

**Independent Schools Association
of the
Central States**

SAMPLE VISITING TEAM REPORT FOR

**ISACS School's Name
Street Address
City, State Zip**

Date of Accreditation Visit

Month, Dates, Year

**Prepared by The Visiting Team
First, MI. Last, Chair**

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The charge of the ISACS visiting team was to determine the actual situation, as it existed in the school, its program and its procedures, and not to pass judgement on the professional personnel involved. Hence, this report is an objective description of circumstances as they appeared to trained and experienced educators. Any use of this report as an official assessment of a staff person's professional competency would be in violation of the professional ethics under which a school evaluation is conducted.

The members of the visiting team voluntarily reflected their professional judgement in arriving at the conclusions reported in this document. They are willing to support the thoughtful evaluations, which they have made, provided the report is used appropriately. They are not to be held accountable for an injudicious or unauthorized use of this document.

VISITING TEAM ROSTER

VTL Name, Headmaster
XYZ Academy

Chair of the Visiting Team
Philosophy & Goals
Governance & Decision Making

Team Member Name, Title
ISACS School's Name

Assistant Chair of the Visiting Team
Religion (K-12)
Personnel
Student Spirituality & Human
Formation

Team Member Name, Title
ISACS School's Name

Math (7-12)
Science (7-12)

Team Member Name, Title
ISACS School's Name

Development & Alumni Relations

Team Member Name, Title
ISACS School's Name

Physical Education & Health (K-12)
Student Services & Activities

Team Member Name, Title
ISACS School's Name

English/Language Arts (7-12)
History/Social Studies (7-12)
Secondary School Overview (7-12)

Team Member Name, Title
ISACS School's Name

Lower School Overview (PK-6)
Lower School Curriculum Overview
(PK-6)

Team Member Name, Title
ISACS School's Name

Business & Financial Management
School Plant & Facilities
Food, Health & Transportation

Team Member Name, Title
ISACS School's Name

Fine & Performing Arts (K-12)
Gender & Diversity

Team Member Name, Title
ISACS School's Name

Foreign Languages (K-12)
Guidance, Testing & College
Placement

Team Member Name, Title
ISACS School's Name

Library & Media Services (K-12)
Technology & Computer Education
(K-12)

Team Member Name, Title
ISACS School's Name

Admissions & Financial Aid
School & Community

SCHOOL PROFILE FORM

ISACS Annual School Statistics – 2001/2002

Enrollment: PS - 43
 K-12 - 363
 Total - 406

Board Statistics: Number of Board Members - 7
 Percentage parents - 29%
 Percentage women - 0
 Percentage people of color - 0

Class Size/Students per Teacher: PS LS MS HS
 10 18 18 15

Extracurriculars (% Participation): MS HS
 Sports 50% 60%
 Arts 10% 50%
 Community Service 20% 100%
 Clubs 20% 40%

Students of Color: Number Percent
 SOC Total 19 4.7%
 African American - -
 Hispanic/Latino 9 2.5%
 Asian American 10 2.5%
 Native American - -
 Middle Eastern - -
 Multi-Racial - -
 Caucasian 387 95%
 International - -

Tuition Increase: 7.5% from 2000/2001

Tuition: ½ Day PS Full-Day PS ½ Day K Full-Day K 1st Gd 6th Gd 12th Gd
 \$1,400 - \$2,500 \$3,500 \$4,300 \$4,300 \$5,100

Admissions/Enrollment/Attrition:

Inquired Applied Accepted Enrolled Left No Return Attrition % Attrition
 245 82 82 70 - 62

Financial Aid (Includes financial aid received by faculty/staff children):

Total \$: \$75,000 - Faculty children: \$98,000

Faculty/Staff:

	<u>Actual</u>	<u>FTE</u>	<u>Of Color</u>	<u>Avg. Years Exp.</u>	<u>% Female</u>	<u>Student Ratios</u>
Faculty	31	28.5	-	-	84%	
Admin.	4	4.5	.5	11	50%	
Staff	5	4.5	-	5	100%	
Total						

Facilities:

Total Square Feet: 60,000

Computers: 65

Salaries: Average:
Median:**Benefits:** Full medical; dental; 403B (non-matching)**Annual Giving** (\$ amount/% giving out of # solicited – 2000/20010)

	<u>Alumni</u>	<u>Parent</u>	<u>Past Parent</u>	<u>Faculty</u>	<u>Trustee</u>	<u>Foundations</u>	<u>Other</u>
Total Gift		\$54,700		\$2,935	\$2,850		
Average Gift		\$448		\$104	\$475		
Percent		52%		100%	100%		

For reporting purposes, donors who belong to more than one of these constituencies were assigned in the following order of precedence and their gifts counted only once: a) trustees, b) alumni/ae, c) current parents, d) parents of alumni/ae, e) faculty/staff, f) other.

Capital Giving

Largest capital gift last year: \$342,000

Budget Averages: Income

	<u>Tuition</u>	<u>Auxiliary Services</u>	<u>Other Programs</u>	<u>Invest.</u>	<u>Ann. Giv. Events</u>	<u>Debt Ser.</u>	<u>Other Fundraisers</u>
Totals	\$1,416,000	\$214,730	\$73,730		\$70,000	\$337,000	\$167,000

Budget Averages: Expenses

	<u>Salaries</u>	<u>Taxes & Benefits</u>	<u>Professional Development.</u>	<u>Student Activities</u>	<u>Fin. Aid Remission</u>	<u>Technology</u>
Totals	\$1,078,000	\$232,200	\$13,600		\$201,000	\$15,000

<u>Intstruct.</u>	<u>Athletics</u>	<u>Aux. Svcs.</u>	<u>Other Prog.</u>	<u>Ann.Plant</u>	<u>PRSSM</u>	<u>Admin</u>	<u>General</u>
\$97,430	\$27,370	\$40,620		\$263,700		\$5,000	\$361,441

Endowment: \$3,000

ISACS SCHOOL'S NAME'S VISION, MISSION, AND PHILOSOPHY

Our Vision

Quality education is the key to molding a society in which Christ-centered leaders influence and transform their surroundings by example. ISACS School's Name aspires to teach, to educate, and to form each child with a sense of Christian virtue and family values that will position her or him to lead in the next millennium.

Our Mission

Our school is committed to fostering Christian maturity and developing the leadership of each student so that each can live out to the fullest the will of God for her or his life.

Our Philosophy

Our staff believes that:

- Teaching should foster a love of learning and develop intellectual growth by transmitting the truth and information in each subject area.
- Education should give each student the sense of what is right, good, noble, just and beautiful, enriching their sensitivity and elevating each child's concept of the dignity of the human person—woman and man.
- Formation develops the whole person toward maturity, integrity and the ability to give of oneself in service to others, in imitation of Christ. This formation is integral when it touches each dimension of the student's life (academic, human, spiritual and apostolic).
- Teachers teach principally by example. They must embody the virtues they endeavor to transmit.
- Parents, the school staff and the community must work together in the students' integral formation.
- The key to formation is personal attention.
- True discipline comes from within the person, is conducive to appropriate individual and social maturity, and fosters good citizenship.
- Above and beyond the school curriculum, students will be encouraged to develop and pursue their own talents, build the school community through their own initiative, and take an active role in their own formation.
- A school should foster a sense of belonging and cultural identity in order for students to come to know and respect other cultures and beliefs.

GENERAL OVERVIEW

ISACS School's Name is an independent Religious school serving 410 students in preschool through 12th grade. The school was established by a small group of parents who are members of XYZ, an apostolic movement within the Religious Church that is an outgrowth of the XYZ, an order founded in 1941 by Father Marcial Maciel, L.C. These dedicated parents, along with five teachers and an acting principal, opened the doors of ISACS School's Name in YEAR to 56 students in grades K-8 at XYZ Church in North County. In 1996, the school expanded through grade 12 and moved to its present location in suburban XYZ County; five seniors graduated in 1997 as School's first graduating class. The passion and commitment of the founders have provided strong leadership for the ISACS School's Name community during the decade of its remarkable growth and development.

ISACS School's Name occupies 31 acres on a beautiful tract of land in City, State, a suburban community with a population of 50,000 located 25 miles from downtown Major City Name. The Early Childhood, Lower, and Secondary School divisions are housed in spacious, bright classrooms that are filled to near capacity in grades PK through 8; there is room for more students at the high school level. The school completed a major expansion in YEAR that included a large gymnasium with a stage, boys and girl's locker rooms, cafeteria and kitchen, 3 additional classrooms, and 2 offices. Plans are in place to break ground on a new phase of construction during the 2001/2002 school year that will include a library, chapel, science room, 3 classrooms, and two offices; this expansion will enable the school to enroll up to 525 students. All buildings and grounds are clean and well maintained, reflecting the school's commitment to quality and high standards.

A 7-member board of trustees governs the school: 2 are current parents, 1 is a former parent, 1 is a grandparent of 41 current ISACS School's Name students, 1 is a priest, who is a member of the XYZ, and 1 is an Archdiocesan priest. Although no women serve on the Board at present, the bylaws do not prohibit female membership. The school distributes financial aid to 8% of the student body who have demonstrated financial need. Fifty nine percent of the operations budget is funded from tuition with the remaining 41% covered by annual giving, fund-raising programs, and other income. The school annual fund raised \$70,000 in 2000/2001; the current value of the school's endowment is \$3,000.

The ISACS Manual for Self-Study and the ISACS School Survey were used by ISACS School's Name to complete the self-evaluation. The self-study report is complete; it is evident that the school worked diligently to complete all requirements mandated by ISACS for school improvement and accreditation.

The visiting team conducted an on site evaluation of ISACS School's Name on October 21-24, 2001, the school's first ISACS evaluation. The team found the ISACS School's Name community to be well prepared, warm, and gracious in their welcome and accommodating spirit. Teachers, students, and parents are enthusiastic about their school and proud of its excellent reputation and remarkable growth. Teachers exemplify a zealous commitment to the mission and purpose of ISACS School's Name and go beyond the call of duty to contribute to its success. Parents and Board members provide dedicated service and generous support, enabling the school

to move forward with confidence. ISACS School's Name's commitment to forming effective leaders for the world is integrated into every phase of the school program through the leadership and model of administrators, teachers, Board members, parents, and students.

As ISACS School's Name celebrates 10 years of successful growth and development, pursues ISACS accreditation, and prepares for the next phase of its history, it is important for the school community to step back and assess its strengths and opportunities, and chart a path for its future. Excellent facilities, strong leadership, and uncommon commitment to its mission and vision point to an important and exciting future for the school. Hopefully, the school improvement process provided in and through ISACS accreditation will play a helpful role in establishing an effective road map for ISACS School's Name's future growth and success.

Visiting team members were very appreciative of the hospitality and accommodations they enjoyed during their time at ISACS School's Name. A gracious welcome into classrooms and offices and a personal touch in every detail of the evaluation visit contributed to a rich personal and professional experience. The team left the ISACS School's Name campus on October 24 with a keen sense of camaraderie, gratitude for new friendships, and appreciation for the privilege of sharing in the school's commitment to self-evaluation and school improvement.

