

**MIDDLE STATES ASSOCIATION OF
COLLEGES AND SCHOOLS
COMMISSIONS ON ELEMENTARY AND
SECONDARY SCHOOLS**

DESIGNING OUR FUTURE

**A Report of the Peer Review Team
for Accreditation
by the Middle States Association of
Colleges and Schools**

**Holy Sepulcher School
Butler, Pennsylvania/United States**

December 2, 2012-December 5, 2012

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The contents of this report represent the judgments of the members of the Peer Review Team, as interpreted and written by the chair. They do not necessarily represent the judgment of the Commissions on Elementary and Secondary Schools or of the Middle States Association of Colleges and Schools.

INTRODUCTION TO THE VISIT

The Solemn Blessing and Dedication of Holy Sepulcher School took place on May 7, 1960, with His Excellency the Most Reverend John J. Wright DD., Bishop of Pittsburgh as celebrant. After long range planning for the development of the parish facilities, Father Vincent P. Brennan, organized the parish to meet the increasing needs of the rapidly growing community. Finally, a suitable plan was drawn up and submitted to the Diocesan Building Committee for approval. Approval of the request was received on March 24, 1959, the very evening Father Brennan passed on to his eternal reward. Reverend Joseph R. Berkmyre, the newly assigned pastor placed confidence in the Building Committee and advised them to proceed with the plans. Construction of the school began in 1958 and within the next year the school was ready to open its doors to children of the first four grades. Plans called for an additional grade to be added each following year. The school now enrolls children from Preschool through grade 8. Approximately 143 students are enrolled. The Holy Sepulcher School community is proud of the diversity of race, ethnicity, socio-economic status, and home language of its student population and works to maintain that diversity.

In 2010, the new principal at Holy Sepulcher School decided to postpone Middle States to 2012 in order to access the needs and current status of the programs at Holy Sepulcher. The school was granted candidacy and started work on the self-study in the Fall of 2011, using *Designing Our Future*. Work on the self-study continued at the school and was completed in time to host a December 2012 Middle States Peer Review Team. The team arrived on Sunday December 2, 2012, and was comfortably housed at the Armstrong Bed and Breakfast Inn in Butler, PA. Following orientation, the team met key members of the administrative staff, parents, and student Council, and had a wonderful dinner at the Saxonburg Hotel.

During the next three days, the team met, interviewed, and observed most of the school's staff members, both in the classroom and through attendance at a number of regularly scheduled staff committees and meetings. The visit included a meeting with the parents and culminated with the oral report on the afternoon of December 5, 2012.

A Middle States self-study provides the Peer Review Team with a structure to conduct its business. Having received the self study 30 days prior to the visit, the Peer Review Team expressed its gratitude to the staff for allowing adequate time for preparation prior to the visit.

The Middle States Peer Review Team was warmly welcomed into the Holy Sepulcher school community for the entire visit and is grateful for the comfortable accommodations at the Inn.

NOTE TO THE READERS OF THIS REPORT

Readers of this report must be aware that, in its report, the Team is responding to the information, data, and self-assessments in school's self-study. Therefore, the report is only meaningful when it is read in conjunction with the school's Self-Study Document.

THE MISSION AND BELIEFS STUDY

A school's Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists) and its means (how, in broad terms, it will its purposes).

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

The school's mission is:

The Holy Sepulcher School community educates and fosters the development of the whole person in a Catholic, Christian environment. We continually commit to the highest standards of academic excellence and faith formation. Each student is empowered with the knowledge and critical thinking skills essential for lifelong learning.

The school's beliefs are:

- We fulfill the educational goals of the Catholic Church as Jesus did by teaching the Gospel message of loving and serving others.

