school. Our St. Vincent De Paul Society continues to offer assistance to families in need.

4.7.3.2. Describe improvements needed in the school's developing financial situation.

The school would benefit from the services of a professional grant writer. Another important tool would be the development of an enthusiastic, aggressive recruitment and retention committee. Alumni involvement in raising funds could also prove to be a vital link in continuing to offer the quality Catholic education every child deserves.

4.8. ADMISSIONS AND RECRUITMENT

4.8.1. Briefly describe policies, criteria, and procedures for admitting pupils to the school.

Parents who wish to enroll their child in our school are interviewed by the principal with their child in attendance. All required documentation must be produced to fulfill our registration requirements - a copy of their birth certificate, baptismal certificate (when applicable), a current immunization record and academic records. In some cases, testing is administered for grade placement purposes.

4.8.2. Describe the recruitment program if there is one. Provide samples of brochures, newspaper accounts, school activities, and registration announcements for the visiting team.

We advertise our open house in community publications such as the Chestnut Hill Local, and the Springfield Sun. A mailing is also sent to age eligible parish families and those on our waiting list. Also, open house and registration information are listed in our parish bulletin and on our website. School brochures and information packets are also available at local realtor offices.

4.8.3. Evaluative Judgments

4.8.3.1. Describe the strengths of the school's public relations and recruitment programs.

We consistently advertise the activities of our school through our parish bulletin. We maintain a waiting list each year and we make ourselves readily available to answer questions and concerns regarding possible admission. When area Catholic schools have

closed, we provided school information packets to families in these schools. Our school website is a vital source of information for prospective families.

4.8.3.2. Describe improvements needed in the school’s public relations and recruitment programs.

It would be ideal to have a public relations person/committee dedicated to promoting our school in the local media. A recruitment committee composed of school parent volunteers and faculty/staff members could formulate more precise recruitment strategies.

5

THE STUDENT SERVICES STUDY

5.1. MEMBERS OF THE COMMITTEE

Name

Role

Mrs. Judy Clark*
 Ms. Maryanne Tobin
 Mrs. Melissa Logan
 Mrs. Suzanne Lasek

Sixth Grade Teacher/Chairperson
 First Grade Teacher
 Fourth Grade Teacher
 Administrative Assistant

5.3. DISCREPANCY PROFILE

EXPECTATIONS

Relate each expectation to the philosophy established in The Philosophy Study.

CIRCLE DEGREE

- a. completely
- b. generally
- c. partially
- d. little
- e. not at all

Degree of Current Acceptance Degree of Current Practice

Our teachers and parents attempt to develop a sense of service through various programs to our school.	A	B
We believe that our educational and administrative programs and policies are encouraged, affirmed and supported under the Archdiocese of Philadelphia and through the guidance of school supervisors (i.e. the Principal and Pastor).	A	B
The faculty, with input from the Principal, consults with various special services to provide them with the necessary knowledge to insure the welfare of every student.	A	A

5.4. FOOD SERVICE

5.4.1. Description of Food Services

5.4.1.1. Describe the nature and extent of the current food services.

All OMC food services are paid for by the students' families. Daily milk is provided at ten cents a carton in both 2 % and chocolate varieties with the balance subsidized by Nutritional Development Services through the Archdiocese. Daily pretzels are offered for sale in two sizes. Hot lunches are available through the Home and School Association three days per week. Occasional fund raisers for various grades offer children the opportunity to purchase baked goods.

5.4.1.2. Describe the cleanliness, adequacy, and efficiency of the food services preparation area.

OMC has an updated, modern kitchen staffed by parent volunteers. The kitchen is cleaned by volunteers each time it is used for food preparation and thoroughly cleaned and disinfected several times a year by our cleaning service. Hot dogs are prepared once a

week, with the other two meals being delivered. Meals are delivered efficiently and in a timely manner to students on a staggered schedule at lunch time.

5.4.1.3. Describe the cleanliness and adequacy of the cafeteria/lunch room.

This does not apply to our school as we do not have a cafeteria/lunchroom. Students eat in the classrooms.

5.4.1.4. Describe the procedures used to consider students' likes and dislikes in food provisions.

The Home and School Association Lunch Committee provides a variety of menu choices. As options change each month, attention is paid to student and parent preferences and choices are adjusted accordingly.

5.4.1.5. Describe any special subsidy program.

The milk program is subsidized by Nutritional Development Services of the Archdiocese of Philadelphia.

5.4.1.5. Describe how current food services provided by the school support the learning program.

Money raised from the lunch program is deposited in the Home and School Association account. The monies are used to purchase teacher supplies and to fund special educational programs.

5.4.2. Evaluation

5.4.2.1. Describe the strengths of the food services. (Include preparation, facilities, supervision).

The variety of foods offered, use of parent volunteers and accommodations to the school schedule are all strengths for OMC. Parent volunteers serve the hot lunches to the lower and upper schools in split shifts and supervise the procedure. The milk service provides a good alternative to drinks with higher sugar content. The fully equipped kitchen is located within the school allowing easy access and delivery of the food. Classroom monitoring is done by the teachers or parent assistants.

5.4.2.2. Describe improvements needed in the present food services. (Include preparation, facilities, supervision).

At this time, the program we have runs smoothly. Delivery of food to the classrooms during grade 5-8 lunch recess, prior to the lunch period, would be more efficient. The Home and School Association Lunch Committee periodically surveys food choices to make changes as needed.

5.5. TRANSPORTATION SERVICES

5.5.1. Description of Transportation Services

5.5.1.1. Indicate the number of children using the following means of transportation.

	Number	Percent
Parish Buses	0	0%
School District Buses	58	28%
Public Transportation	17	8%
Bicycles	1	.5%
Private Automobile/Car Pool	94	46%
Walkers	35	17.5%
		100%

5.5.1.2. Describe how the school provides for field trips.

Two educational trips are allowed per year per grade using rental buses. Sague Bus Company is the primary bus company used for trips. Permission slips are required, including medical insurance information, and the teachers carry this information with them on the trip. Classes also participate in walking trips to local destinations such as the library, Woodmere Art Museum and the Morris Arboretum. The Home and School Association sometimes contributes funds toward field trips

5.4.1.3. Describe how the school organizes and supervises student activity on the buses.

The bus driver is responsible for coordinating the discipline on the bus and he or she establishes the rules. Any infractions are reported to the principal and related to the student and parents along with any disciplinary actions. After incurring multiple infractions, bus privileges are suspended.

5.5.1.4. Describe the supervision of students when boarding and exiting buses.

Teachers on bus duty in the afternoons supervise the students boarding the buses. In the morning, the bus drivers supervise the students exiting the buses in the school yard. Students are supervised in the school yard by a faculty member. On days of inclement weather, there is no faculty member present as students move directly into the school.

5.5.1.5. Describe traffic safety education provided in the school program.

A letter is sent home to parents about appropriate drop-off points and delivery points when driving students to school. Teachers direct the students in crossing the streets safely. Children are directed safely to their cars by teachers.

5.5.2. Evaluation

5.5.2.1. Describe the strengths of the transportation services.

Bus service is available to a large percentage of our students through the School District of Philadelphia and a number of nearby townships and municipalities.

5.5.2.2. Describe improvements needed in transportation services.

Transportation services are adequate at the present time.