MAJOR COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Exemplary commitment to the mission and vision of the school as defined by XYZ and the XYZ, and exemplified in the lives and testimony of teachers, administrators, staff, Board members, students, and parents.
2. Hard working teachers and staff members, dedicated parent volunteers, and faithful Board members who give of themselves generously and sacrificially in support of ISACS School's Name and its mission.
3. Positive, friendly students who demonstrate clear understanding of the distinctive mission of the school, appreciation for the opportunities available to them, and respect for each other, teachers, staff, and the school facility.
4. Exceptional leadership from the administration and Board that has established a strong mission, focused a vision, and mobilized the ISACS School's Name community toward impressive growth and development.
5. Students, parents, and staff who give witness of their faith in Christ through apostolic service in a variety of projects and programs.
6. Dramatic growth, strong program, and bold vision for the future as evidenced in the enrollment projections and facility expansion planned for the short and long term.

MAJOR RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Develop and implement a formal review of the governance and decision-making model in place at ISACS School's Name in order to identify and initiate changes that will ensure the long-term strength and consistency of Board leadership as well as compliance with ISACS standards and expectations. The school should utilize the services of an outside consultant from ISACS or NAIS to complete the review. The review and concomitant changes in policy and practice should focus on Board training, succession, size of the Board, committee structure, organizational structure, communication, and proper delineation of roles and responsibilities for the Board, Principal, and school staff.
2. Develop and implement, with input from the Board, administration, faculty, parents, and students, a long-range plan that encompasses all major facets of the school and its programs: mission and vision, budget and finance, staff, curriculum, cocurricular programs, technology, development and fund-raising, admissions, and facilities. This plan must be detailed and comprehensive, including goals, strategies, action steps, time lines, and persons responsible for implementation that will not only define desired outcomes but also provide specific steps that will guide the school community. Appropriate recommendations included in the ISACS School's Name self-study and the ISACS visiting team report should be incorporated into the long-range plan.
3. Review and recast the five-year financial plan in order to support the aforementioned long-range plan in the short and long term. This financial plan should reflect future enrollment projections, move the school toward less dependence on annual giving and fund-raising for annual operations, and provide support for new initiatives in areas such as professional growth for faculty, securing and retaining high quality teachers, new technologies, and an expanded high school program. The new financial plan should establish specific percentage targets for tuition and gift income, and a time line for meeting the stated objectives of the plan.
4. Create and implement a comprehensive library development plan, complete with specific goals and action steps, to provide the professional staff, services, programming, and collection that will uphold the school's commitment to quality education. This plan should include provision of financial resources from the annual operations budget to provide necessary staff, furnishings, equipment, and technology.
5. Involve the entire faculty in the preparation of a more comprehensive, written, detailed curriculum for grades PK-12 to establish benchmarks and assessments for each grade level and each course, and ensure that faculty members adhere to established standards, and accommodate a variety of learning styles, all of which incorporate and perpetuate the school's philosophy and mission.
6. Prepare for dramatic changes in the school climate and program that will accompany the growth of the high school, realization of the vision for a 1,400 student enrollment by 2010,

and the facility expansion programs planned to accommodate the enrollment growth, by completing and implementing a specific plan that will manage growth, carefully and consistently add curricular and cocurricular programs and teaching and support staff for the high school, prioritize facility needs to support additional enrollment, and proactively assess anticipated outcomes when ISACS School's Name is transformed from a small school to a larger one.

PHILOSOPHY AND GOALS

OVERVIEW

ISACS School's Name's philosophy and goals are founded upon the vision of XYZ, an apostolic movement within the Religious Church that is an outgrowth of the XYZ. The stated mission of the school can be found in the school's brochure and other printed materials distributed in the admissions packet. Although not explicitly stated in the mission statement, ISACS School's Name is dedicated to the concept of Integral Formation: Spiritual Formation, Academic Formation, Human Formation, and Apostolic Formation. All segments of the school community—Board members, teachers, administrators, parents, and students—are well versed in the meaning and purpose of Integral Formation and fully support its integration into all phases of the ISACS School's Name program. Parents interviewed during the evaluation visit communicated clearly that the religious mission of the school, "to form Christian Religious leaders," is what drew them to ISACS School's Name and continues to be the compelling reason for enrolling their children in the school.

The current mission and philosophy statements were written in 1996 by the ISACS School's Name administration and Board, with counsel from the XYZ. The mission and philosophy statements were reviewed and approved most recently in April, 2001 in conjunction with the ISACS self-study process.

The apostolic mission of ISACS School's Name is a vital part of the school's commitment to prepare solid Religious leaders for society. This commitment takes the form of leadership development and missions: participation in the YTM (Youth For the Millenium) evangelism program, 25 hours of required community service for high school students, a leadership training program led by ISACS School's Name parents and high school mentors, support for missions sponsored by the XYZ, food and clothing drives, and prayer campaigns. Students point to these programs as important leadership development opportunities that make the ISACS School's Name experience distinctive.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Success in communicating and integrating the distinctive mission and philosophy of the school to all constituents—Board, teachers, administrators, parents, and students.
2. Commitment to educating the whole child through its mission to teach (intellectual growth in the academic subject areas), educate (sense of what is right, good, just, and beautiful), and form (develop the whole person toward maturity, integrity, and service to others).
3. Provision of tangible apostolic missions programs and opportunities that enable students to flesh out their faith in real life leadership and service.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Adopt a mission statement that incorporates the three elements of Integral Formation—teaching, educating, and forming—in order to ensure consistent communication of the ethos of the school to both external and internal constituents.
2. Provide specific apostolic mission opportunities for students at all grade levels, and communicate the opportunities and requirements of this program in school promotional materials.

SCHOOL AND COMMUNITY

OVERVIEW

A strong sense of community and mission is evident and permeates ISACS School's Name. "Integral Formation" is fundamental to the entire school community. Parents, students, faculty and the School Board live the mission statement and are as one in their commitment to it.

The internal community is supportive and faith filled. The concept of "self-improvement" is evident through service and self-reflection. Faculty and students believe that the school provides the necessary leadership skills to be successful in academia as well as in their spiritual lives. Students are encouraged to get involved in sports, drama and other extracurricular activities, as well as their apostolic mission set forth by the school. Students feel encouraged and supported by the faculty and staff and understand the close-knit nature of ISACS School's Name. New parent and student orientation programs help families new to ISACS School's Name feel accepted and knowledgeable about student life and family expectations.

ISACS School's Name is located in City, State, a suburban area in west Major City Name County that is comprised of affluent families and has experienced significant population growth. The school community includes families from St. Charles County, Barnhart, Kirkwood/Webster Groves and Florissant. These areas represent economically diverse families. ISACS School's Name perceives that the general public views the school as a traditional, Religious school. Congruent with the ISACS School's Name mission and philosophy, the school's role is to provide service to areas of need within the community. These areas are not limited to Religious sponsored service projects, but include projects such as youth missions, which impacts the community at large. ISACS School's Name does utilize community resources such as The Book Mobile, sponsored by the Major City Name Public Library system, and goes on retreats to various locations in and around the Major City Name metropolitan area.

Parents are readily welcomed and are expected to contribute both service and financial resources. They have a set schedule within which they work in the lunchroom serving lunch and monitoring students. Parental services within the school enhance academic instruction by providing hands-on experiences for the students. Parents serve as assistant coaches on various athletic teams and monitor Mock Trial and Speech Club. The Men's Prayer Breakfast—an avenue to convey the values of ISACS School's Name to friends, family and business associates—is comprised of males who have a vested interest in the school. Mothers are invited for Mother's Morning of Reflection, which is a time for them to participate in a speaker series that provides an opportunity for them to have their own community within the walls of the school.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Parent body that supports ISACS School's Name's commitment to Integral Formation.
2. Commitment to apply its apostolic mission within the community at large.
3. Faculty and staff's tremendous dedication to the mission of the school and leading by example.
4. Fostering of a sense of community for all constituencies.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Meet the needs of diverse learners by providing staff development opportunities that focus on strategy instruction for all students, in order to enhance a sense of acceptance and community within the student body.
2. Provide school-sponsored social activities on campus (for enrolled students and their guests) to enhance the feeling of the school community, as well as to introduce ISACS School's Name to the community at large.
3. Invite members of the surrounding community to participate in school programs (e.g., parent enrichment programs, prayer meetings, and drama presentations) as a service to these families and an outreach for the school.

SCHOOL CLIMATE AND MORALE

OVERVIEW

All constituencies at ISACS School's Name—parents, students, teachers, and administrators—reflect a positive school climate. Faculty and administrators find the school atmosphere to be warm and welcoming. They choose to be at ISACS School's Name because they are “Christ-centered leaders who transform their surroundings by example and are able to discipline their own children's lives as well as other students in their charge.” The faculty is quite verbal about its spirituality and given the opportunity, will readily share the mission and philosophy of the school.

Faculty and administration are pleased with the overall academic program at ISACS School's Name. Lower and Upper School faculty meetings are held each month, providing teachers with an opportunity to meet with their colleagues to discuss academic areas as well as individual students. Teachers did express a desire to have more opportunities to communicate with each other. Opportunities are provided for teachers to discuss curriculum concerns with administration and to brainstorm ways to enhance the academic program at the school. Although teachers have various vehicles to communicate with parents, there was less evidence of inter-departmental and intra-departmental communication. When conflicts arise amongst the faculty members, which happens only occasionally, the matters are handled privately between the people involved. Administration and staff foster a mutual respect that is readily apparent.

The students who attend ISACS School's Name are quite remarkable. They are respectful of each other, as well as all authority figures, whether those authority figures are staff members or parents. The students are highly disciplined, evidenced in the hallway between classes, in the classrooms during academic instruction, on the playground during free time, in the cafeteria before school and during lunch, and at dismissal time. The students are courteous to each other, truly displaying the school's philosophy of formation, which develops the students' academic, human, spiritual and apostolic life. School spirit was evidenced throughout all age levels.

Parents are an integral part of ISACS School's Name. They are required to contribute to the school monetarily and apostolically. Parents entrust their children to ISACS School's Name faculty and administration because they are fully supportive of the mission and carry out the same principles at home. Parents feel that the future challenge will be to retain an "intimate community" and to stay faithful to the mission as enrollment increases. The parents feel strongly about maintaining the mission and philosophy of the school even when the enrollment goal of fourteen hundred students is met.

ISACS School's Name has grown steadily since 1992. The process of communicating can be overwhelming at times because of the increased number of students, faculty, administration and parents.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Clear and specific commitment to Integral Formation.

2. Active and important involvement of parents in several aspects of the daily life at ISACS School's Name.
3. Spirituality readily conveyed by the faculty, staff, Board, student body, and parents.
4. Strong evidence of being a Christ-centered climate.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Develop and implement additional avenues for faculty to communicate within each department, and with other academic departments.
2. Establish and implement a formal mentoring program that will provide opportunities for Upper School students to provide service and leadership for Lower School students in the areas of spirituality and/or academics.
3. Build programs that will facilitate consistent and continuous transitions from the Lower to Upper School.
4. Implement a formal plan that will enable faculty to play a positive role in decreasing attrition by familiarizing themselves with the needs of the student body which in turn will give the students a greater sense of community.