- Parents are the primary teachers of their children. We collaborate with them in the education of each individual child.
- We aspire to offer the highest quality Catholic education by striving to maximize each child’s potential as a lifelong learner.
- We create a school environment that is immediately recognizable as Catholic and reflects a family atmosphere.
- All children have a right to a safe, secure, and loving environment where there is no tolerance for bullying or violence.
- Each child is a gift from God possessing unique talents and abilities. We are entrusted to develop those attributes to the fullest human and Christian perfection.
- Modeling our faith through words and actions is essential to the formation of our students.
- Catholic Gospel values permeate all aspects of the Holy Sepulcher Catholic School experience

STANDARD 1

THE PHILOSOPHY/MISSION STANDARD FOR ACCREDITATION

THE STANDARD: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Faculty and administration gave input into the development of the school’s philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by faculty and administration.

THE PEER REVIEW TEAM’S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is

shown in the Recommended Stipulations shown in Section E, below.
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B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- Creating a unique purpose for Holy Sepulcher School through well-conceived mission, vision, and belief statements.
- Mission statement is visible throughout the school and in an attractive eye catching manner.
- Further enhances the school's identity and mission.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

- None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Mission and Beliefs. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Implementing an annual review of the mission statement that involves faculty and staff.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

THE COMMUNITY STUDY

It is extremely important for schools to know and understand their students, parents and community. In order to develop appropriate educational programs this understanding is paramount. Recognizing the current population of the community and community demographics makes the process of developing appropriate programs more realistic.

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding the school's Community Study.

- Persistently seeking to maintain outreach programs and opportunities to provide services throughout the community.
- Utilizing achievement measures such as the Terra Nova, In View, DIBELS, and Writing assessments.

2. The Team's observations regarding areas in which the school exceeds the expectations for the Community Study.

- The successful execution of the new digital information board and sign which allows community awareness of the school.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Community Study. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Continuing to maintain an outstanding and well-informed array of statistical projections that accurately describe the school community.
- Utilizing, demonstrating, and providing enrichment programs to meet the special needs of its students.

THE STUDENT SERVICES AND STUDENT ACTIVITIES STUDY

Education encompasses every area of the child’s development. The school must, therefore, be as concerned with the quality of services offered to children that will assure their physical and emotional development as they are with academic programs.

The Student Services and Student Life and Student Activities section of the school's self-study is intended to assess the quality of those services and activities offered either by or through the school which are intended to meet the physical and emotional needs of the students.

STANDARD 10 THE STUDENT SERVICES STANDARD FOR ACCREDITATION

THE STANDARD: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

THE PEER REVIEW TEAM’S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.

B. Observations

- 1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.**
 - Providing support and networking with multiple community agencies, to provide dental, vision, and other screenings in support of students and family health.
 - Providing nutritious meals for its students in a well maintained and clean cafeteria and kitchen area.
 - Continuing to maintain a successful execution of an orderly bus dismissal.

- 2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.**
 - None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Student Services Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Studying the need for increased student health support services, including the consideration of hiring an appointed school nurse so that medication management, first aid emergencies, and other health issues are handled by professionals licensed in the field.
- Update kitchen equipment when monies become available.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

**STANDARD 11
THE STUDENT LIFE AND STUDENT ACTIVITIES
STANDARD FOR ACCREDITATION**

THE STANDARD: The school provides access to non-discriminatory student activities that are age- and developmentally appropriate to supplement the educational program. A balance of academic, social, co- or extra-curricular and service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school's philosophy/mission.

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.

B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- Dedication of the Student Council for bringing the school together through various charitable contributions.
- Enriching the lives of others through the different social, academic, and spiritual activities offered throughout the year.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

- None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Student Life and Student Activities Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Pursuing the idea and giving consideration of graduates and other former alumni to help promote the school and determine the effectiveness of the schools opportunities to enhance enrollment.
- Pursue the idea of an after school tutoring program.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

THE EDUCATIONAL PROGRAM STUDY

An effective educational program for a school consists of both carefully planned and a well executed curriculum and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components has such an impact on the total system experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.