5.5.3. Implications for Planning

5.5.3.1. List in priority order aspects of this area which require action.

N/A

5.6. HEALTH SERVICES

5.6.1. Description of Health Services

5.6.1.1. Describe the health services provided by the school. (Include a description of the providers.)

A registered school district nurse is available one day each week. The school administrative assistant provides daily care for illnesses and minor injuries. Parents are contacted when warranted for more serious illnesses or injuries that may require a physician's attention.

5.6.1.2. What portion of the school week does the nurse spend in the school?

The school nurse is available at the school one day each week.

5.6.1.3. When the nurse is not available, who provides the necessary services?

The school administrative assistant, classroom teachers or aides provide basic first-aid (antiseptic, bandages, etc.) for minor injuries. Parents are contacted immediately when a major issue occurs.

5.6.1.4. Describe information included on student health records.

Student health files include: immunization records, current allergy information, vital statistics, vision and hearing check results, medication schedules, medical histories and family physician information.

5.6.1.5. Describe the maintenance of records including provisions for storage.

Medical information is kept in a locked file cabinet in the main school office. The school district nurse makes certain that medical information, especially immunization records, is up-to-date.

5.6.1.6. Describe how health education services respond to the developmental need of the child.

Elwyn, Inc. provides the school with the services of a school psychologist, reading and math specialist, speech therapist and counselor for students. SHALOM conducts programs for students geared towards each grade level. Topics include self esteem, substance abuse, smoking and peer pressure.

5.6.1.7. Describe the health facility.

The health facility is a partitioned, private area of the main office that includes a cot, first-aid materials and hygiene products.

5.6.1.8. Describe any community health services available to the school.

Pro-Life and Generation Life are programs offered to the sixth, seventh and eighth grades. Information is provided on chastity, respect for each individual and respect for

unborn life. Virtues programs on safe touch and child abuse issues are currently required by the Archdiocese of Philadelphia to be given by the classroom teachers twice each year.

5.6.1.9. Describe any program or activity that provides education on substance abuse (drugs, alcohol, tobacco).

An educator from SHALOM provides classroom instruction and materials on the subjects of drugs, alcohol and tobacco. In past years, we have also had officers from the DARE program, sponsored by the Philadelphia Police Department. Officers provide instruction, films and literature to our students about these subjects.

5.6.1.10. Describe opportunities provided for AIDS education.

Currently, an AIDS education program does not exist in our school.

5.6.2. Evaluation

5.6.2.1. Describe the strengths of the present health services.

The registered nurse that is provided by the School District of Philadelphia does an excellent job maintaining health records. She also stays on schedule with checking each student's vital statistics as well as vision and hearing checks in the limited time that she is with us.

5.6.2.2. Describe aspects of current health services in need of improvement.

The DARE program should be reinstated for all appropriate grades as a means of educating students on drug abuse issues. CPR training should be provided for school staff.

5.6.3. Implications for Planning

5.6.3.1. List in priority order aspects of this service area that require action.

1. The school staff should be certified in CPR.
2. The DARE program should be provided for upper grade students.

5.7. SPECIAL SERVICES

5.7.1. Describe any special services provided to the students through the school.

	Elwyn	School Nurse	Faculty/School
✓ Diagnostic Services	✓		
✓ Psychological Services	✓		
✓ Counseling Services	✓		
✓ Speech Therapy	✓		
✓ Vision Screening		✓	
✓ Special Tutoring	✓		
✓ Social Worker Services	✓		
✓ Hearing Screening		✓	
✓ Remedial Instruction	✓		
✓ After School Tutoring			✓
✓ Modified Curriculum	✓		✓

5.7.1.2. Describe services available for gifted/talented students.

No services are currently provided for gifted/talented students.

5.7.1.3. Describe services available for students with special learning needs.

Elwyn, Inc. provides speech therapy, psychological services, and corrective reading and math classes. Elwyn also provides counseling for large groups, small groups and individuals. Tutoring is available by faculty for students who struggle in their classes.

5.7.1.4. Describe any government funded services available in your school.

The Commonwealth of Pennsylvania provides funding towards the purchase of textbooks. Elwyn, Inc. (Non-Public School Program) is funded by the state and provides counseling and guidance services, speech therapy, remedial math and reading instruction. The School District of Philadelphia provides a registered school nurse one day each week. Busing is available to students from the School District of Philadelphia in grades one through six. In addition, various local municipalities (Springfield Township, Cheltenham Township, and Colonial School District) offer busing to students living in these districts upon request.

5.7.2. Evaluation

5.7.2.1. Describe the strengths of special services.

Elwyn, Inc. professionals work with math and reading groups once each week and communicate regularly with the classroom teachers and Principal to suggest more effective instructional techniques and appropriate intervention.

5.7.2.2. Describe the areas of special services in need of improvement.

Special services would be more effective if the Elwyn, Inc. staff were able to evaluate students in a more timely manner. Also, the number of students needing the help of special services and the time restrictions of the Elwyn staff make it difficult for them to effectively assist all students referred to them.

5.7.3. Implications for Planning

5.7.3.1. List in priority order aspects of this service that require action.

Additional instructors for math and reading corrective services would help to ease the case load of the present support staff.

5.8. GUIDANCE SERVICES

5.8.1. Description of Guidance Services

5.8.1.1. Describe the nature and extent of current guidance services. Include formal and informal services.

Elwyn, Inc. provides counseling services on an individual, group or entire class basis. The classroom teacher, in consultation with the Principal, recommends the need for counseling to Elwyn. Elwyn assesses the situation and implements a program based on the type and area of need. Informal services are available and include programs to teach organizational skills, student anger management, study skills and dealing with peer pressure.

5.8.1.2. Describe how these guidance services relate to the religious nature of the school.

These services assist in the physical, emotional, social, intellectual and moral development of each student. These services reinforce the school's religion instruction by reminding the students that as with God, someone is always there to listen and help.

5.8.1.3. Describe procedures for referring students for guidance services.

Students are referred for guidance services through consultation with and upon the request of the Principal, teachers and parents.

5.8.1.4. Describe the nature of guidance records and procedures for storing the same.

The records include any evaluations completed by members of the Elwyn, Inc. support services team and any outside independent agency. All records are confidential and are securely stored in the Principal's office.

5.8.1.5. Describe how information about students is shared with the faculty, parents and community agencies.

In an individual counseling situation, parents sign a release before this information can be shared with outside sources.

5.8.1.6. Describe the community guidance services available to the school.

SHALOM provides classroom guidance sessions throughout the school year to grades two through eight. SHALOM'S Babes program also provides this service for kindergarten and first grade. Guidance is also offered through Elwyn, Inc.

5.8.1.7. Describe how guidance services are evaluated.

Surveys are distributed to the faculty by Elwyn, Inc. and SHALOM, so each program can be assessed as to the strengths and weaknesses. On the basis of these responses, they are able to revise and design their services.

5.8.2. Evaluation

5.8.2.1. Describe the strengths of the present guidance services.

Small group and classroom guidance services provide needed services to our students. The Elwyn, Inc. staff is conscientious in fulfilling its duties.

5.8.2.2. Describe the areas of guidance services in need of improvement.

Once a problem has been identified, there can be a lengthy delay in services because of the extensive screening process. Additional Elwyn, Inc. personnel would help address the need for more attention given to each student and also make services available to more students.

5.8.3. Implications for Planning

5.8.3.1. List in priority order aspects of this service that require action.

The need for additional Elwyn, Inc. personnel would help to increase the number of students served and to decrease the delay time in implementing services.