GENDER AND DIVERSITY

OVERVIEW

ISACS School's Name is committed to forming each child with a sense of Christian virtue, integral formation, and family values. Although the school's mission focuses on the Christian (specifically Religious) religion, there are many facets of diversity, which can and need to be addressed, including students of color, ethnicity, gender and socioeconomic variances. The leaders of ISACS School's Name saw fit to create a sexual harassment policy for employees. It is encouraged that the employees are made aware of this policy.

GENDER

The student population is fairly balanced (215 females and 195 males). Single-sex classes are offered beginning in fourth grade, and continuing through seventh grade. Next year, the eighth grade also will be single sex. As enrollment grows, it is a goal of the school to offer single-sex classes through twelfth grade. The single sex concept stems from the founding Order of the school, the XYZ, as well as from a tradition of Order-sponsored schools. Parents, teachers, and students positively endorse this concept, describing several advantages to this system. Strengths of the single-sex classes manifest themselves in many ways, including individual security with one's own gender within the social setting, opportunities to bend or focus the curriculum more for the interests of one gender, reducing distractions, and giving the groups more opportunity for formation development within the class setting.

There is less gender balance regarding faculty (thirty-three females and ten males), and the principal expressed interest in seeking out more male faculty, particularly for placement in the younger grades.

DIVERSITY

Racial diversity is minimal at ISACS School's Name. Children of color comprise less than five percent of the student population. The faculty reflects an even lower percentage of diversity. Although local populations surrounding the school do not reflect racial diversity, students from more than twenty-five zip codes in the Major City Name area attend ISACS School's Name.

Religious criteria for employment at ISACS School's Name limit the teacher candidate pool, and add constraints to the expansion of diversity among the faculty; the school must determine how to reconcile the beliefs of the mission of the school with ISACS' expectations of diversity among employees.

The financial aid program at present is targeted toward enrolled families that have demonstrated financial need. Long-range planning in this area might include a plan to offer scholarships that would enhance the diversity of the student population.

The following statement was included in the self-study as a strength of the school: "a positive spiritual and humanistic climate for understanding all diversities." Teachers approach this challenge in a diversely limited community in a variety of ways, including field trips, collections of materials for distribution among less fortunate, prayer, and studies of different cultures.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Effective use of single-sex classes and commitment to expand the policy as enrollment allows.
2. Dedication to its mission regarding admission and hiring procedures.
3. Efforts to balance male and female student enrollment and adult employment.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Develop a plan to actively and consciously expand the diversity of the school population, through various marketing strategies, determining which constituencies should be targeted, (board, faculty, students), and which aspects of diversity should be addressed (racial, ethnic, financial, gender). Expanding populations of the Religious Hispanic and Religious Vietnamese in the metropolitan area should be explored.
2. Ensure that all faculty and staff are aware of and have reviewed the Sexual Harassment and Adult/Child Relationships policies that appear in the employee handbook.

ADMISSIONS AND FINANCIAL AID

OVERVIEW

The admissions department is comprised of the principal and the Director of Admissions. The Director of Admissions is primarily responsible for fielding phone inquiries, gathering the required documents, and touring prospective families. The interviewing of families is a shared responsibility between the principal and the Director of Admissions. It would be beneficial for the Director of Admissions to become more involved in the process of interviewing families where a critical evaluation of a potential student takes place.

Application materials clearly spell out the admissions procedures. Although the materials are in need of being updated, the information presented to prospective parents is current and reflects the mission and philosophy of ISACS School's Name. As a part of the application process, tours are conducted with families to familiarize them with the facilities. Once the application, application fee, and all required documents are received, and the admissions department is ready for the next step in the process. If the student is a viable candidate for placement within ISACS School's Name, a school visit for children third grade and above is scheduled. The faculty or deans may be asked for input on individual students through observations they have made during the school visit, although this infrequently occurs. Due to the large number of families with multiple siblings, ISACS School's Name recognizes the needs of each child in their consideration of acceptance of a student. During the interview, parents participate in dialogue regarding ISACS School's Name's expectations, school philosophy, mission, and goals. This would be an opportune time for the parents to be made aware of the school's expectations in regards to financial and service obligations.

The Admissions Department does a wonderful job of gathering information that can contribute to the success of individual students. The communication of this information to the Dean of Students, as well as staff members, is highly encouraged. The dissemination of this information will ultimately prove most beneficial to the students who are served by ISACS School's Name.

The Admissions Department does not administer the financial aid program; funds are allocated by the School Board. ISACS School's Name utilizes School and Student Services for Financial Aid (SSS) which generates a report that the School Board uses as a basis for financial aid awards. The School Board makes all decisions regarding financial aid.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Admissions packet that clearly provides information in regards to the mission and philosophy of ISACS School's Name.
2. Ability to foster an individual relationship with each prospective family.
3. Friendly approach with prospective families.
4. Commitment to increase enrollment by 10% per academic year.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Revise admissions policies and procedures to encompass the documentation of children with special learning or medical needs and disseminate that information to the Dean of Studies and appropriate faculty.
2. Report the results of the admissions entrance examination to the Dean of Studies and appropriate faculty.
3. Create a written job description for the Director of Admissions to ensure standard procedure as the school grows and/or has the occasion to employ different personnel.
4. Provide opportunities for the Director of Admissions to attend Independent Schools of Major City Name (ISSL) admissions events and quarterly director's meetings, as well as the Independent Schools Association of the Central States (ISACS) annual conference for professional development in the area of admissions.
5. Create a viewbook that includes specific admissions information for use with prospective families as well as a public relations tool for the community at large.

GOVERNANCE & DECISION MAKING

OVERVIEW

ISACS School's Name is a State Not for Profit Corporation that is governed by a 7-member, self-perpetuating Board of Directors: two are founding members and two are Religious priests who are members of the XYZ. The current Board president has served as such since the inception of the school in 1991. The Board structure includes four officers (president, two vice-presidents, and a secretary/treasurer). The Board periodically evaluates the principal but does not evaluate itself; meetings are held monthly.

All Board members and the principal are members of XYZ, an apostolic movement within the Religious Church that is an outgrowth of the XYZ. The teaching and philosophy of XYZ and the XYZ are upheld by the Board and administration and integrated into all aspects of the school program. The school seeks spiritual and organizational guidance and vision from the XYZ, submits period reports to the order, and strives to spread the teaching of XYZ to ISACS School's Name families.

The ISACS School's Name Board assumes full responsibility for keeping the mission and vision of the school in trust and meeting its financial needs. Board members take full responsibility for raising the capital funds that finance the development of the ISACS School's Name campus and advance the long-range expansion goals for the school. In addition, Board members fill the gap between year-end income and expenses in order to balance the annual operations budget. Board members also assume direct responsibility for ensuring that the XYZ philosophy is integrated into the life of the school by interviewing all teacher candidates.

The ISACS School's Name principal serves as head of school and is assisted by an administrative team that includes the Dean of Students, Dean of Studies, Business Manager, Director of Admissions, and Director of Development. The Principal and Board members stated that the principal is fully in charge of the day-to-day operation of the school while the Board is responsible for policy making and institutional advancement. The visiting team did note several areas where the Board plays a very active role in school operations: Board members interview all teacher candidates and make final hiring decisions, the Business Manager is hired by and reports directly to the Board, and Board members receive and review all personnel performance evaluations and make final decisions regarding salary amounts for the succeeding school year. However, parents, students, faculty, and Board members view the Principal as the leader of the school; the Principal and Board members expressed confidence in their working relationship and the current decision making structure.

ISACS School's Name Board members pointed to four main challenges for the school's future: 1) Growing the school while keeping doors open to families with multiple children through tuition levels that are as low as possible, 2) maintaining the spirituality of the school as articulated in the teaching and philosophy of XYZ, 3) building the high school, and 4) broadening the donor base. The school and administration seem well aware of the challenges and issues associated with meeting these four objectives.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Faithful, dedicated board, administration, and staff who have provided the leadership, hard work, and sacrifice that have enabled the school to experience uncommon growth and development in ten short years.
2. Exemplary leadership in modeling the *XYZ* philosophy before ISACS School's Name parents, students, and teachers, and uncompromising commitment to maintain the spiritual purity of the school over time.
3. Bold vision for the future as evidenced by plans to expand enrollment to 1,400 students by 2010.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Strategically expand the board to include new members who possess specific qualifications and interests that will enable them to effectively communicate the mission and vision of the school, raise necessary annual and capital gift support, and actively engage in long-range and strategic planning.
2. Utilize the services of ISACS, ISSL, and other professional organizations to provide regular counsel and board training that will better equip the ISACS School's Name Board and administration to provide effective leadership in areas relating to school mission and vision, admissions, financial support, and long-range and strategic planning.
3. Provide annual opportunities for key administrators to interact with other Religious and independent school leaders (e.g., ISACS conferences, ISSL conferences and workshops, etc.) in order to grow in their ability to provide effective leadership for a growing, maturing school.

PERSONNEL

OVERVIEW

ISACS School's Name enjoys the blessing of having a group of over thirty dedicated faculty, administrators and staff, who are deeply committed to the Mission of the school. These committed men and women clearly demonstrate by action and example the highest ideals of the committed Religious lay apostolate, and provide one of the richest resources the school has to offer its students. A quarter of the faculty hold advanced degrees (MA or above) in their subject area, and three-quarters of them have five or more years of teaching experience. The faculty and staff are supported in a number of areas by parent volunteers, who assist in the classroom, the lunchroom, with supervision, as well as in a number of other areas. In the Lower School, each teacher has an average of 25 students, and there is one teacher assistant. In the Upper School, the average class size is slightly lower, with each teacher having an average load of five classes (though the number of individual preparations per teacher is somewhat higher than normal, since the small enrollment requires a number of teachers to teach a variety of courses).

Recruitment of new faculty is largely through word-of-mouth, from the school's Internet site, advertising in Religious magazines and the local Religious newspaper, and from Religious colleges. Candidates go through an extensive interview and screening process (a member of the Board also sits on the Interview Committee), which seeks to ensure the candidates 'fit' with the goals and culture of the school. The school reports annual faculty turnover at 20%.

The school's contractual arrangement with its employees is thorough and clear. In addition to an extensive written contract, there is a detailed faculty and staff handbook, which outlines all the responsibilities and benefits. There are some opportunities for professional development—particularly with respect to the “integral formation” of the faculty in the spiritual and pedagogical philosophy of the XYZ (through summer workshops held annually). The school also holds several faculty in-service days throughout the year. The school's policies provide for a full procedure for faculty and staff evaluation—both peer and supervisory review are employed, and feedback is given to each teacher twice a year. All new faculty undertake an initial probationary period of 90 days. There is no set salary scale.

The school does accept and follow the “Principles of Good Practice” as published by ISACS.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Fostering among both faculty and staff an intense spirit of dedication and camaraderie, and a dynamic commitment to the mission of Integral Formation.
2. Utilization of thorough and well-documented employment policies and expectations.
3. Extensive review and evaluation procedure for faculty and staff.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Expand opportunities for professional development in teacher's subject areas and in technology.
2. Develop a more fully structured mentoring program (both academically and spiritually) for faculty and staff.
3. Develop a plan (after benchmarking with comparable schools in the area) to ensure that teacher salaries and benefits are competitive, so as to attract the best possible candidates.
4. Create written job descriptions for all administrative and staff positions.