PROGRAM AREA Language Arts

THE PEER REVIEW TEAM’S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Supporting the quality of teaching and learning by creating units of study, technology, and assessment tools.
- Creating an atmosphere and activities, such as SMART BOARD, that nurtures readers and writers.
- Establishing the initiation of Renaissance Learning Accelerated Reading Program.

2. The Team's observations regarding areas in which the school exceeds the expectations for this program area.

- Stimulating students thought processes for writing using the Neo Technology.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Creating systems to ensure data is used to meet the learning needs of each individual student.
- Examine the need to develop more challenging English/Writing curriculum for gifted students using differentiated instruction.

PROGRAM AREA	Mathematics
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THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Effectively collaborating in the development and implementation of a math curriculum that is aligned to PA and national standards.
- Creating and maintaining an avenue for cooperative planning and data review, analysis, and ensuring continuity of instruction from grade to grade.
- Using data provided by Terra Nova and Diocesan Benchmark Testing to ensure that students are performing at or above national norms.

2. The Team's observations regarding areas in which the school exceeds the expectations for this program area.

- Promoting and developing the Robotics Program to enhance higher level thinking skills.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Implementing an honors math program for grades 4-8
- Establishing a mathematics committee to meet quarterly to discuss the usefulness of the textbooks and materials.

PROGRAM AREA Science

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Using material that provides opportunity for hands-on, analytic problem-solving experiences for students
- Use of a variety of science process skills to understand facts and theories in physical, life, and earth science.

2. The Team's observations regarding areas in which the school exceeds the expectations for this program area.

- None

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

- Implementing an after-school science activity club for K-2 grade.
- Providing teachers with appropriate professional development opportunities to

ensure consistent implementation of the science curriculum.

PROGRAM AREA	Social Studies
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THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Identifying the potential of social studies as a learning opportunity integrated across subjects.
- Implementing Writing contests especially the YWCA Racial Justice Contest that allows the students to achieve ways to enrich their lives through social justice.

2. The Team's observations regarding areas in which the school exceeds the expectations for this program area.

- None

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Ways to integrate social studies across more subjects including mathematics, writing, and literacy.
- Studying the possibilities for integrating social studies and technology use by both teachers and students as an avenue to increase time for social studies.

PROGRAM AREA	Physical Education/Health
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THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Addressing the need for the Health for Success Framework by providing a weekly health class.
- Continually modeling physical/sports in a Christian environment through good sportsmanship.

2. The Team's observations regarding areas in which the school exceeds the expectations for this program area.

- Correctly identifying the need for a nut-free policy

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Giving consideration to supply more equipment in each building.
- Move in the direction of implementing the Phase 2 of a multi- purpose building for inclement weather physical education activities.

PROGRAM AREA Art

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Instilling a certified Art instructor.
 - Incorporating art education and history into the educational art curriculum which is aligned with the PA State Standards.
2. **The Team's observations regarding areas in which the school exceeds the expectations for this program area.**
- Addressing the role of the artist within each student.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Take the necessary steps to establish better facilities for art instruction and academic learning.

PROGRAM AREA	Music/Theatre Arts
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THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Utilizing music instruction, participation, and listening, each child experiences his/her individual self-expression and learns to value the unique talent and God-given abilities he/she possesses in this area.
- The Music program promotes and internally instills a continued love of music which encourages a strong draw toward band participation.

2. The Team's observations regarding areas in which the school exceeds the expectations for this program area.

- None

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Introducing appropriate vocabulary, music theory, and information on composers at age-appropriate levels.

PROGRAM AREA Technology

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Continuing to implement the use of the Neo, SMART BOARD, and mounted overhead projectors and laptops.
- Incorporating the ROBOTICS Program.

2. The Team's observations regarding areas in which the school exceeds the expectations for this program area.

- None

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Pursuing the idea of instituting the use of an ELMO to enhance SMARTBOARD technology.
- Purchasing a server when monies become available.

PROGRAM AREA Spanish

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Recruiting of a World Language Instructor in the program.
- Promoting a program which adequately prepares the students to be active participants in a global society.