6

THE PROGRAM STUDY

6.1. INSTRUCTIONS

6.2. THE CURRICULUM AREAS

6.2.1. List the areas of the elementary/middle school curriculum and the names of the individuals appointed to chair the sub-committees responsible for the curriculum area reports.

Curriculum Area

Fine Arts
Technology

Chairperson

Mrs. Lisa Feeley
Mrs. Jamy Velho

6.3. CURRICULUM AREAS GUIDE (1)

6.3.2. Members of the Sub-Committee

Name	Role
Mrs. Judy Clark	Sixth Grade Teacher
Ms. Valerie Lee-Jeter	Music Teacher
Mrs. Janie Shields	Art Teacher

6.3.4. Discrepancy Profile

EXPECTATIONS

CIRCLE DEGREE

Relate each expectation to the philosophy established in The Philosophy Study.

a. completely	d. little
b. generally	e. not at all
c. Partially	

The Fine Arts program encourages students to develop and share their God-given talents as a means of expression and emotional outlet.	A	B
Study of the arts develops a student’s self-discipline and self-confidence and builds critical thinking skills.	A	B
The arts program provides a foundation in the classics upon which present-day art and music is based.	A	B
Students learn to appreciate and respect the artistic and musical abilities of themselves and of all cultures.	A	B

6.3.5. Program Description

6.3.5.1. What proportion of a week’s instructional time is devoted to this program area?

	<u>Music</u>	<u>Art</u>
Preschool	20 minutes	N/A
Kindergarten	45 minutes	30 minutes
Grades 1 – 4	45 minutes	45 minutes
Grades 5 – 8	55 minutes	55 minutes

What is the average class size? 23

6.3.5.2. Describe how the curriculum in this area is developed and maintained.

The Archdiocese provides guidelines for Art and Music. All curricula are further developed around the students having a working knowledge of music terms and notation. This knowledge is developed and maintained through vocal and instrumental sight reading and the study of Music of various cultures in periods of history. Musical skill is developed by performing on wind and percussion instruments.

Art lessons are developed using the basic Art elements and taught through demonstration, example and hands on application.

6.3.5.3. Describe how materials of instruction are selected, evaluated, and reviewed.

Based on compatibility with the Archdiocesan Curriculum guidelines a wide variety of appropriate resource books and materials are selected by the Art and Music specialists.

6.3.5.4. Describe in this curriculum area procedures for identification of learning problems. How are these problems addressed once identified?

All students participate in Art and Music classes regardless of their level of ability.

6.3.5.5. Describe procedures for identifying students gifted in this curriculum area. How is the program modified for these students?

Students gifted in the Fine Arts are generally identified through teacher observation. Exceptional music students are encouraged to play a wind instrument or the piano, learn the art of cantering for school and class liturgies, sing in the choir, compose their own songs and seek further outside instruction.

Students gifted in Art are encouraged to participate in local Art contests. Opportunity for study in specialized Art workshops at a local college is provided.

6.3.5.6. What changes have occurred in this curriculum area in recent (1-3) years?

There have been many positive changes during the last three years. A part-time Art teacher has been hired for grades kindergarten through fourth. The students have been participating in many Art contests.

A degreed Director of Children's Liturgy has been hired. The students have a broader involvement in performances which have been expanded to include various elements of theatre including acting, scenery and costuming.

Another new aspect of our art program includes the addition of the ministry of liturgical dance presented at prayer services. Students who feel the desire to express their faith through dance have the opportunity to do so.

6.3.5.7. Describe how Christian values are integrated into instruction in this Curriculum area.

Music of all cultures is taught, thereby teaching children tolerance and respect for the rights and gifts of all peoples. Music that is theologically appropriate and expresses the basic truths of the Church is prayerfully incorporated. Children practice and perform music at school liturgies.

Christian values are upheld in Art class through teaching children to respect each other as individuals and to consider their talent as a gift from God. Religious themes are the focus of many Art projects.

6.3.5.8. Describe how the curriculum in this program is coordinated from grade level to grade level with other curriculum areas.

Religion is the subject most frequently integrated into the Fine Arts curriculum through liturgies, seasonal pageants and seasonal art projects. Social Studies and Music History often parallel. Through dialogue with classroom teachers, Art lessons often coincide with the Social Studies, Science and ILA units of study. Musical notation utilizes students' Math skills.

6.3.5.9. List the major techniques of instruction in this area.

New artists and composers are presented periodically. Their biographies and works are explored and lessons are developed to help students recognize and appreciate the various styles. Techniques used in the Music classroom include singing, exploring movement, playing instruments, listening and completing supplemental worksheets. In the Art classroom, students are instructed in the use of pastels, colored pencils, charcoal, water colors, tempera paints and clays.

6.3.5.10. Describe how experiences in this area foster self-understanding and self-esteem.

All children are encouraged to recognize and develop the artistic and musical abilities that have been given to them by God. They are taught the importance of using these talents to serve their immediate community and the world. By doing so, they are fully actualizing all that God had intended them to be.

6.3.5.11. In what ways is the continuum of thinking skills incorporated into this area?

Children are instructed in the proper technique of Art and Music. They are encouraged to use their own creative energy and to develop their own style and appreciation of the Fine Arts.

6.4. EVALUATIVE JUDGEMENTS

6.4.1. Describe the strengths of this curriculum area.

The following are the strengths of the curriculum:

- Degreed Music Director who coordinates liturgical music
- A designated Music room
- Availability of instructional materials
- Availability of private and group instrumental instruction
- Diversity of cultural opportunities in Fine Arts
- Increased student involvement in seasonal celebrations in our school
- Increased participation in the Archdiocesan Art Contests as well as other Art contests

6.4.2. Describe the improvements needed in this curriculum area.

Specialized Art instruction should be extended to include all grades. Instructional materials should be updated. An additional piano is needed for the Music room.

6.5. IMPLICATIONS FOR PLANNING

6.5.1. List in priority order aspects of this curriculum area that require action.

1. Specialized Art instruction should be extended to include all grades.
2. An additional piano should be purchased for the Music room.
3. Instructional materials should be updated.

6.3. CURRICULUM AREAS GUIDE (2)

6.3.1. TECHNOLOGY

6.3.2. Members of the sub-committee

Name	Role
Mrs. Jamy Velho*	Kindergarten Teacher
Mr. Anthony Iraci	Seventh Grade Teacher
Mr. William Brennan	Eighth Grade Teacher
Mrs. Virginia Domineske	Computer Technology Teacher

6.3.4. Discrepancy Profile Expectations

Provide students with technology skills such as: research, creating spreadsheets, writing reports and making PowerPoint presentations.	A	A
Develop a three year plan that will address technology development as well as the ongoing maintenance of equipment.	A	C
Teachers seek technological advancement and will incorporate that knowledge into their classroom curriculum.	A	B

6.3.5. Program Description

6.3.5.1. What proportion of a week’s instructional time is devoted to this program area?

Pre-school	2%
Primary	1.8%
Intermediate	2.7%
Junior High	3.3%

What is the average class size? 11-12

6.3.5.2. Describe how the curriculum in this area is developed and maintained?

The curriculum in this area is developed and maintained by the Office of Catholic Education. The Archdiocese of Philadelphia has provided the National Educational Technology Standards for Students as the curriculum guideline.

6.3.5.3. Describe how materials of instruction are selected, evaluated, and reviewed.

The materials of instruction are selected, evaluated and reviewed by the Office of Catholic Education, the Principal, the technology teacher and the classroom teachers.

6.3.5.4. Describe in this curriculum area procedures for identification of learning problems. How are these problems addressed once identified?