BUSINESS AND FINANCIAL MANAGEMENT

OVERVIEW

The Principal, Board members, and Business Manager oversee the financial management of ISACS School's Name. The Business Manager handles the majority of the daily financial responsibilities: maintaining operational financial records, cash flow, purchasing and accounts payable, building access and facilities management, human resources, and tuition billing and collection. A Board member controls the record keeping and cash flow of the capital funds.

The day-to-day accounting is on a cash basis with conversion to accrual accomplished at fiscal year-end. The Business Manager prepares monthly financial statements for the Board. The Board Treasurer regularly reviews checks written by the Business Manager.

ISACS School's Name's budget planning process begins in October before the beginning of the fiscal year. The Board and Principal make estimates of student growth, tuition and fees, and planned capital improvements. They also make final decisions regarding employee compensation and staff increases. The Business Manager uses this information to budget income and expenses for the coming year and to develop a five-year plan.

Tuition is set on a sliding scale for the preschool, grades K-eight, and the high school. This information is outlined in the information packet given to prospective families. Families with multiple children at the school receive a discount based on the number of children. Financial aid is available to families with a demonstrated need and tuition remission is available to all full-time employees. Families sign a tuition payments option form, selecting one of three tuition payment plans. Families receive a 5% discount if they pay their entire balance by August 15.

An opinion-level audit is completed annually. The school has received regular unqualified opinion-level audits. ISACS School's Name is an exempt organization for Federal income tax purposes under Section 501(c)(3) of the Internal Revenue Code.

The school works with a local insurance agent to ensure that they have adequate insurance coverage. The accounting records are maintained on a personal computer. Backup files are created regularly and are stored onsite.

ISACS School's Name plans to increase tuition between 7.5% and 10% during each of the next five years. Tuition and fees cover approximately 59% of operating expenses. The school relies on donations for approximately 38% of their operating expenses. The school plans to lower reliance on donations for operating expenses during the next five years.

ISACS School's Name has a \$3.3 million mortgage on their facility. The mortgage payments are currently being made from capital donations due to the operating shortfall mentioned above. They also have a \$25,000 line of credit that is used each summer to help offset cash flow problems. ISACS School's Name may consider moving the prepayment date from August to June to improve cash flow during the summer months.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Implementation of procedures to ensure effective and efficient day-to-day financial operations of the school.
2. Innovative use of bank drafts to collect monthly tuition payments required from all families that choose to pay their tuition over ten months.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Revise the data backup procedures to include backup copies stored offsite in order to prevent a loss of data due to fire or other disaster.
2. Establish and implement a staffing plan that will provide an assistant for the Business Manager who would help ensure effective coverage of the many and varied responsibilities assigned to the Business Manager as well as time and opportunity to address crucial business and plant issues that will surface as the school grows.

DEVELOPMENT AND ALUMNI RELATIONS

OVERVIEW

Mission driven in all its appeals and responsive to the questions and concerns of its constituents, the ISACS School's Name development office is responsible for numerous advancement activities: fund raising for operational needs; design and production of advertising copy; maintenance of most of the donor records and the database of all constituents; and, production of copy and photographs for the school's web site (www.ISACS School's Name.org). A full-time Director of Development and a part-time (18-hours/week) assistant/secretary comprise the staff. Both currently work without written job descriptions, but do adhere to a calendar of activities and events created by the Director of Development and presented for endorsement to the Principal and to the Board. In addition to development office duties, the Director is responsible for the human formation program for 12th grade girls and organizes special formation events for the mothers and fathers of the school.

ISACS School's Name employs a unique approach to funding the gap between operating expenses and tuition, fees and other income. Each family in the school is expected to raise \$1,100 per child, a goal that can be met through a variety of opportunities including, but not limited to, the annual appeal, the gala auction and treasure chest raffle, the sale of Innisbrook wrapping paper, and Major City Name Company coupons. This need is communicated at the annual Back-to-School meeting and through the admissions process for new families. In May of each year, ISACS School's Name families receive a statement of fund-raising activities that shows how much they have raised towards their goal. If they have not achieved the amount, they are asked to "prayerfully discern" how they can make up the difference. During 2000-2001, ISACS School's Name raised \$281,503 from operational fund raising and ended the year with a deficit of \$498,159.

Capital and/or major gift solicitations are handled by three Board members who cultivate and ultimately solicit a group known collectively as the "benefactors." Knowing that potential donors who have no link to the school through family members need time for cultivation, each Board member introduces the philosophical and theological underpinnings of the XYZ movement as the initial point of contact. Once interest is established, the potential benefactor is invited to ISACS School's Name for a tour, lunch, and a meeting with the Principal. If the potential benefactor finds a commonality of interest between himself and the school's mission, he is solicited for a major capital gift. One of the three Board members, working collaboratively with his personal office secretary and the ISACS School's Name Business Manager, maintains the record of pledges, sends reminders, and distributes the receipts and other IRS-mandated documentation. In addition to securing major capital gifts, this three-man committee personally underwrites the annual deficit that remains after the families have completed their fund-raising efforts.

Currently, ISACS School's Name has only 30 alumni from its high school and has not started an alumni relations program. Plans call for the Development Assistant to input all alumni information into the FundTrak program.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Efforts to communicate effectively to the parents the need for additional funds above and beyond annual tuition through beginning-of-the-year parent meetings, ongoing dialogue between the office and parents, and creative use of the fund-raising statements.
2. Professional office management systems that insure that all records and gift receipts are handled with confidentiality and that all volunteers for special events are acknowledged promptly and graciously.
3. Reliance upon the scriptural and catechetical basis of the mission of ISACS School's Name in all appeals for charitable giving.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Create and implement a publicity/marketing plan that will enable ISACS School's Name to promote both the Lower and Upper Schools to its families, to the immediate neighborhood, the city of City, and to the greater metropolitan area.
2. Develop and implement plans to maintain and strengthen the financial commitment of the alumni and alumni parents to the mission of ISACS School's Name.
3. Study the feasibility of making the Development Assistant's position full-time in order to support the increased advancement activities necessitated by a growing high school.
4. Produce a quarterly newsletter and annual report.

SCHOOL PLANT AND FACILITIES

OVERVIEW

ISACS School's Name occupies a 63,000 square foot building that includes 21 classrooms, a chapel, science lab, computer lab, library, a large college-grade gymnasium, game fields and playground area, boys and girls dressing rooms and showers, a fully-lit theatrical stage, a cafeteria, kitchen and formal dining room, and administrative offices. The building was constructed in two separate phases with the first phase beginning in 1994. The building has a capacity of approximately 450 students.

The school plans to begin phase three of the master building plan in the spring of 2002. This phase will increase the school's capacity to 525 students. The school's master building plan consists of seven phases that will increase the school's capacity to approximately 1,500 students when completed. The Principal has sought the input of faculty members regarding the design of their respective areas.

ISACS School's Name uses a local architect who specializes in designing schools; he has ensured that the buildings are designed to meet all local health and safety standards. However, it was noted that the school does not have any marked fire lanes.

The school employs one part-time maintenance employee who does light maintenance work one night a week. They outsource all other duties (e.g., housekeeping, landscaping, and building repairs & maintenance).

Fire and tornado drills are conducted periodically throughout the year, but not at the frequency recommended by the local fire district. There is only one unlocked entrance into the school. However, the committee noted instances of doors being propped open periodically.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Construction of a modern facility that meets the needs of its current population.
2. Development of a long-range plan for expansion that will accommodate the needs of a growing enrollment.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Stay on course with their long-range plan for expansion in order to ensure that the facility meets the needs of increased enrollment.
2. Review safety procedures (including crisis management plans, safety drill schedules, building security, student supervision, and adequacy of fire lanes) to ensure the safety and security of the school community and facility, and to ensure compliance with all respective regulations.

3. Establish and implement a plan that will formally seek the input of faculty and constituents during the design phase of future construction projects—with a special emphasis on science, art, and the library—in order to ensure that the project meets the needs of the academic program.
4. Determine the feasibility of hiring a full-time maintenance employee in order to ensure that the building and grounds are maintained and to relieve this responsibility from the Business Manager.

GUIDANCE & TESTING AND COLLEGE PLACEMENT

OVERVIEW

“Guidance” at ISACS School’s Name is known as “Human Formation” in alignment with the school’s philosophy. The Dean of Students, the Principal, the Director of Development and the Athletic Director/Theology teacher comprise the team in charge of guidance. The Dean of Students meets monthly with each seventh through tenth grade boy. The Principal meets with boys in grades eleven and twelve. The Director of Development meets monthly with each senior girl. The Athletic Director meets monthly with each ninth through eleventh grade girl. These meetings are structured in various ways, but each child sets and/or reviews his/her goals (spiritual, academic, apostolic, and human). All also meet with students on an as-needed basis. The guidance program developed an individualized dress code for dances and lunch programs with speakers for girls. Off-campus events for both boys and girls are held under the auspices of the human formation program: attending the Pro Life Convention, sponsoring Youth for the Third Millennium ministry, and attending the one week Mega Mission in Mexico.

The Stanford Achievement Test (SAT) is administered in the spring to grades one through ten. In the future, the SAT will be given through the eighth grade. The results of the SAT are reviewed by the teachers, the two deans, and the Principal, and are sent to the parents. Next year the PLAN will be given in grade ten in addition to the SAT. The PSAT is given in grade eleven. All juniors also are provided with materials to register for the ACT. The Scholastic Aptitude Test is optional for seniors. Some college catalogs are available to students in Room 203.

Other testing is also done at ISACS School’s Name at the time of application, specifically a screening for three, four and five year olds, and a high school placement exam for grades nine or higher.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Setting and meeting performance goals on tests.
2. Meeting with students regularly to enhance their goal setting, consistent with the school’s philosophy and mission.
3. Excellent team of Deans and counselors (who also have other duties).

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Establish and implement a plan to provide for adequate college placement services to meet the increasing student enrollment.

STUDENT ACTIVITIES

OVERVIEW

Extracurricular activities, athletics, and Student Council at ISACS School's Name are an essential part of the integral formation of each student. The program affords each student the opportunity to develop his/her talents and abilities by providing a sound educational experience through participation, while at the same time building and developing character.

At the present time, there are thirteen extracurricular programs offered in the Lower and Upper Schools. In addition, there are two athletic opportunities for Lower School students and seven athletic teams for Upper School students.

The athletic program is administered by the athletic director who is responsible for facilities and uniform management, budget, scheduling, officials, transportation and evaluation of coaches. The coaching staff is comprised of faculty members with assistance from parents. The school has a beautiful gymnasium with adjoining locker rooms. This space accommodates all basketball teams and the cheerleading squad, in addition to all physical education classes. The scoreboard was acquired through a partnership with the XYZ Company. The building plan includes the construction of tennis courts and the upgrading and repair of soccer fields and the baseball diamond.