2. The Team's observations regarding areas in which the school exceeds the expectations for this program area.

- The varied application of speaking Spanish through storytelling, vocabulary, and discussion.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Developing and encompassing the world language into prayers, the Rosary, and

Liturgy response.

PROGRAM AREA Pre School Program

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Creating an attractive and inviting learning environment that is conducive to the development of the whole child.
- Promoting and developing learning centers equipped with hands on materials and manipulatives.

2. The Team's observations regarding areas in which the school exceeds the expectations for this program area.

- None

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Develop a strategy to participate in the whole school environment which will allow visitation and participation of activities in the main school building with their fellow students.

PROGRAM AREA Religion Program Study

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding program area.

- Instilling a strong religious atmosphere complete with religious articles displayed about the school.
- Father and his involvement in the support of the school.
- Displaying Christian participation and values.

2. The Team's observations regarding areas in which the school exceeds the expectations for this program area.

- Its awareness of the importance of bringing religion to life through everyday activities, i.e. Seder Meal.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this program area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Take steps to develop a Coordinator of Religious Education.
- Develop ways to make the school service projects more visible to the parish and community.

STANDARD 8 THE EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

THE STANDARD: The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is

aligned with the school’s mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning.

THE PEER REVIEW TEAM’S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.

B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- Integrating successfully into the curriculum all areas of communication: reading, writing, listening, and speaking.
- Continually modeling the curriculum both horizontally and vertically in all subject areas.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

- None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Educational Program Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Carefully evaluate the alignment of all textbooks in accordance with the Common Core Standards.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

STANDARD 9 THE ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

THE STANDARD: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.

B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- Utilizing standardized test results to identify strengths and weaknesses of individuals in the core subject areas.
- Its awareness of the importance of individualized instruction based on student's needs through the "Growth Plan."

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

- None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Assessment and Evidence of Student Learning Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Make an effort to use the results to help identify gifted students through the use of Terra Nova Test scores.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

THE LEADERSHIP AND ORGANIZATION STUDY

Based on research among professional educators, one of the most important aspects that face modern American schools is the need for strong leadership. Leadership remains an elusive concept. It can come from many sources within the schools, and it can have many forms and styles. For these and other reasons, it is more easily recognized by its tertiary qualities than by its primary qualities. Leadership is more often recognized by what it does to people than by anything the presumed leader is or does. Where leadership is present there is an increase of enthusiasm and a release of energy among those led.

One can perform the tasks of organization and management without being a leader. Many who provide leadership do not have administrative responsibility; and some administrators are not leaders. In most good schools, the principal is one leader among many others.

Current research on leadership identifies six key leadership functions. The functions are as follows:

- Mission
- Policy Development
- Financial Planning
- Curriculum Planning
- Staffing
- Public Relations

The educational development of students also requires an organization for learning, the ways in which the school is deployed for instruction of the students. How is the school deployed? Self-contained classrooms? Organization by grades? Multi-level groups? Departmental organization? These are but a few of a host of options and alternatives. .

STANDARD 2 THE GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

THE STANDARD: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of

policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.

B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- Sister Anna Marie Gaglia for her dedication, vision and educational leadership to Holy Sepulcher School.
- Father John Gizler for his dedication, vision and educational leadership to Holy Sepulcher School.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

- Contributing to the turn around and revamping of the school in a positive and nurturing direction.

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Governance and Leadership Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Continue to further develop and provide professional development opportunities for teachers, especially in the area of technology.
- Intensify efforts to contact media for all school functions.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

STANDARD 6 THE SCHOOL CLIMATE AND ORGANIZATION STANDARD FOR ACCREDITATION

THE STANDARD: The school's organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.