Learning problems are identified through teacher observation and student performance in the classroom. These problems are addressed through teacher assistance and modification of assignments. Peer assistance is used in the classroom. The students are given additional time when needed.

6.3.5.5. Describe procedures for identifying students gifted in this curriculum area. How is the program modified for these students?

The teacher observes classroom performance. The gifted student can receive more advanced assignments and can become a peer mentor for the computer classroom.

6.3.5.6. What changes have occurred in this curriculum area in the recent (1-3) years?

First, new Dell Computers and Internet access were provided for the computer classroom. Secondly, Internet access was provided for each classroom. A Technology Learning Center was established, providing wireless Internet access, a new large screen television, DVD player, an interactive whiteboard and a Dell laptop computer. Finally, the school received 17 wireless Dell laptop computers as the result of a grant. Additionally, new Dell computers were purchased for first through seventh grade and the library.

6.3.5.7. Describe how Christian values are integrated into instruction in this curriculum area.

The technology teacher opens each class with a prayer. Other classroom teachers have completed PowerPoint projects with religious themes. Furthermore, the school Internet policy of ethics is discussed and monitored in the classroom.

6.3.5.8. Describe how the curriculum in this program area is coordinated from grade level to grade level with other curriculum areas.

The teachers in the lower grades use computers in their classrooms for reading and writing assignments. The middle grades use the computer to type and research reports. The upper grades use the classroom computers, as well as the technology lab, for researching as well as creating PowerPoint presentations. They also make use of software programs that both enrich and teach concepts from the curriculum. Finally, they are used in the publication of writing samples that are part of the Integrated Language Arts curriculum.

6.3.5.9. List the major techniques of instruction in this area.

The techniques used are cooperative and independent learning, flexible grouping and independent research. The teachers also communicate homework and other assignments through the Schoolnotes website.

6.3.5.10. Describe how experiences in this area foster self understanding and self-esteem.

The students are able to work at their own pace on their own level. They receive instant feedback from the computer, which allows them to identify their own strengths and weaknesses. Most students enjoy working on the computer and feel good about themselves after finding the information they need or after creating their own polished, professional looking project.

6.3.5.11. In what ways is the continuum of thinking skills incorporated into this area?

At the lowest grade level, students learn cause and effect using the computer. For example, if I push this button this action will occur. As students progress they learn analysis skills by using the suite of Office products. They are taught how to evaluate the appropriate programs and to compare and contrast the features applicable to the task. Finally, students synthesize their knowledge of the Internet and Office to complete a project. They perform research on the Internet, which they incorporate into Word documents and PowerPoint presentations. At all levels students are presented with virtual objects that draw analogies to the physical world, such as electronic documents, painting tools, slide shows and calculators.

6.4. EVALUATIVE JUDGEMENTS

6.4.1. Describe the strengths of this curriculum area.

The school has received grants in technology which allow computers to be used more frequently in the classroom. All teachers received training in how to incorporate the use of laptops in classroom activities. All classrooms are equipped with at least one computer and Internet access. All grades receive weekly instruction in technology. Dedicating a classroom as the Technology Learning Center provides all students and faculty with the opportunity to utilize new technology.

6.4.2. Describe improvements needed in this curriculum area.

There is a need for ongoing teacher training and more application software. A technology committee should be formed to focus on creating a three-year plan for technology development as well as the ongoing maintenance of equipment. Teachers should continue integrating technology into the curriculum.

6.5. IMPLICATIONS FOR PLANNING

6.5.1. List in priority order aspects of this curriculum area that require action.

1. Formation of a school technology committee (made up of educators, parents and community) formed to focus on the areas of need:
 - Maintenance and upgrading of equipment
 - Three year plan of technology development
2. Teachers further integrating technology into the curriculum.
3. Hire and integrate new Technology resource professional.
4. A means of providing further in-service opportunities.

6^A

THE RELIGION PROGRAM STUDY

6A.1. CATECHETICAL PROGRAM

MEMBERS OF THE COMMITTEE

Name

Sister Mary Theresa Toole, SSJ*
Mr. Michael Kimble
Rev. Michael McCue, OSFS
Sister Jane Russell, SSJ
Ms. Maryanne Tobin

Role

School Librarian/Chairperson
Principal
Associate Pastor
Director of Religious Education
First Grade Teacher

DISCREPANCY PROFILE

EXPECTATIONS

Relate each expectation to the philosophy established in The Philosophy Study.

CIRCLE DEGREE

A. completely D. little
B. generally E. not at all
C. partially

Degree of Current Acceptance Degree of Current Practice

The faculty and staff prepare students to become more aware of their dignity as children of God and to make choices consistent with that dignity.	A	B
The faculty and staff develop a deeper sense of service in all students using Jesus as our model.	A	C
The faculty and staff engage students in the expression of their faith through participation in liturgical and sacramental experiences.	A	C

6A.1.1. Describe how the goals/objectives for Catechetical instruction are determined for the various levels of instruction.

The goals and objectives for Catechetical instruction are determined by the guidelines provided by the Office of Catholic Education of the Archdiocese of Philadelphia and by the use of approved texts such as the Loyola series which is used in Grades 1-8.

6A.1.2. Describe instructional techniques used to develop creative and critical thinking related to religious beliefs and practices.

Instructional techniques and methods used to develop creative and critical religious thinking include: religion activities taken from the textbook/teacher's guide, monthly liturgies and related songs and music taught in weekly Music classes, sharing and role modeling, meditative prayer, technology related to concepts being presented, scripture, readings and classroom discussions.

6A.1.3. Describe provisions to develop positive attitudes in the students toward God, faith, the Church, and response to others' needs.

Our school community strives to develop positive attitudes in its students towards God, faith, the Church and meeting the needs of others through religious instruction in the classroom, a school-wide Code of Courtesy fostered by the Principal, staff and parents, engagement in a variety of outreach/service projects, morning prayer for the whole school and classroom prayers throughout the day. Through participation in school and class liturgies, students learn reverence and Christian values. Classroom prayer experiences, discussions, bible stories and sharing experiences also enable the children to respond to God and to the needs of others. In addition, the faculty models positive religious attitudes through group prayer and Christian interaction.

6A.1.4. Does the school have a religion coordinator?

Yes, Our Mother of Consolation has a religion coordinator for grades K-8.

If Yes, list the specific responsibilities.

The responsibilities of the religion coordinator include: attending Archdiocesan religion coordinator meetings during the year and updating the faculty on new courses, materials and developments, meeting with religion teachers to discuss concerns and to share information, reporting to the Principal regarding religion meetings and serving as a liaison between the Archdiocesan Coordinator of Religious Education, the school Principal and the faculty.

6A.1.5. Describe processes for evaluation of pupil achievement in the catechetical program.

The school uses a variety of assessment tools to determine pupil achievement in the catechetical program. These include: objective tests, individual and group presentations, research papers and projects, student participation in the classroom and at liturgies, completion of assigned homework and teacher observation.

6A.1.6. Describe the materials used in the catechetical program.

The materials used in the catechetical program at Our Mother of Consolation include: guidelines from the Philadelphia Archdiocese, Loyola Press textbook series, Christ Our Life used in grades 1 to 8, and the RCL series, Faith First used in Kindergarten. Supplemental materials used are: Bibles, bible stories, audio and audio-visual materials (records, CDs, cassettes, videos, DVD and computer programs) and sacramental materials. Classroom religious bulletin boards, prayer corners, journals, hallway bulletin boards and posters help to foster a deeper understanding.