The Lower School athletic program offers two sports—soccer and basketball—which prepare students to participate in Upper School athletics. The Athletic Director has secured the assistance of a parent to supervise and schedule facilities usage for basketball in Grades 3-8. Upper School athletics include Boys and Girls Soccer, Boys and Girls Basketball, Boys Baseball, Girls Volleyball, and Cheerleading; seventh and eighth grade students are allowed to tryout for the teams. The goal at the Upper School level is to provide an opportunity for all students to participate regardless of their ability. The school hopes to add a sport per year per gender over the next three to four years.

The Athletic Director envisions the school applying for membership in State High School Activities Association (SHSAA) within five years. It is perceived that SHSAA would move the department toward compliance with the state guidelines. An athletic handbook is being written so that students and families have a consistent set of expectations for participation. Plans are in place to staff all coaching positions with faculty members. The athletic director plans to have all compliance issues completed within in the next two years.

There is no formal evaluation of the coaching staff in place; the athletic director feels her attendance at athletic events as well as the small number of athletic teams provide her with ample opportunity to supervise and evaluate the performance of coaches. The athletic budget, separate from the physical education budget, is limited in relationship to the needs of the department. Additional monies come from a sport fee subsidy of \$100 per student per sport. However, items that would strengthen the fledgling athletic program have been cut due to lack of funds. The Principal of ISACS School's Name supports the mission and vision of furthering the athletic program.

Extracurricular activities included in the Lower School program include speech (membership in the Speech League), drama, Religious Kids Net, Boys' and Girls' Club, and ECYD. The Upper School extracurricular program includes Drama, Mock Trial, Journalism, Student Council, Liturgical Choir, ECYD, and a Leadership Training Program sponsored by ISACS School's Name parents. The Student Council is exemplary in providing spirit and leadership for the student body. The Mock Trial team also experienced a successful season in their competitions with much larger schools with storied traditions in speech. In addition, clubs such as Kids' Net, ECYD and Leadership Training all support the philosophy of the XYZ through extensions of faith into the greater community.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Writing of an athletic handbook to support the athletic program and consistently communicate policy regarding athletic participation to the ISACS School's Name families.
2. Vision to move toward compliance with and entrance into MSHAA, with membership as a goal in 5-6 years.
3. Opportunities for all students to participate in a variety of extracurricular and athletic teams to support human formation.
4. Leadership within the athletic department that has a clear vision and timetable for strengthening the athletic program.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Develop and implement a plan to support and provide appropriate solutions to the school activities calendar that will diminish major conflicts between athletics, academics and extra-curricular activities.
2. Develop and institute a financial and facilities plan—including maintenance of physical plant, fields and equipment—to support and strengthen the role of the athletic program within the school.

FOOD, HEALTH, AND TRANSPORTATION

OVERVIEW

ISACS School's Name offers the students a choice of a hot lunch meal or a variety of a la carte items daily. The program was started two years ago and operated only three days a week for the first two years. Families purchase lunch cards for the hot lunches at a cost of \$50 for 25 lunches. Refrigeration facilities are available for bag lunches, and microwaves are available for microwave lunches brought from home.

The kitchen facility was constructed in 1999 and contains new equipment. The cafeteria is very spacious and easily accommodates the current enrollment. There are currently two lunch periods, one serving grades K through 6 and the other serving grades 7 through 12.

The school employs two cafeteria managers who work alternate days and another employee who tracks the lunch card program. The managers have not received formal food service training. The health department has never inspected the facility. School parents are required to work in the kitchen and/or lunchroom during the year. The cafeteria is operated on a break-even basis.

ISACS School's Name recently hired a part-time registered nurse that works from 11:30 a.m. to 3:30 p.m. each day. Her main duties include updating student immunization records, distributing medication, and treating minor injuries. During the mornings, when the nurse is not on campus, the front office secretary performs these duties. However, the students who regularly take medication are on schedule to receive it only when the nurse is on duty. Medication is not distributed to students unless they have a signed permission slip. All medication is stored in a locked cabinet. All actions performed by the nurse are logged and a note is sent home with each child.

The nurse is the only employee at the school trained in CPR or qualified to recognize respiratory distress or blood related pathogens. The school does not currently conduct hearing or vision screening.

The school uses a private transportation company for all transportation needs.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Construction of a spacious cafeteria and functional kitchen.
2. Implementing a daily hot lunch program with a very orderly serving and dining process.
3. Hiring of a part-time registered nurse to manage the school's health services.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Ensure that the kitchen staff is adequately trained in food preparation and service.
2. Ensure that a county health inspector regularly inspects the kitchen and that it receives a satisfactory grade.

3. Conduct a feasibility study to determine whether or not the cafeteria can become a profit center that would improve the financial performance of the school.
4. Establish and implement a plan that will provide training for interested faculty in CPR, and recognizing respiratory distress and blood-related pathogens.

LOWER SCHOOL OVERVIEW

OVERVIEW

ISACS School's Name's Lower School began in 0000, opening its doors to 56 students in grades K-6. The department now has 288 students in grades PK3-6. PK3-6 includes four preschool classes, two classes of three year-olds, two classes of four year-olds, and two kindergarten classes (one meeting three days a week and the other five days a week). Grades one through six include two classrooms per grade level.

The division of boys and girls into single-sex classes beginning in 4th grade supports the school's philosophy as established by the XYZ. Students begin the day once a week with a morning Mass. The students at ISACS School's Name are very disciplined, holding the highest regard and respect for those in authority as well as fellow classmates. Classroom procedures are posted and reviewed daily in all classrooms. Human formation is an integral part of the everyday lives of the children at school and at home; they are highly aware of the school's formation philosophy and program. Human formation includes forming the whole student toward maturity, integrity, and the ability to give of oneself in service to others, in imitation of Christ. This formation is integral when it touches each dimension of the student's life (academic, human, spiritual and apostolic). Every class begins and ends the day with prayer, and religion is taught everyday.

The self-study indicates the need for a developmental assessment tool in the early grades. The student/teacher ratio is also becoming a concern due to the rapid growth of the school.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Teachers' high regard and dedication to the teachings of the XYZ.
2. Integration of the school's mission and philosophy throughout the Lower School.
3. Commitment to the student's accountability for adhering to the classroom procedures.
4. Teachers' commitment and support of one another.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Take necessary steps to ensure that the student/teacher ratio is monitored and maintained at a level that promotes a conducive and safe learning environment, especially at the preschool and kindergarten levels.
2. Establish and implement a plan that will involve faculty members from all three divisions (PK, Lower, and Upper School) in planning professional development days that will provide for professional growth and development.
3. Assess the feasibility of scheduling common planning times that will enable teachers (especially team teachers) to meet regularly for planning, professional growth, and discussing the needs of individual students.
4. Ensure proper placement of preschool and kindergarten students through the use of an appropriate standardized placement test.

UPPER SCHOOL OVERVIEW

OVERVIEW

ISACS School's Name's Upper School program began with the founding of the school in 0000. The Upper School originally consisted of grades 7 and 8. A high school grade was added in each of the succeeding years: 9th in 0001, 10th in 0002, and 11th in 0003. ISACS School's Name graduated its first senior class in 0005. The Upper School has two 7th grade classes - one has 17 boys and one has 21 girls. In keeping with the philosophy of the XYZ, the Upper School classes are to be all single sex. At present, only the 7th grade adopts this philosophy; grades 8-12 do not because of the small size of each of these classes. The school's long-range vision is to increase the class sizes at all secondary levels in order to have separate boys and girls classes at each grade level. Upper School (grades 7-12) enrollment for the 2001/2002 school year stands at 114: 53 students in grades 7 and 8 and 53 students in grades 9-12. A goal has been established to increase the Upper School enrollment through an aggressive marketing program aimed at current 4th, 5th, and 6th grade parents and students, and other Religious "feeder" school families. The Upper School faculty consists of 12 teachers who teach several subjects each day. The Upper School faculty meets together the first and third Wednesdays of the month with the Dean of Studies, Dean of Students, and the Principal, to discuss key issues in the Upper School (i.e., homework standards, curriculum, and student life).

The ISACS School's Name self-study indicates that the Upper School has been grappling with the need for enrollment growth that would enable the Upper School to be more viable. The faculty expressed the need to examine, rework, and enhance the curriculum across all subject domains, as well as the number of electives offered in the Upper School. The school does not employ a certified physical education teacher; teachers from other disciplines currently teach Physical Education. Securing a full-time physical education teacher would free up teachers currently teaching Physical Education to offer more courses within their own disciplines. The Upper School students compete in a Christian athletic league and in the Major City Name Mock Trial Program. The high school students also participate in Journalism, where they produce a school newspaper, and in Student Council. Students find the small size of the Upper School to be a positive attribute of the school because it encourages risk taking and involvement in school activities that would not be available to them in a large school. Opportunities for leadership development and active participation help students grow in confidence.

The Upper School faculty is dedicated to fostering Christian maturity and developing the leadership potential in each of the students. The school utilizes a Formation campaign that assigns a theme to each month of the school year that the faculty incorporates into the classroom. This program serves as a guide for implementing the Integral Formation philosophy. Upper School students and faculty enthusiastically communicate pride and commitment to the Upper School program and the school's overall mission and philosophy.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Vision for the growth and development of the Upper School.
2. Development of leadership skills and strong Religious beliefs in the Upper School students.

3. Commitment to recruit and retain faculty who are enthusiastic, dedicated, and possess a strong passion for teaching according to the National Consultants for Education guidelines.

RECOMMEDATIONS

The ISACS visiting team recommends that the school...

1. Create a departmental structure within each academic discipline (including physical education), with a designated department head, to ensure that teachers share ideas and collaborate within their areas of expertise.
2. Develop a scope and sequence for the curriculum in each course offered in the Upper School.
3. Take steps to enhance the offerings in curriculum, athletics, and extracurricular activities.
4. Take steps to ensure that the Upper School is specifically addressed in the overall school marketing plan in order to promote and market the Upper School to current families in the lower school and to the outside community.

LOWER SCHOOL CURRICULUM OVERVIEW

OVERVIEW

The Lower School (grades PK-6) includes 288 students, 15 teachers, and two aides. The curriculum is based on the standards of the National Consultants for Education (NCE) guidelines. Kindergarten through grade six use textbooks that meet the (NCE) standards. Preschool teachers design a curriculum using various materials in accordance with the (NCE) standards. Teachers in grade four and above incorporate two to three novels to supplement the curriculum. A structured phonics program is used starting in kindergarten through 3rd grade. The Lower School Curriculum continues to emphasize a strong grammar- and writing-based curriculum. There are many opportunities for children to make oral presentations at all levels. Students are taught in a self-contained classroom (with the exception of Art, Music, P.E, Spanish, Computer, and Library). The classroom procedures and teaching content are congruent with the philosophy of the school.