B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- For evidence of teachers employing many diverse teaching strategies and styles to address the needs of all types of learners.
- Acknowledging the need for an Instructional Coach in the area of technology for continued teacher development.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

- None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the School Climate and Organization Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Study the possibilities for implementing an anti-bullying program.
- Addressing the issue of an expansion and building of a temporary art room until the plans for a new building are initiated.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

THE RESOURCES STUDY

A school's resources are important in so far as they either enhance or limit the school's ability to meet student needs and to address the philosophy/mission of the school effectively.

STANDARD 12 THE INFORMATION RESOURCES AND TECHNOLOGY STANDARD FOR ACCREDITATION

THE STANDARD: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.

B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- Successful execution of a new library/computer lab to promote student learning.
 - Tailoring the needs of each student by utilizing laptop computers through Highmark.
 - Continually modeling Bloom’s Taxonomy in lesson planning and curriculum development to scaffold instruction.
2. **The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.**
- None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Information Resources and Technology Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Take advantage of a digital catalog for library books.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

FACILITIES

A school's facilities are important in so far as they either enhance or limit the school's ability to meet student needs and to address the philosophy/mission of the school effectively. It is expected that the facilities conform to all applicable local, state, and national codes and statutes. While the aesthetics of the facilities likely influence the culture of a school, the beauty of the facilities is of less concern than the health, safety, versatility, and compatibility of the facilities to the purposes of the school.

STANDARD 5 THE FACILITIES STANDARD FOR ACCREDITATION

THE STANDARD: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
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	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.
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B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- For evidence of a well maintained building and its child centered atmosphere.
- For the creation of the school's facilities and equipment which are appropriate for achieving its philosophy/mission.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

- None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Facilities Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- The team concurs that there is a need for a multi-purpose building housing storage, gymnasium, etc.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

HEALTH AND SAFETY

An effective school must pay attention to the health and safety issues that are important to schools in a contemporary society. Negative developments of recent years such as substance abuse, violence, and terrorism have increased awareness of the need for more sophisticated crisis management plans and training. Neighborhood safety, playground safety, and school security have risen to be major concerns.

The school must look closely both at the services provided for the preventive and emergency health needs of students and the school's procedures to deal effectively with potential catastrophic emergencies that could affect the entire school population.

STANDARD 7 THE HEALTH AND SAFETY STANDARD FOR ACCREDITATION

THE STANDARD: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.

B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.
 - Addressing the role of drugs and alcohol through the D.A.R.E. Program.
 - Continual ongoing positive relationship between school and the Butler, PA Departments of Police, Fire, and Health.
2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.
 - None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Health and Safety Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Revamping the long term goal of the training in CPR and First Aid for all staff and faculty to a short term goal.
- Continue the pursuit in obtaining an in-house nurse.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

FINANCES

A most important and necessary resource of any school is the funding and sound management of fiscal matters. Members of the school's community rightfully expect that effective fiscal planning and management will ensure that a high standard of educational programs and services is offered.

Since local economic and market conditions can often change with little warning, financial resources must not only be adequate to cover immediate operating expenses but also be capable of creating a reserve fund. This is especially true for non-public schools that rely upon tuition and fees as the primary source of operating capital.

STANDARD 4

THE FINANCES STANDARD FOR ACCREDITATION

THE STANDARD: Financial resources are sufficient to provide the educational opportunities defined in the school's philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes are dedicated to the school's operations.

THE PEER REVIEW TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. The Peer Review Team's Assessment of the School's Adherence to this Standard for Accreditation

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.

B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- For their tireless efforts in searching for EITC support to keep tuition at a reasonable rate.
- Implementing all accounts with a new check and balance system that involves the schools Administrative Assistant and Finance Council.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

- None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the Finances Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Enrich and continue to work collaboratively with PTG on streamlining the fundraising efforts of the school with two major fundraisers.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

THE PLANNING STUDY

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school system is largely an exercise of looking backward to see what has been accomplished.

The *Designing Our Future* protocol is based in the principles and concepts of strategic planning. Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Mission.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

The school's improvement goals are:

Goal #1:

1. Marketing/Building enrollment: To promote recognition of Holy Sepulcher Catholic School in order to improve visibility, communications, and increase enrollment by at least 12 % over two years.