6A.1.7. Describe provisions for faculty development and update in theology, liturgy, and prayer experiences.

In-services, religious workshops and Religion certification courses offered by the Archdiocese of Philadelphia, St. Charles Borromeo Seminary and local colleges help teachers to update. The N.C.E.A. Convention is attended by teachers when in proximity to Philadelphia. Daily morning faculty prayers, participation in student and faculty liturgies and faculty retreats give the teachers opportunities to share and to strengthen their faith.

6A.2. PROGRAM OF FORMATION

Worship and Prayer

6A.2.1. Describe the integration of formation (prayer, worship, scripture service) in the total catechetical program.

In their classrooms, students learn the traditional Church prayers and teachings of Church doctrine and Scripture. Other prayer experiences such as morning prayer with the whole school, guided meditations, spontaneous personal prayer, studying and discussing the Bible, learning and singing religious songs as part of worship and participation in monthly class liturgies and school liturgies all encourage and strengthen student spiritual growth. Students also take part in the May Procession and sacramental preparations. Teachers act as examples of faith in action by gathering together for daily prayer before the children and participating whole-heartedly in school liturgies, sacraments, and all other school religious activities. Teachers also actively model caring and respectful behavior and the school's Code of Courtesy. Parents, as the primary educators of their children, are invited and encouraged to participate in school religious activities and to assist children with religion

homework assignments. An atmosphere of service and kindness to others is encouraged through food and clothing drives and money collected for the poor. Students make and deliver holiday cards and flowers to shut-in parishioners.

6A.2.2. Describe the role of the parish priest in the program of formation.

The priests at Our Mother of Consolation participate in various school liturgies which include Mass, Reconciliation, Stations of the Cross, distribution of ashes, blessing of throats, May Procession and various prayer services. The parish priests help conduct religious formation activities, which prepare the students for the reception of Reconciliation, Eucharist and Confirmation. The priests are willing to work with teachers and are invited into the classrooms to teach on particular religion topics.

6A.2.3. Describe parent involvement in the religious formation program.

As the primary religious educators of their children, parents are encouraged to be active participants in all religious services and to model for their children love and respect for God, other people and all living things. Parents support their children in mission collections, food and clothing drives, shut-in programs and various charitable activities. The Loyola Press religion series used in grades 1-8 offers activities that encourage the parents' participation in the formation of their child's faith. Parents attend sacramental sessions in preparation for their children's reception of First Reconciliation, Communion and Confirmation.

6A.2.4. Describe student involvement in planning, implementing and evaluating formational activities.

Students at Our Mother of Consolation participate in various roles at Mass - lectors, altar servers, speakers, gift bearers, cantors and the choir. Students often write the petitions for the liturgy. Classroom teachers involve the students in the planning of liturgy and in seasonal paraliturgical services whenever possible. On a daily basis, students take part in morning prayers and readings over the loud-speaker for the entire student body. Students also take part in a variety of charitable and service activities.

Community

6A.2.5. Describe the processes in place for the fostering of community among parishioners, parents, staff and students.

The parish bulletin keeps parishioners abreast of school services and activities. Parishioners and parents are invited to participate in school liturgies, school projects and ongoing activities such as lunch preparation, holiday celebrations, scrip program, school yard supervision and monitoring classrooms during lunch. The Principal's memo is sent home in weekly parent envelopes along with a monthly calendar, food order forms, scrip orders and details outlining any special events. The Principal is available to meet and tour the school with prospective students and their parents. Classroom activities and homework assignments are posted by faculty members on the Schoolnotes website. A school

newsletter is published quarterly and appears in the Sunday church bulletin. An open house during Catholic Schools Week gives parishioners and community residents an additional opportunity to visit the school.

6A.2.6. Describe the ways the school services the wider community of neighborhood, city or town.

Our Mother of Consolation School reaches out to the community in a variety of ways. The Student Council and the CYO support and participate in various charitable and service activities such as coat drives and Archdiocesan food drives. Food for the poor is collected at Thanksgiving time by the children. Students take part in Operation Santa Claus each Christmas. Three clothing drives per year are held for the St. Vincent De Paul Society and the students assist with collecting and packing the collected items. Students make and deliver holiday cards and flowers to shut-in parishioners.

6A.3. EVALUATION

6A.3.1. Catechetical Program

6A.3.1.1. Describe the strengths of the catechetical program.

The strengths of the catechetical program include a faithful and qualified faculty with eight staff members holding Level III religion certification and others working towards it. The Pastor is actively supportive of the school and recognizes the importance of Catholic education. There is consistency in the textbook series used in grades one through eight and teachers use the Religion guidelines from the Office of Catholic Education. Finally, an experienced Music teacher, with a Master's degree in Theology, serves as the school liturgist, integrating liturgy with the Music program.

6A.3.1.2. Describe improvements needed in the catechetical program.

All faculty members need to attain Level III religion certification and actively participate in regular updates. The addition of newer supplementary materials to be used in religion classes would have a positive impact on instruction.

6A.3.2. Formation Program

6A.3.2.1. Describe the strengths of the religious formation program.

The parish priests are actively engaged in the development of the students' faith by presiding at school and class liturgies and prayer services. There is an on-site Director of Religious Education who works with the teachers in the preparation of students receiving sacraments. We work closely with the local Saint Vincent de Paul Society in providing service opportunities for students. Additionally, students are recognized for appropriate moral conduct when Code of Courtesy leaders are rewarded each trimester. The Student Council initiates outreach programs for the student body.

6A.3.2.2. Describe improvements needed in the religious formation program.

An improvement needed in the religious formation program is to more actively suggest that non-Catholic families in our school consider becoming members of the Catholic faith, especially those who do not identify adherence to any particular religion. In addition, the teachers need to be consistently attentive to encouraging the students to participate fully in school liturgies and to attend Sunday Mass. Proper adherence to Catholic rituals, especially during Mass, needs to be continually emphasized by teachers. A fuller participation by upper-grade students in service projects should be encouraged.

6A.4. IMPLICATIONS FOR PLANNING

6A.4.1. List in priority order aspects of this program area that require action. (Include catechetical and formation).

- Greater encouragement of students to participate more fully in school and Sunday liturgies
- Greater emphasis of proper adherence to Catholic rituals in sacramental celebrations
- Encourage a fuller participation by the upper grade students in service projects
- While respecting the value of non-Catholic religions, more actively invite non-Catholic families to consider the Catholic faith

7

LEADERSHIP AND ORGANIZATION

7.1. MEMBERS OF THE COMMITTEE

Mrs. Virginia Domineske*	Computer Technology Teacher/Chairperson
Sr. Theresa Cargan, SSJ	Librarian
Mr. Bruce Hagy	Fifth Grade Teacher
Ms. Emily Hankins	Second Grade Teacher

7.4. SCHOOL ORGANIZATION

7.4.2. Description of Organization for Learning

7.4.2.1. How is the school organized for the conduct of its educational program (e.g., self-contained, graded classrooms, departmental offerings, continuous programs, etc.)?

The school has graded classes which are self-contained in Pre-Kindergarten through fourth grade. Grades five through eight are departmentalized for some subjects. Continuous programs, in accord with the Archdiocesan guidelines are applied in all grades.

7.4.2.2. Describe how instructional groupings are determined. On which basis are students placed in groups (e.g., interest, ability, age etc.).