The ISACS School's Name self-study indicated that the Lower School math curriculum is weak in the areas of problem solving and in meeting the needs of all children; a new math curriculum was added this year that addresses these areas. The self-study states that the science curriculum meets the objectives and guidelines suggested by the National Education Standards of the National Academy of Sciences, but is weak in the area of physical science. The social studies curriculum focuses on geography; it was noted there is a need to include World History in the curriculum.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Development and implementation of a new math curriculum that addresses previous concerns.
2. Strong support for the teaching methodologies present in the lower school curriculum.
3. Abundance of writing opportunities across the curriculum.
4. The Kinder Phonics' program.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Develop and implement a plan to provide professional development for teachers in science curriculum and pedagogy, and add curriculum content to include physical science.
2. Develop and implement a plan to provide professional development for teachers in social studies curriculum and pedagogy, and add social studies content to include world history.
3. Provide rich professional development opportunities for teachers that will help them learn and implement different teaching strategies to meet different learning styles.

ENGLISH/LANGUAGE ARTS

OVERVIEW

The Upper School curriculum for English/Language arts consists of eight course offerings taught by three different members of the faculty. The focus of the 7th and 8th grade curriculum is to teach critical reading skills, development of prewriting strategies, writing for different purposes, and grammar (creating more complex sentences). These objectives are taught in one course entitled “Literature/Grammar”, which is 47 minutes in length. The 7th grade class is divided into two sections, one for the boys and one for the girls. The 8th grade class is one section due to its small size. The focus of the Upper School curriculum is to read and analyze literature from the traditional canon through group discussion and writing essays. Students are exposed to British and American literature, and to the development of the themes in literature. All of the high school classes are combined boys and girls, due to the small size. The 9th graders take Freshman Literature. The students are exposed to classical literature in different forms (Poetry, Short Story, Novel, Drama and Essays), and writing is focused on composing their own different forms. The 10th graders take American Literature, where students are exposed to American authors, poets and playwrights, and develop writing and analytical skills to critique the works of American literature. The 11th graders take British Literature to study the great English authors, poets, and playwrights. The focus for writing is to further develop critical and analytical skills. The 12th graders take a course entitled “Great Books.” This course examines pieces of classical literature that the students have not previously been exposed to. There is a strong emphasis on writing in this course with the first semester focusing on Literary Analysis, and the second semester focusing on Research.

The faculty are dedicated to evaluating and revamping the English/Language Arts curriculum and express the need for detailed outlines for each course. The staff also expressed the desire to enhance the curriculum by incorporating cross-curricular lessons. The teachers are required to turn in to the Dean of Studies, weekly lesson plans as well as course guides at the beginning of the school year. The three English/Language Arts teachers meet informally on their own to share ideas with one another.

The students’ performance is measured, and outcomes are reached through quarterly tests in all academic areas, as well as through classroom performance, quizzes, and homework grades. There are clear policies about homework and make-up work when classes are missed or homework is late.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Efforts to have a well-rounded English/Language Arts curriculum that incorporates exposure to different types of literature and teaches different grammar and writing techniques.
2. Commitment of the faculty to enhance and improve current courses to promote students’ love for learning.
3. Implementation of the Summer Reading Program for grades 9-12.
4. Instilling critical thinking skills in all students.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Create more time to adequately teach literature, writing skills, and grammar in the 7th and 8th grade Literature/Grammar classes.
2. Develop and implement cross-curricular activities among the academic disciplines.
3. Evaluate and monitor the number of separate courses taught by each teacher in order to ensure adequate time for preparation.

HISTORY/SOCIAL STUDIES (7-12)

OVERVIEW

The Upper School History/Social Studies curriculum includes six courses and three teachers (one of which teaches only one of the courses). Seventh grade students take Civics, taught in two sections (boys and girls), and study the U.S. Constitution and the basic institutions of government. World History is taught in the 8th grade, focusing on the beginnings of civilizations (ancient Greece and Rome and the ancient Hebrew civilization), the rise of Christianity, the Dark and Middle Ages, and how each of these periods impacted modern civilization. The 9th graders continue in World History, studying the Renaissance, the rise of the nation state, the age of exploration, the Enlightenment, the age of political and industrial revolution, and the 20th century, as well as the history of the Religious Church. There is no history/social studies offered in the 10th grade. In 11th grade, students take an in-depth look into American History, from the time of discovery and colonization to the present. The role of the Religious Church in U.S. history is also examined. Students take Political Science in 12th grade, where they examine the workings of government.

The teachers in the department successfully incorporate religious and secular history into a unified vision concomitant with the overall philosophy of the school. Textbooks are selected and approved by the principal. The teachers noted that the administration is open to ideas and requests from faculty to change textbooks in order to enhance the History/Social Studies curriculum.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Dedicated History/Social Studies teachers who are dedicated to reviewing and revamping the curriculum in order to raise the standards.
2. Energetic and creative History/Social Studies teachers who bring vitality to the classroom that inspires a love of learning.
3. Dedication to incorporating the tenets of the XYZ beliefs into classroom assignments as evidenced by students researching and writing about the history of the Saints.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Investigate the feasibility of offering geography in the Upper School in order to expand elective offerings for Upper School students..
2. Develop a plan to incorporate a history course into the 10th grade.
3. Develop and implement cross-curricular activities among the academic disciplines.

MATHEMATICS 7 – 12

OVERVIEW

The 7–12 Mathematics Department of ISACS School's Name is a team of talented and dedicated professionals who enjoy teaching and care deeply about the students. The team consists of one full-time mathematics teacher, and two full-time teachers who each teach one mathematics class. The addition of the two classes in the 8th grade next year will necessitate an increase in the Mathematics Department personnel.

The Upper School teachers who teach mathematics have multiple preparations (a minimum of four each, more if you take into account that the full-time mathematics teacher teaches two different subjects in two of her classes). Such an arrangement places a strain on the ability of each teacher to plan and attend to her lessons.

The department members are involved with the National Consultants for Education (NCE) in planning and writing the mathematics scope and sequence for the four schools with grades 9–12; it is expected to be completed in the near future. To insure consistency with the K-8 curriculum, the scope and sequence that was published by NCE this year will be used in writing the 9–12 curriculum; also, the National and state standards, and the ACT and SAT tests will be referenced in writing the evolving curriculum.

Some attention is given to ability grouping to help each student succeed. For example, the 9th grade is split into three groups; there are two 8th and 9th grade Algebra groups and one 9th and 10th grade Geometry class.

As a means of integrating technology into the curriculum, students are asked to have a graphing calculator in the 10th grade; however, calculators are not allowed to be used in mathematics until the 11th and 12th grades. Calculators are available in the classroom for those who do not own one. With the curriculum evolving to accommodate the increase in students, the effective use of technology in mathematics needs to be examined.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Commitment of the faculty to strive to successfully reach every student at her/his level.
2. Teachers who joyfully bear the strain of multiple preparations and duties.
3. Support of professional growth opportunities for the mathematics teachers.
4. Recognition of various needs and ability levels of students, and desire to provide courses that are commensurate with the ability of the individual student.
5. Farsightedness in planning to offer courses with academic rigor to prepare students for college coursework.
6. Hiring qualified staff of teachers to carry out the mission of the school in the classroom.
7. Integrating the use of graphing calculators into the 11th and 12th grade mathematics curricula.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Articulate the philosophy, policy and practice regarding ability-grouping in mathematics, in order to maximize each student's potential.
2. Define the role of technology in mathematics instruction, and devise a plan for implementation. Such a plan should include provisions for professional development to empower the teachers to help their students incorporate this technology.
3. Plan professional development opportunities for the mathematics teachers to understand and implement the concept of "learning styles" to maximize learning and to foster the love of learning.

SCIENCE 7 – 12

OVERVIEW

The two members of the Upper School Science Department of ISACS School's Name form a team of talented and dedicated professionals who enjoy teaching and care deeply about their students. The team consists of one full-time science teacher and the full-time Dean of Studies (who teaches one science class). The addition of two classes in the 8th grade next year will necessitate an increase in personnel in the science department.

The Upper School full-time teacher has four different preparations. Such an arrangement places a strain on the teacher's ability to plan and attend to the needs of students. Also, teaching science classes back-to-back in the present single science classroom requires creativity on the science teachers' part in order to ensure adequate time for set up and take down of laboratory experiments.

The department members are aware that a scope and sequence has been written for grades 7 and 8 by the National Consultants for Education (NCE); they are also aware that the scope and sequence for grades 9-12 will be written in the future. To insure consistency with the K-8 curriculum, the scope and sequence that was published by NCE this year will be used in writing the 9 – 12th grade curriculum; also, the National and state standards and the ACT and SAT tests will be referenced in writing the evolving curriculum.

The previous teacher selected the science textbooks that are used presently.

At the Upper School level, Biology, Chemistry and Physics are taught to all students in grades 10, 11 and 12, respectively. No science course is offered to students at the 9th grade level. Instead, all students will be required to participate in the Major City Name Newspaper Science Fair.

Members of the department are committed to interdisciplinary projects; for example, the Art Department and Science Department will work together on the science fair project.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Faculty who are committed to striving to successfully reach every student at her/his level.
2. Teachers who joyfully bear the strain of multiple preparations and or duties.
3. Ensuring that safety standards are being met in the combination classroom/laboratory.
4. High academic expectation that all students are afforded the opportunity to experience a broad science program in 10th 11th and 12th grades.
5. Working with various ability-levels within each course/classroom.
6. Providing a budget that allows for resources deemed necessary by the teacher.
7. Encouraging and supporting interdisciplinary projects between the science department and other departments.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Plan to add an Earth Science course to ensure that a minimum of four years of science would be offered.
2. Plan to offer honors courses and/or college credit courses to challenge students who are preparing for college.
3. Consult with experts and the science teachers when planning a new or renovated Upper School Science laboratory.
4. Define the role of technology in science instruction and devise a plan for implementation. Such a plan should include provisions for professional development to empower the teachers to help their students incorporate this technology.

RELIGION AND ETHICS (K-12)

OVERVIEW

ISACS School's Name's mission to be a Religious school is clearly manifested by its commitment to a strong and comprehensive curriculum in Theology. All students study religion at all grade levels. While the school characterizes its pedagogical approach as "theological", as opposed to "religious education", the materials used and the teaching methods employed are age-appropriate. By its own account, this "theological" approach aims to "build a "strong knowledge of the Religious faith and a deep and personal love for Christ" which will enable the students to become "Apostles of Service" to the world.

In addition to the curriculum itself, the school's formation of the students in their faith is deeply rooted in the spirituality of the XYZ (and the associated lay movement, XYZ). A Legionary priest and brother are assigned to the school, and serve as a spiritual resource for the community.

Consistent with its philosophy and mission, the school's religious program fosters among its students an active participation in the Religious faith: Students have frequent opportunities to attend Mass and the Sacrament of Reconciliation, prayers are recited at the beginning of each class, a serious effort is made to connect the faith with the students' own experience and the events of the wider world, and all students have the opportunity (the older ones being required) to participate in forms of apostolic service.

The Lower School utilizes a comprehensive series of texts (K-8) published by XYZ Press (entitled *Faith & Life*), which teachers then supplement with their own materials and projects. In addition, the XYZ have (in draft form) a comprehensive curriculum for their elementary schools, of which the section on Religion provides additional detailed and extensive guidelines and resources. While the Upper School maintains the high standards of theological inquiry and dedication to instilling the teachings of the Church, it lacks any "scope and sequence" in its curriculum. Also, there is as yet no resource from the XYZ for high school religion comparable to that for the Lower School. Finally, there is no formal "Religion Department" which can serve as a resource for coordinating further curricular development, nor is there a Department Head.