Goal #2:

1. Differentiated Instruction: To develop and carry out a system for all teachers to be responsive of adaptations/modifications for all students on an ongoing basis with an emphasis on developing outreach to gifted students.

Goal #3:

1. Technology:
To implement and improve the use of technology across the curriculum by increasing professional development, resources that are needed, and purchasing a server within the next three years.

**STANDARD 3
THE SCHOOL IMPROVEMENT PLANNING
STANDARD FOR ACCREDITATION**

THE STANDARD: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

**THE PEER REVIEW TEAM'S OBSERVATIONS AND
RECOMMENDATIONS**

**A. The Peer Review Team's Assessment of the School's Adherence to
this Standard for Accreditation**

X	It is the Peer Review Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Peer Review Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section E, below.

B. Observations

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

- Developing and fostering the development of unity through a team building activity day.
- Ongoing recognition of the importance of all faculty and staff to create a Philosophy/Mission Statement that entirely encompasses what Holy Sepulcher stands for.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

- None

C. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for the School Improvement and Planning Standard. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Peer Review Team recommends:

- Implementing an annual review of the mission statement that involves all faculty and staff.

D. Recommended Monitoring Issues:

Monitoring Issues are requirements of the Standard for Accreditation and its Indicators of Quality that are not completely absent but that are met only partially and are either in need of completion or improvement.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

E. Recommended Stipulations:

Stipulations are requirements of the Standard and its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	None	

SUMMARY AND CLOSURE

ORAL REPORT

Good afternoon. I am Brenda Essig chair of the Middle States Validation Team to Holy Sepulcher School. The other members of the Team and I are pleased to see so many members of the school present to hear our report. We will leave Holy Sepulcher School at the end of this report feeling that we have had a full and rich experience in your school. We appreciate the warm reception we have received and the candor with which you have shared your deepest concerns and greatest wishes.

This oral report is a brief summary of the major points that will likely be included in the written report, which will follow in approximately six to eight weeks.

At the conclusion of this oral report, we will leave your school. We will not entertain any questions or enter into any discussion. You will have the opportunity to ask questions about our findings after you have received and reviewed the written report.

At the outset, I want to recognize and thank publicly the other members of my Team for their service to you, the Middle States Association, and our country—Carole and Doug. This was an outstanding team of educators. I do not know if you are aware of this, but these educators are all volunteers who have given their own professional and personal time to provide this service to you. They worked hard day and night to conduct the evaluation of your school. It is a tribute to their professionalism and expertise that they were able to come together as a team so quickly and to produce such fine work in service to your school.

It is important that you know that accreditation is a voluntary activity. We are here because you invited us. You asked us to study the work that you are doing and your plans for the future. Therefore, we came here with several purposes.

First, we were charged with ensuring that Holy Sepulcher School meets the Middle States Standards for Accreditation.

In addition to meeting the standards, the protocol you chose—*Designing our Future*—requires that you have a system of continuous planning for school improvement. It also requires that you develop goals for improving areas of student performance and that you create plans to achieve those goals. In addition, your school was asked to develop

one or more organizational growth objectives. The expectation is that, after the team leaves, you will faithfully implement your improvement plan over the next several years and make a good faith effort to achieve the goals you set.

From the moment we entered the school we came to realize that it is a “Hidden Gem.” We heard the following words: Family, community, balance, caring, nurturing, future-minded, collaboration, exposure. We automatically knew this was a special place. It is a relatively small school, but it is one that is vibrant with activity. We are in awe of the level of student, staff, and community participation in the life of this school.

We are also impressed by the uniformity with which the parents and community members with whom we spoke support the work at your School. We were told by the school’s parents that this community supports its schools and will provide whatever is necessary to make sure the children have what they need and what they want.