Students are grouped based on their individual needs as determined by the teacher. Grouping includes, but is not limited to, flexible grouping, cooperative learning groups, whole group instruction and individual instruction.

7.4.2.3. Describe how special teachers are scheduled for their work (e.g., music, arts, physical education).

Music, physical education, library and technology instructors teach Pre-Kindergarten to eighth grade once per week in accordance with Archdiocesan specifications.

7.4.3. Organization for Student Progress

7.4.3.1. How is student performance and growth assessed? What system is in place for reporting progress to the students, the parents, and the community?

Student performance and growth is assessed in the following ways: homework, class participation, objective tests, written reports, skits, oral presentations, Power Point presentations, standardized testing, and written class work. Student's progress is reported through mid-term progress reports, signed tests, checked homework, report cards, parent-teacher conferences and phone conversations. In addition, students are recognized with honors for academic achievement and for outstanding progress in personal development and growth as outlined in Code of Courtesy Program. Student's achievements are reported to the community through the parish bulletin and through news releases to the local newspaper.

7.4.3.2. What provisions are made to respond to significant differences between what the student is expected to accomplish and what the student actually accomplishes?

Modified grading and testing in all grades is provided for students with serious deficiencies. In kindergarten through third grade, teacher aides are used to assist students experiencing difficulties. In grades five through eight after school tutoring is offered. In grades one through four, Elwyn Services provides small group instruction in reading and math. Individual tutoring during school hours is provided for fifth and sixth grade students in math and integrated language.

7.4.3.3. Describe policies for promoting, retaining, remediation, and advancing students.

Assessment of performance, effort, emotional maturity and ability is made by the parents, teacher and Principal and if all agree that retention is in the best interest of the child then that is what will happen. Students with a final average over 70 are promoted. Students with a final cumulative average below 70 may be retained. The Principal notifies, by letter, midway through the year, any parent whose child is in danger of being retained. Students who fail math and reading are recommended to go to summer school before they are promoted. Support services available to the school are utilized to aid in remediation.

7.4.4. Curriculum Development

7.4.4.1. Describe the process used for curriculum development and review.

The Office of Catholic Education develops and reviews curriculum in all subject areas on a continual basis. The faculty implements and enriches these guidelines.

7.4.4.2. How are teachers and specialists involved in forming and revising curriculum?

Teachers and the Principal are invited and encouraged to participate in Archdiocesan curriculum committees. The teachers and Principal can make recommendations at any time to these committees.

7.4.5. Teaching/Learning Styles

7.4.5.1. Describe procedures used to determine students learning style. How are teaching styles altered to meet these needs?

The teachers realize that styles of learning vary depending on the individual student. Therefore, teachers attempt to incorporate a variety of teaching styles to enhance the learning of each child.

7.4.6. Staff Development

7.4.6.1. Describe current provisions for staff development and name the persons/s responsible.

The Archdiocese of Philadelphia provides in-service workshops which all teachers attend. The Principal provides opportunities for professional development through in-service workshops such as the PACT technology classes and Merit Center presentations. The faculty is notified of other staff developmental opportunities and is encouraged by the Principal to participate. Periodically, the Principal copies articles from educational journals and distributes them to the faculty.

7.4.6.2. Describe current policies for staff development.

Teachers are encouraged to complete ACT 48 credits. Teachers are required to complete the Religious Certification program as determined by the Archdiocese of Philadelphia. Teachers are encouraged to attend in-service workshops throughout each school year. Staff development workshop attendance is noted on teacher's end-of-year evaluation.

7.5. EVALUATION

7.5.1. Leadership (For Self-Study Option 2, this area is not studied.)

7.5.1.1. Describe the ways the school's leadership pattern is consistent with the school's philosophy.

N/A

7.5.1.2. Describe the ways, if any, the school's leadership pattern is inconsistent with the school's policy?

N/A.

7.5.1.3. Describe the overall strengths of the school leadership.

N/A

7.5.1.4. Describe the aspects of school leadership in need of development.

N/A

7.5.2. School Organization

7.5.2.1. Describe the strengths of the school's organization (e.g., learning, student progress, curriculum development, learning/teaching, styles and staff development).

The school day is highly organized which supports a structured learning environment. Information is quickly and clearly disseminated. The faculty interacts positively to support each other's concerns about students. As a result, students perform well in standardized tests and in high school.

7.5.2.2. Describe improvements needed in the school's organization (e.g., learning, student progress, curriculum development, learning/teaching, styles and staff development).

A specialized Art instructor for each grade level is needed. More hands on Science and Technology should be incorporated into the curriculum.

7.6. IMPLICATIONS FOR PLANNING

7.6.1. School Leadership

7.6.1.1. After careful analysis of the supportive data in the leadership study, list in priority order your plans for increasing effectiveness of leadership functions in your school.

N/A

7.6.2. School Organization

7.6.2.1. After careful analysis of The Organization Study, list in priority order aspects of this area that require attention.

- More time for planning to make better use of the technology and Science resources
- Full time Art teacher

8

THE RESOURCES STUDY

8.1. MEMBERS OF THE COMMITTEE

Name	Role
Sr. Marie Rein, SSJ*	Pre-Kindergarten Teacher/Chairperson
Ms. Emily Hankins	Second Grade Teacher
Mrs. Melissa Logan	Fourth Grade Teacher
Mr. Anthony Iraci	Seventh Grade Teacher

8.3.3. DISCREPANCY PROFILE

EXPECTATIONS

Relate each expectation to the philosophy established in The Philosophy Study.

CIRCLE DEGREE

- | | |
|---------------|---------------|
| a. completely | d. little |
| b. generally | e. not at all |
| c. partially | |

Degree of Current Acceptance	Degree of Current Practice
------------------------------------	----------------------------------

The teaching and support staff are dedicated to helping the children to develop the ability to make conscious choices in keeping with that dignity as a child of God.	A	B
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We expect our staff to be aware of current teaching strategies through in-services and Continuing Education classes in order to meet the varying needs of the students.	A	B
Teachers guide the children to live our Catholic faith through daily prayer, food and clothing drives and an awareness of local and area needs.	A	C

8.3.3. Complete the following charts.

Composition of the Professional Teaching Staff

Position	Number	
	Full-Time	Part-Time
Principal	1	
Assistant Principal		
Classroom Teacher	10	
Art Teacher		1
Music Teacher		1
Physical Education Teacher		1
Computer Teacher		1
Remedial Teacher		
Other- Librarians		2
Total	11	6

Experience of the Professional Staff

Experience	0-1 Years	2-5 Years	6-15 Years	Over 15 Years
Staff	2	6	1	8

Preparation of the Professional Staff

Preparation	In Progress	B.S./B.A.	M.S./M.A.	Ph.D/Ed.D.
Staff		17	6	0

Credentials of the Professional Staff

Credentials	No Certification	Provisional Certification	Permanent Certification
Staff	3	11	3

Credentials for Religious Education

Types of Religious Education Certification	Number of Teachers
Under 9 credits	3
Initial Certification (9 credits)	6
Provisional Certification (18 credits)	
Permanent Certification	8

8.3.4. Describe the certifying authorities for religious education.

The Archdiocese of Philadelphia is the certifying authority for religious education. Religion workshops necessary for religious certification are offered through the Office of Catechetical Formation. Religious certification at the Initial, Provisional and Permanent levels is also offered through this office.