A variety of teaching methodologies is employed—from lecture/presentation to student projects—and in many cases students appear engaged and interested in their work. They also clearly receive intensive "formation" in their faith, and come through the curriculum with a solid and deeply held sense of what it means to be a dedicated Religious young person. All in all, there is a high level of congruence between the stated mission of the school and this program area.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Strong commitment to presenting the teaching of the Religious faith as fully and consistently as possible.
2. Integration of Theology with the total school experience and the formation of the whole person.
3. Committed faculty who serves as role models for their students in the ways of faith.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Take steps to ensure that there is good coordination between the program of the Religion curriculum and the aims of Spiritual and Human Formation.

FINE AND PERFORMING ARTS (K-12)

OVERVIEW

The Fine Arts program at ISACS School's Name includes general music classes and art classes in the Lower School (pre-school through sixth grade), a required sophomore Allied Arts class (alternating music and art instruction), and an Upper School elective drama class for juniors and seniors. There are also drama productions every year for the Upper School and on alternating years for the fourth, fifth, and sixth grade students—with rehearsals after school. Both the art and music teachers are at school four days a week. The drama instructor's primary teaching assignment is Upper School English. Aside from an introduction to Suzuki violin in kindergarten and a unit in hand bells in the Upper School class, instrumental lessons, band, and orchestra are not available for the students.

There is no evidence of a written curriculum. The music and art teachers have no course outlines or class descriptions, but exercise extensive autonomy in choosing materials, planning activities, and creating lessons taught. Both instructors work with the regular classroom teachers in planning cross-curricular projects.

Assessment of student progress in arts classes is relatively new (beginning three years ago); the staff is still working out ways to determine standards of achievement in these classes. It is unclear to the staff whether music and art grades are factored into students' grade point averages.

Requests for materials for music, art and drama are submitted to the Business Office. Both consumable and permanent supplies are purchased. The budgetary limits are perceived by the instructors to be relatively flexible. Many drama and art needs are met by generous donations from parents and area businesses.

MUSIC

Kindergarten through fourth grade classes meet twice weekly for thirty minutes. Grades five and six have one music class per week for forty minutes. Music classes are not offered to seventh, eighth, ninth, eleventh and twelfth graders. Performances are offered periodically throughout the year—Grandparents' Days, Christmas, etc. Recorder instruction has been incorporated beginning at the fourth grade, and continuing through fifth and sixth grades. Appropriate vocal production, rhythmic patterns, melodic contour, introduction of basic theory and beginning musical literacy are included in instruction.

The five-day kindergarten class students receive group instruction on Suzuki violin from the kindergarten teacher. Most of the violins are owned by the teacher, although the school has purchased some violins, as the class size has grown. The instruction is thorough, with an eye for detail. Following the kindergarten year, students are encouraged to seek outside instruction in violin, as there is no provision for additional violin at the school.

Upper School students at the sophomore level are required to take a one-year class in Allied Arts—three days a week for music, two days a week for art. At the beginning of this school year, there were limited materials for the music teacher to utilize, and again no curriculum, course

outline, overview, etc. The instructor has begun to develop a CD library for inclusion of music history components to the Allied Arts class. Students work with hand bells, focusing on musical literacy.

The Upper School drama/English teacher sponsors and directs the Liturgical Choir, which is at present very small (five students). Rehearsals are held sporadically, shortly before performances.

ART

There is no art offered in kindergarten; first, second and third graders have art class twice weekly for 30-45 minutes. In grades four, five and six, art is taught once a week for 45 to 55 minutes per class. As with music, there is no art offered to seventh, eighth, ninth, eleventh and twelfth graders.

Supplies and materials for art classes come from several sources—donations from parents (sometimes generated by requests from the teacher), school-purchased materials from a budget, and through the initiative of the art teacher (who approaches stores and businesses for paper, frames, cabinetry, etc). The classroom is ample in size, with a large storage closet adjacent to the room. There is no water source for the room, although pipes do exist in a wall of the room. When doing clay work the teacher either takes materials home to her own kiln, or to a parent's kiln. A wide variety of media is incorporated into the art experience, including clay, weaving, watercolor, fiber arts, sculpture, papier mâché, pen and ink, and linoleum block print making.

At present there is no provision for displaying children's artwork on a regular basis, either in the hallways near the students' classrooms, or in entryways or stairways.

The Upper School Allied Arts art portion of the class (meeting twice weekly) class utilizes both a text and a "hands on" approach to learning the elements of art. Instruction alternates between a study of the components of art, art history, and art making.

DRAMA

Drama class is offered in the Upper School as an elective for juniors and seniors. Units covered include Greek theater, set design and construction, vocal expression, and the American musical. The instructor has freedom to alter the curriculum to best meet the needs of the students, providing them with a working vocabulary of theater elements.

On alternating years, students in grades four, five, and six present a musical. Leads for the show are auditioned and rehearse after school with the director, a 4th grade teacher; all other students in 4, 5, 6 grades are in the chorus portion of the show and rehearse in music classes during the school day.

Two Upper School drama productions are presented each year. There is a separate budget allotment for expenses, and the drama coach is compensated for his additional responsibilities. As part of the second phase of building, a stage with curtains and lights (as part of the gym) has been built. The school supports and encourages productions, but is not fully cognizant of the

extent of the responsibilities involved. As this program grows, the raw talent of the students will become more finely honed both musically and dramatically.

COMMENDATIONS:

The ISACS visiting team commends the school for its...

1. Enthusiastic faculty committed to excellent arts education.
2. Commitment to the arts in providing art and music specialists and classrooms for these programs, and the inclusion of a stage in the new gym.

RECOMMENDATIONS:

The ISACS visiting team recommends that the school...

1. Work with the arts teachers to create a clearly articulated curriculum, with standards of achievement, course outlines, and goals in each subject area and grade level.
2. Work with the music, art and drama faculty to develop and articulate a long-range vision for the role of the arts at ISACS School's Name. As the school grows, the artistic needs of the students must be addressed, offering arts education in the Upper School beyond the single class for sophomores and the elective drama class and expanding opportunities for the creation of additional performance groups.
3. Find ways to enable student art to be displayed throughout the school.
4. Work with specialists in the subject area when planning changes in the facility: e.g., reinstallation of a deep sink in the art room; exploration of the campus for a safe location for the installation of kilns; acquisition of theater and music equipment, etc.

FOREIGN LANGUAGE (K-12)

OVERVIEW

The Foreign Language Department at ISACS School's Name offers instruction in Spanish and Latin. Spanish is offered in kindergarten through sixth grade and in ninth grade through twelfth grade. Latin is taught in grades seven and eight. A two-week summer workshop immediately before school starts is offered for new students grades three through six to help ease them into the Spanish program. Spanish Club is available for sixth through eighth grade for enrichment and fun.

Lower School Spanish classes meet two or three days a week. Classes range from 20 minutes in kindergarten to 40 minutes in sixth grade. All Upper School classes vary from 40 to 52 minutes. Latin classes meet four days a week. Ninth through twelfth grade Spanish classes meet five days a week. All teachers have many preparations. The Lower School Spanish teacher teaches eight classes on Monday, nine on Wednesday, and six on Friday, and is considered part-time. Class size ranges from 14 through 42 (when boys and girls are combined) in grades three, four, and five.

The Latin students study vocabulary, basic sentence structure, verb tenses and grammar, as well as ancient life and culture. The Lower School Spanish students learn vocabulary orally and through songs. Homework is given in grades three through six using Viva el Español. Spanish I, II, III and IV in nine through twelve use Spanish for Mastery A, B and 2.

The teachers are good-humored, experienced, and dedicated. They deal with a wide range of abilities among their students and endeavor to individualize treatment to meet those students' needs.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Commitment to begin foreign language instruction in kindergarten and to continue language study at every level.
2. Strong Latin program.
3. Openness, cooperation, and mutual support among the foreign language teachers.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Acquaint the Upper School Foreign Language faculty with the National Standards mandated by the American Council on the Teaching of Foreign Languages (ACTFL) in order to bring the Foreign Language curriculum more in line with area secondary schools.
2. Include authentic or text-related audio materials to supplement Spanish instruction (especially in Upper School) to increase the percent of the target language used in class.
3. Examine and adjust the workload of the Lower School Spanish teacher in order to assign a more appropriate schedule.

PHYSICAL EDUCATION & HEALTH (K-12)

OVERVIEW

The Physical Education curriculum at the ISACS School's Name is in its infancy. Students in grades 7–9 have daily physical education taught by four classroom teachers (who are not certified in the area of PE and Health). In Lower School, Physical Education is being taught for the first time. Grades 2–6, each has one period per week for 30–45minutes taught by a part-time teacher, again not certified in PE.

There is no written scope and sequence for either physical education or health. Health is not taught at any level. Currently, the PE teacher of grades 2–6 is writing an outline, which she will use to produce the curriculum as the school year progresses. The focus of grades 2 and 3 is on skill development and low-organized games, while in grades 4–9, students are introduced to the concept of team and individual sports, organization, skills, and game situations. There is no evaluation in grades 2-6. Students in grades 7–9 are assessed on participation and effort, but standards vary from teacher to teacher. The topic of physical fitness was discussed by some but not all teachers. Classes in grades 4-9 are divided by gender. The students are enthusiastic about Physical Education, and are taught by a caring faculty who treat students as individuals and with respect.

The indoor facilities are beautiful, and will adequately meet the needs of the growing student population. Locker room space may eventually need to be expanded. The outdoor playing areas are in need of expansion and regular maintenance. Unfortunately the gymnasium stands unused for a greater part of the day. Skills and units taught are determined by availability of equipment, not by a developmentally appropriate program. The teachers indicated that they felt only a small amount of additional equipment is needed. However, as the program grows and expands, so will the need for additional equipment.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Teaching the values of cooperation, leadership, sportsmanship, and effort, in a varied setting and assuring the alignment with the formation of conscience and will.
2. Recognition of the need for physical education as an important tool for continuing the mission of ISACS School's Name.
3. Extending the physical education program to the Lower School.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Develop and implement a scope and sequence for quality physical education which encompasses Lower and Upper Schools.
2. Study the feasibility of hiring a certified Physical Education specialist in order to support quality physical education instruction.
3. Study the feasibility of teaching health and wellness education and expand the physical education offerings to all students.

TECHNOLOGY & COMPUTER EDUCATION (K-12)

OVERVIEW

Technology at ISACS School's Name is evolving. A new computer lab with 24 stations was installed this fall. Six of the old computers are being utilized in the Journalism classroom with student-built LANS: one for the design team and one for reporters. This journalism lab is partially funded by a grant from Jostens.

Before the first of the year, DSL service should be available to the school that will allow Internet (filtered) service and outside faculty E-mail service.