8.3.5. What is the average length of service in this school by members of the current professional staff?

8 years

8.3.6. Composition of the Supporting Staff

Type of Service	Number	Salaried	By Whom
Instructional-Teacher Aides	3	Yes	Parish
Library Aides	varies	No	
Clerical	1	Yes	Parish
Health	1	Yes	School District of Philadelphia
Lunch Aides	6	Yes	Parish
Custodial	3	Yes	Parish
Other – Elwyn, Inc.	varies	Yes	Elwyn, Inc.

8.3.7. Describe the integration of the support staff into the total school.

Elwyn, Inc. offers a speech therapist, a school psychologist, a school counselor and remedial Reading and Math for our students in Grades 1 through 4. Elwyn also provides small group counseling and help as requested by the teachers. Teacher aides in Preschool through Grade 2 provide assistance to teachers and students. Tutoring is offered to students in Grades 4 and 6 in Math and ILA. The teacher aides are in Preschool, Kindergarten, First and Second Grades.

8.3.8. Describe accountability structures for the support staff.

The Elwyn team meets with the principal every week to review their services and upcoming testing for individual students. Individual classroom aides meet with the lead teacher to discuss progress of specific students in their care. Teacher aides are accountable to the specific teacher assigned to them. The school nurse is an employee of the Philadelphia School District and is held accountable by their regulations.

8.3.9. Describe inservice training for the support staff.

All support staff including counselors, psychologists, speech therapists and remedial teachers are required to meet Act 48 professional certification renewal in the allotted 5-year periods, participate in Child Abuse Prevention training and obtain continuing education credit hours through college courses, workshops and inservices.

8.3.10. Describe processes for communicating with the support staff.

Since the Elwyn team meets once per week communication is limited. Because of their schedules, some members of the team are more available than others. Confidentiality is key between Elwyn and the teachers with regard to students who are part of the program and their families.

8.3.11. Describe how services of the support staff are evaluated.

The support staff is evaluated through the progress of referred students. This evaluation includes observation, consultation, written reports and statistical summaries that list all students who have been serviced. The Principal also evaluates the Elwyn staff and services to the school.

9

THE ACTION PLAN

9.1. MEMBERS OF THE COMMITTEE

Mr. Michael Kimble*	Principal/Chairperson
Sr. Marie Rein, SSJ	Pre-Kindergarten Teacher
Mrs. Jamy Velho	Kindergarten Teacher
Mr. Bruce Hagy	Fifth Grade Teacher

9.3. DESCRIPTION OF THE PLANNING ACTIVITY

9.3.1. Describe how the planning process was organized and managed.

Having read all the reports from Middle States committees, the Action Plan committee formulated four possible long range goals. The goals were presented to the faculty who were asked to choose two goals and to prioritize them in order of importance. The results were tallied by the Action Plan committee and two main goals surfaced.

9.3.2. Describe the group(s) that were involved and indicate what the groups did.

- Action Plan Committee formulated possible goals
- Faculty choose two of the goals and prioritized them
- Action Plan committee tallied the results and began strategic planning
- Principal approved plan

9.3.3. Describe the techniques/procedures used in identifying the school-wide strategic goals.

Feedback from the faculty indicated two main goals. The Action Plan Committee brainstormed ways to implement these goals as indicated in the Critical and Collateral Events section.

9.3.4. Identify the individuals or agencies responsible for the implementation of the plan.

- Principal
- Marketing Director
- Marketing Committee
- Pastor

9.3.5. Describe the strategic merits of the plan, i.e., in what ways will this plan result in school-wide development that is believed desirable.

We believe that a Marketing Director, whose sole purpose is to make us known and visible, will greatly enhance our student population, while realizing our need to increase enrollment, so that we can continue to teach in accordance with the philosophy for Catholic education as directed by the Archdiocese of Philadelphia.

9.3.6. Indicate what official or agency approved the plan on behalf of the school.

- Principal
- Pastor

9.5. EVENTS (1)

Goal Statement:

To formulate and implement a formal marketing plan as we continue to strive to provide the world with educated Catholic Christians capable of living and proclaiming the message of Our Lord Jesus Christ.

Critical Events:

- A. Advertise for Marketing Director position
- B. Interview candidates
- C. Brainstorm marketing needs
- D. Develop written plan of action
- E. Establish committee of parents, Principal and Marketing Director
- F. Establish mid-year evaluation date to reevaluate marketing
- G. Establish an annual review of the changes in student population

Collateral Events:

- A. Advertise for Marketing Director position
 - Publish in Parish Bulletin, school website, Catholic Standard and Times
- B. Interview candidates
 - Review applications and credentials
 - Check references
 - Schedule interview with Principal and Pastor
 - Hire Marketing Director
- C. Brainstorm marketing needs
 - Discuss marketing needs and ideas at faculty meetings
 - Contact other schools for marketing ideas
- D. Develop written plan of action
 - Prioritize needs
 - Assign time frame to each marketing objective
- E. Establish committee of parents, Principal and Marketing Director
 - Announce formation of committee
 - Select members of committee
 - Publish names of committee members
 - Formulate schedule for regular meetings
- F. Establish mid-year evaluation date to reevaluate marketing
 - Revise as necessary
 - Publish any revisions in Principal's weekly memo
- G. Establish an annual review of the changes in student population
 - Establish yearly September meeting to look at enrollment
 - Adjust strategy accordingly

9.6. TIME/EVENTS DIAGRAM - MARKETING

2005

SPRING

- Advertise for Marketing Director position
- Publish in Parish Bulletin, school website, Catholic Standard and Times

SUMMER

- Interview candidates
- Review applications and credentials
- Check references
- Schedule interview with Principal and Pastor
- Hire marketing director

FALL

- Establish marketing committee
- Brainstorm marketing needs and objectives
- Prioritize needs

2006**WINTER**

- Formulate regular schedule for meetings and commence meetings
- Develop written plan of action
- Assign time frame to each marketing objective
- Conduct marketing activities

SPRING

- Put marketing plan into action—recruitment, display brochures in local real estate offices; publish school activities in local newspaper, etc.
- Conduct marketing activities

SUMMER

- Reevaluate and adjust marketing plan

FALL

- Prioritize needs
- Adjust marketing plan based on needs
- Publish any revisions in Principal's weekly memo
- Conduct marketing activities

2007**WINTER**

- Incorporate revised objectives with time frame
- Execute new plan of action
- Conduct marketing activities

SPRING

- Continue marketing plan—recruitment, etc.
- Conduct marketing activities

SUMMER

- Reevaluate and adjust marketing plan

FALL

- Prioritize needs
- Adjust marketing plan if need be
- Adjust written plan of action if necessary
- Publish any revisions in Principal's weekly memo
- Conduct marketing activities
- Continue regular meetings

2008

WINTER

- Conduct marketing activities
- Continue regular meetings
- Adjust marketing plan and prepare for action—recruitment: display brochures in local real estate offices; publish school activities in local newspaper, etc.

SPRING

- Continue marketing plan—recruitment, etc.
- Adjust written plan of action if necessary

SUMMER

- Reevaluate and adjust marketing plan

9.7. RESOURCES - MARKETING

9.7.1. Describe the resources (staff, facilities, equipment, materials, etc.) available for the attainment of the goal.

Resources available for the attainment of this goal are the school faculty, school families, OMC alumni, computer, software and a digital camera.

9.7.2. Describe the resources (staff, facilities, equipment, materials, etc.) that can be redeployed from other programs and services to attain this goal.

N/A

9.7.3. Describe the resources (staff, facilities, equipment, materials, etc.) that must be acquired or developed in order to attain this goal.

The resources that must be acquired or developed in order to attain this goal are a Facilitator of Marketing and Development and a scanner.

9.8. MONITORING – MARKETING

9.8.1. Describe how progress toward this strategic goal is monitored and indicate who is responsible.

The Facilitator of Marketing and Development will be in place as of Fall 2005. Progress toward this goal will be monitored and adjusted on a semi-annual basis by the Principal and the Pastor.

9.8.2. Indicate the criteria the school will use to evaluate the attainment of the goal.

The criteria used to evaluate this goal will be an increase in school visibility in the community as well as an increase in enrollment.

9.5. EVENTS (2)

Goal Statement:

To improve student appreciation, skill, and knowledge of the Fine Arts, as we encourage students to develop and share their God-given talents as a means of expression and emotional outlet.

Critical Events:

- A. Advertise for Art teacher
- B. Interview candidates
- C. Establish supply areas for each floor level of the school
- D. Increase student exposure to Fine Arts presentations in and out of school
- E. To increase integration of Fine Arts throughout the curriculum

Collateral Events:

- A. Advertise for Art teacher
 - Publish in Parish Bulletin, OMC website, Catholic Standard and Times and Archdiocese of Philadelphia website
- B. Interview candidates
 - Review applications and credentials
 - Schedule interview with Principal and Pastor
 - Check references
 - Hire Art teacher
- C. Establish supply areas for each floor level of the school
 - Establish material needs for each floor
 - Establish budgetary requirements
 - Present budgetary requirements to Pastor
 - Order and organize materials
- D. Increase student exposure to Fine Arts presentation in and out of school
 - Schedule local and city field trips
 - Participate in Art contests
 - Invite local artists to present programs in the school
 - Display various genre of Art throughout the school
 - Broadcast classical music throughout school prior to morning announcements

- E. To increase integration of Fine Arts throughout the curriculum
- Art teacher will consult with teachers at beginning of school year to determine main topics in subject areas
 - Art teacher will develop Art themes that can be integrated into subject areas
 - Art teacher will present ideas and/or projects to support these themes

9.6. TIME/EVENTS DIAGRAM – FINE ARTS

2005

SPRING

- Advertise Art teacher position
- Publish in Parish Bulletin, OMC website, Catholic Standard and Times and Archdiocese of Philadelphia website
- Begin interview process
- Review applications and credentials
- Schedule interview with Principal and Pastor
- Interview candidates
- Check references

SUMMER

- Hire Art teacher
- Inventory art supplies already in place
- Establish material needs for each floor
- Establish budgetary requirements
- Present budgetary requirements to Pastor
- Order and organize materials
- Set up time for weekly Art classes—keeping in mind Archdiocesan time allotments for each grade and other scheduled classes

FALL

- Art teacher will consult with teachers at beginning of school year to determine main topics in subject areas
- Art teacher will develop Art themes that can be integrated into subject areas
- Art teacher will present ideas and/or projects to support these themes
- Broadcast classical music throughout school prior to morning announcements
- Commence instruction for grades K through 8
- Display students' Art work throughout the school

2006

WINTER

- Schedule local and city field trips
- Participate in Art contests
- Invite local artists to present programs in the school
- Display various genre of Art throughout the school
- Broadcast appropriate seasonal music throughout school prior to morning announcements
- Display students' Art work throughout the school

SPRING

- Continue winter activities
- Evaluate program—what is working/not working
- Seek input from Principal and teachers
- Adjust program as needed
- Inventory supplies on each floor
- Submit and/or order supplies for the 2006-07 school year
- Begin to research local and city field trips for the coming school year
- Engage local artists to present programs in the coming school year

SUMMER

- Review and evaluate plans of past year—what did students enjoy, what challenged them, etc.

FALL

- Consult with teachers to determine specific needs
- Continue to develop Art themes that can be integrated into subject areas
- Art teacher will present ideas and/or projects to support these themes
- Broadcast classical music throughout school prior to morning announcements
- Review feasibility of last year's schedule and adjust if necessary
- Commence instruction for K through 8
- Display students' Art work throughout the school

2007

WINTER

- Schedule local and city field trips
- Participate in Art contests sponsored by Archdiocese of Philadelphia and local organizations
- Invite local artists to present programs in the school
- Broadcast appropriate seasonal music throughout school prior to morning announcements
- Continue instruction for K through 8
- Display students' Art work throughout the school

SPRING

- Continue winter activities
- Evaluate program—what is working/not working
- Seek input from Principal and teachers
- Adjust program as needed
- Inventory supplies on each floor
- Submit and/or order supplies for the 2007-08 school year
- Begin to research local and city field trips for the coming school year
- Engage local artists to present programs in the coming school year

SUMMER

- Review and evaluate plans of past year—what did students enjoy, what challenged them, etc.

FALL

- Consult with teachers to determine specific needs
- Continue to develop Art themes that can be integrated into subject areas
- Art teacher will present ideas and/or projects to support these themes

- Broadcast classical music throughout school prior to morning announcements
- Review feasibility of last year’s schedule and adjust if necessary
- Commence instruction for K through 8
- Display students’ Art work throughout the school

2008

WINTER

- Schedule local and city field trips
- Participate in Art contests sponsored by Archdiocese of Philadelphia and local organizations
- Invite local artists to present programs in the school
- Broadcast appropriate seasonal music throughout school prior to morning announcements
- Continue instruction for K through 8
- Display students’ Art work

SPRING

- Continue winter activities
- Evaluate program—what is working/not working
- Seek input from Principal and teachers
- Adjust program as needed
- Inventory supplies on each floor
- Submit and/or order supplies for the 2008-09 school year
- Begin to research local and city field trips for the coming school year
- Engage local artists to present programs in the coming school year

SUMMER

- Review and evaluate plans of past year—what did students enjoy, what challenged them, etc.

9.7. RESOURCES – FINE ARTS

9.7.1. Describe the resources (staff, facilities, equipment, materials, etc.) available for the attainment of the goal.

Staff

Music Teacher
Art Teacher

Facilities

Music Classroom
Art Classroom

Equipment

CD/tape player
Instruments
Books
Overhead projector
Video tapes
Art Prints

Materials

Classroom instruments
Student books
Worksheets
Transparencies
Biographical sketches
Various mediums

9.7.2. Describe the resources (staff, facilities, equipment, materials, etc.) that can be redeployed from other programs and services to attain this goal.

N/A

9.7.3. Describe the resources (staff, facilities, equipment, materials, etc.) that must be acquired or developed in order to attain this goal.

Staff

Teaching artists

Guest artists

Materials

More art prints

More music CDs

Display case

9.8. MONITORING

9.8.1. Describe how progress toward this strategic goal is monitored and indicate who is responsible.

Progress will be monitored as students become more comfortable with their own artistic gifts and those of others. Their appreciation of the Master Artists, local artists and Art in other countries will broaden their own boundaries. The Art teacher, faculty and Principal will work together to attain this goal.

9.8.2. Indicate the criteria the school will use to evaluate the attainment of the goal.

Recognizing our God-given talents and gifts stretches us to recognize and appreciate those gifts in others. Knowing that God has gifted each of us, makes us less anxious to share our talents with others.

Progress will be noted as we see students develop and share their God-given talents as a means of expression and emotional outlet. This would be observed not only during their Art classes but throughout the day, during Liturgies and all school functions.

Working as a school, through the Fine Arts, makes apparent a sense of cooperation and community which leads to a more peaceful coexistence.