The Administrative Suite—as well as the classroom computers—are attached to the school's LAN. Schoolminder software is utilized for grades and transcripts. An outside company with on-campus troubleshooting administers the Network. There is one Video Tape Projector (VDP) available for presentations. Students and faculty are taught the various components of the Microsoft Office Suite.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Commitment to keeping technology up-to-date within the constraints of budget.
2. Commitment to teaching students and faculty skills in utilizing technology.
3. Commitment to investigating new methods of incorporating technology within the daily operations of the school's staff and faculty.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Develop and implement a short range plan for technology in the classroom, including a budget for equipment such as video data projectors, cable drop in the building, and membership in CSD (Cooperating School District).
2. Develop and implement a curriculum for computer skills including specific attainment goals by grade level.
3. Create a professional development plan for faculty that includes technology skills from "beginning" to "advanced levels".
4. Develop and implement an Internet/Technology use policy.

LIBRARY MEDIA SERVICES (K-12)

OVERVIEW

The library is housed in temporary quarters on the second floor of the main classroom building, and is open Monday through Wednesday. A 3-½ day, part-time employee staffs the library; she has all day each Thursday for her preparation time. This staff person does not feel that she has the status of a faculty member and does not attend faculty or curriculum planning meetings. Classes in grades 1-6 are scheduled into the library for 30 minutes each week to check out books. In addition, the Major City Name County Book Mobile comes to campus each month for an afternoon, and all classes 5-day kindergarten through grade 6 are scheduled for visits. Upper School students indicate that they do not use the school library.

The collection consists mainly of donated books (500 titles), plus a few of the high circulation elementary series books purchased last spring. Reference materials consist mostly of older encyclopedias and other titles (300 titles), which were also donated. Upper School books on the shelves include biography, theology, and devotion books; other books mostly in the history area are boxed up due to lack of shelf space. In the past there has been Internet (filtered) access in the library, but that has not been implemented this year due to the lack of DSL/T1 line availability in the area. In addition, there is no cable television drop in the building.

The staff person has developed an Access database, allowing her to track books in circulation. This data base also serves as a “back up” accession list. There is no card catalog.

There are no library/media service policies and procedures manuals in place; however, there is a first time budget (01-02) of \$1,000 for books, periodical subscriptions, and supplies.

There are plans to construct a 900 square foot library in 2002. Initial plans indicate that there will be 8 computer stations available in the new facility.

COMMENDATIONS

The ISACS visiting team commends the school for its....

1. Commitment to increasing the staff time to 3 ½ days per week.
2. Commitment to providing staff training in library procedures.
3. Commitment to beginning a library budget.

RECOMMENDATIONS

The ISACS visiting team recommends that the school ...

1. Establish and implement fulltime certified professional leadership for development of an effective library/media program.
2. Re-evaluate the current plans for the new library to ensure adequate facilities for the projected total enrollment of 1,400 by 2010.
3. Foster a collaboration between library staff and classroom teacher/s to provide library resources that support the diverse learning needs and curriculum, including the incorporation of current classroom reference materials.

4. Develop and implement a program for teaching library research skills, K-12.
5. Develop and acquire periodical and other reference databases to meet student's research needs.
6. Develop a "policies, procedures, and practices manual" to cover such areas as selection, acquisition, collection development, challenged materials, copyright, etc.

SPECIAL PROGRAMS

OVERVIEW

ISACS School's Name's special programs include the Extended Day Program and a Summer Camp Program that is still on the drawing board. In keeping with the school's mission, the programs reflect the school's sense of formation and a welcoming extension of the home. The Extended Day program is a service provided by the school to those families whose children must arrive before the school day begins, and/or cannot be picked up from the school before 3:35 p.m. The parents contract this service for a designated fee through the Business Office at any time during the year.

The Before School Care program accommodates the needs of approximately five students and is supervised by one Lower School teacher. The students arrive at the school at 7 a.m. and are supervised until classes begin. Opportunities are provided to play board games, talk with the teacher, interact with other students, or enjoy quiet time before the school day begins. The After School Care program accommodates the needs of 8-10 students on a regular basis. Activities include but are not limited to playing outside, completion of homework, and free time on the computer. The afternoon session rotates among teachers and is provided five days per week. The facilities presently used for the program are classrooms in the Lower School with access to outdoor play areas and, when available, the gymnasium. Faculty members who staff the program are compensated.

The newest addition to the special programs will be Summer Sports camps. Under the guidance of an Upper School faculty member and a parent, the camps will run for 1-2 weeks per sport during the summer. The sports offered will be volleyball, baseball, basketball, and soccer. The fees charged will cover the salary of the coaches and other expenses incurred for the running of the camps. These opportunities will be open to both Lower and Upper School students as well as those outside of the ISACS School's Name community.

Student progress is reported at the end of each quarterly marking period. In addition, interim progress reports for each student are sent home at the mid-quarter. Parent-teacher conferences are held at the end of the first and third quarters. Parents are also strongly encouraged to communicate and seek out opportunities with teachers on an as needed basis regarding a student's individual progress. Because ISACS School's Name desires this extensive reporting of progress, awareness and sensitivity to the diverse learning needs of students is also necessary. Due to this ever changing population, support services need to be implemented for all students who have documented learning issues.

With respect to student recognition, the philosophy of ISACS School's Name is that each student should meet the challenges placed before him/her and not seek extrinsic rewards. Student acknowledgement occurs through honors assemblies, sports banquets, and participation awards. A very simple yet direct program highlights the "student of the week" in the Lower School. The teachers are also encouraged to utilize the positive incentive (motivational) program within their classrooms.

Student discipline is based predominantly on the virtues rooted deeply in the anthropological teachings of the Religious Church and expressed in the philosophy of Integral Formation. The methods of discipline are individual, positive, and formative, with faculty dealing consistently with situations and thus creating a sense of unity and a stable atmosphere of formation.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Commitment to recognize the need for extended care for certain families and to provide a safe, welcoming, and forming opportunity for those children.
2. Commitment to communicate with parents on a regular basis regarding student progress and individual academic needs.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Develop and implement a long-range plan that provides support to the Dean of Studies and faculty who work directly with students with diverse learning needs. The goal of the special services is to provide direct strategy instruction to students of various abilities.
2. Develop and provide a short-range plan with financial support to meet the needs of the Extended Day Care program.

STUDENT SPIRITUALITY AND HUMAN FORMATION

OVERVIEW

Essential to ISACS School's Name's mission is the notion of "Integral Formation" which holds that the true education of a young person must be holistic (encompassing all aspects of that person's life and character). In articulating this notion of Integral Formation, the school identifies four major areas, which it believes must be addressed by the entire program—Intellectual, Human, Spiritual, and Apostolic.

The school's self-study devotes one section to two of these areas: Spiritual and Human Formation. In the section on Spiritual Formation, the self-study makes clear that the school understands as essential to its mission the need to foster among its students a deep appreciation of and commitment to the teaching and practice of the Religious faith. In order to achieve this, the school marshals a number of resources—Religion classes, liturgical celebrations and the availability of the Sacrament of Reconciliation, required retreat experiences, and opportunities for apostolic work. But beyond the programmatic areas, the school understands that the entire 'culture' of the community serves to foster among all its members a spirit and mindfulness of this all-important aspect of school life. Thus, the students enjoy the experience of being in an environment that supports (in a variety of interlocking ways) the development of their faith.

The school understands "Human Formation" as the development of those skills and behaviors, which are present in a mature person of character and integrity. Thus, the goal of the Human Formation aspect of the school's life is to foster among the students those attitude and behaviors which reflect a life of a responsible and upstanding young person. As in the case of Spiritual Formation, the school's approach to inculcating these values and behaviors is global—it requires the involvement and support of all faculty and staff, though particular responsibility for this area rests on the Dean of Students. The cultivation of virtue and the habits of self-discipline and self-sacrifice are apparent in numerous ways: ISACS School's Name is a very disciplined school, yet there is real sense of positive (even joyous) spirit among the students. It is to the credit of the school that it has succeeded in developing such good habits among its students without stifling their creativity or quenching their enthusiasm.

One essential component of the program that both these areas employ is the "Formation Dialogue"—essentially a one-on-one encounter between the student and an adult mentor (typically the Dean of Students or the Spiritual Director). These dialogues occur at regular intervals for every student, and serve as a crucial encounter to foster the spiritual and human growth of each young person. Through these Dialogues, the school fulfills its commitment to ensure that the whole program of Integral Formation remains focused on the individual's encounter with a loving and caring adult.

COMMENDATIONS

The ISACS visiting team commends the school for its...

1. Integrated vision of formation, which nurtures the growth of all dimensions (human and spiritual) of its students.

2. Commitment to providing opportunities for students to put into practice the religious values the school professes through apostolic service and the “virtue campaigns.”
3. Human / Spiritual formation dialogues, which provide all students opportunities to explore various issues which challenge them, in a safe yet honest encounter with a caring adult.
4. Fostering leadership among the students by calling them to put into practise the values they espouse.
5. Strong parental support for the spiritual and human values at the heart of the school.

RECOMMENDATIONS

The ISACS visiting team recommends that the school...

1. Ensure that sufficient human resources are allocated to maintain the Human / Spiritual Formation dialogues with the increasingly numerous student body.
2. Implement more fully the “virtue campaigns.”
3. Expand the opportunities for students to develop their leadership skills and witness to the values they profess.

CONCLUDING REMARKS

The mission of ISACS School's Name is to form Christian leaders.

(ISACS School's Name parent)

A visitor on the ISACS School's Name campus will quickly discover that the school's mission to "form" students intellectually, humanly, spiritually, and apostolically is a dynamic, integral process that shapes every aspect of the school program. Parents and Board members are committed to the school first and foremost because of the Human Formation philosophy aimed at teaching the whole person in preparation for apostolic service and leadership. Teachers and administrators easily and effectively integrate the principles of Human Formation into their teaching and relationships with students. Students are most impressive in relating their curricular and cocurricular experiences to the role they play in preparing them to be "Christian Religious leaders." ISACS School's Name is exemplary in not only knowing, but living the mission of its school.

After X years of service, rapid growth, and development of a beautiful 31-acre campus, the ISACS School's Name community finds itself at an important time of introspection and planning. The school leadership has established an ambitious vision that would more than double the school's enrollment in nine years. While the Lower School is well established and near capacity, the Upper School is striving to build a tradition and identity that will attract more students and, in turn, add curricular and cocurricular programs attractive to high school students and families. While building enrollment and facilities, the school also must grapple with the balance of tuition revenue versus fundraising, striving to secure the financial future of the school while keeping its doors open to multiple child families. While the challenges are formidable, uncommon commitment and strong leadership are in place, providing a rudder that is sure to approach the future with strong faith, hard work, and uncompromising commitment to the mission that forms and guides the school. It is now time for the ISACS School's Name community to use its self-study and the ISACS visiting team report to build comprehensive short- and long-range plans that will mold and shape its road map for the future.

The visiting team found it a pleasure to be on the ISACS School's Name campus. Students and staff were respectful and friendly, always ready to provide us with "the ISACS School's Name handshake," or interact about the ISACS School's Name experience.

I am thankful for the opportunity afforded me to serve ISACS and the ISACS School's Name community as chair of the school's first visiting team. I trust the school will benefit from our report as it continues to provide the Major City Name community with a distinctive, independent, Religious school education that will *teach, educate, and form*.

Respectfully submitted,

Visiting Team Leader's Name
Chair, ISACS Visiting Team