Because of your philosophy of encouraging and making it possible for your students to participate in activities across the entire spectrum, you have created a very special and enviable situation for your students. You are not closing the door of opportunity on anyone. You are growing young people who have been allowed to pursue all their interests and to enjoy a wonderful experience while in your school. I think we can honestly say that you are growing young Renaissance women and men in this school.

STRENGTHS OF SCHOOL

We heard from your students that a strength of your school are the teachers and their level of caring and concern they have for them. Your students told us that they have strong relationships with their teachers and that they are always willing to go the extra mile with them.

We also asked the students in K-4 what they would like to change: They would like the 1 minute school day, a playground with a rock climbing wall, and class pets (and we are talking “alligator”).

The following are strengths that we as a team found in your school:

Student Services and Student Life

Providing support and networking with multiple community agencies, to provide dental, vision, and other screenings in support of students and family health.

Student Life and Student Activities

Enriching the lives of others through the different social, academic, and spiritual activities offered throughout the year.

Language Arts Program

Creating an atmosphere and activities, such as SMART BOARD, that nurtures readers and writers

Mathematics Program

Creating and maintaining an avenue for cooperative planning and data review, analysis, and ensuring continuity of instruction from grade to grade

Science Program

Using material that provides opportunity for hands-on, analytic problem-solving experiences for students (especially Robotics Program)

Social Studies Program

Identifying the potential of social studies as a learning opportunity integrated across subjects

Physical Education/Health Program

Continually modeling physical/sports in a Christian environment through good sportsmanship

Art Program

Instilling a certified Art instructor

Music/Theater Arts Program

The Music program promotes and internally instills a continued love of music which encourages a strong draw toward band participation

Technology Program

Incorporating the ROBOTICS Program.

Spanish Program

The varied application of speaking Spanish through storytelling, vocabulary, and discussion

PreSchool

Creating an attractive and inviting learning environment that is conducive to the development of the whole child.

Religion

Father John Gizler and Sister Anna Marie for their involvement in the support of the school.

Food

The improvement of lunches prepared by the cafeteria manager which follows the National Guidelines to assure well-balanced meals are offered to the students

When we came to your school, we assumed that you not only wanted to hear from us about the strengths of your school but about the areas in need of improvement and the challenges we see you must address, as well. Therefore, we also asked most of the groups with which we met to identify the areas of the school most in need of improvement and the challenges the school faces in achieving its mission.

Most NEED OF IMPROVEMENT

Student Services and Student Life

Studying the need for increased student health support services, including the consideration of hiring an appointed school nurse so that medication management, first aid emergencies, and other health issues are handled by professionals licensed in the field.

Student Life and Student Activities

Pursue the idea of an after school tutoring program.

Language Arts Program

Examine the need to develop more challenging English/Writing curriculum for gifted students using differentiated instruction

Mathematics Program

Implementing an honors math program for grades 4-8

Science Program

Implementing an after-school science activity club for K-2 grade.

Social Studies Program

Ways to integrate social studies across more subjects including mathematics, writing, and literacy

Physical Education/Health Program

Move in the direction of implementing the Phase 2 of a multi purpose building for inclement weather physical education activities

Art Program

Take the necessary steps to establish better facilities for art instruction and academic learning

Music/Theater Arts Program

Introducing appropriate vocabulary, music theory, and information on composers at age-appropriate levels.

Technology Program

Purchasing a server when monies become available.

Spanish Program

Developing and encompassing the world language into prayers, the Rosary, and Liturgy response

PreSchool

Develop a strategy to participate in the whole school environment which will allow visitation and participation of activities in the main school building with their fellow students

Religion

Take steps to develop a Coordinator of Religious Education.

Food

Update kitchen equipment when monies become available.

Now, let me move to the accreditation decision we will make to the Commission of the Middle States Association.

As I stated earlier, part of the decision regarding whether to recommend re-accreditation of Holy Sepulcher School is based on whether you meet the 12 standards for accreditation. These standards address every aspect of the programs, services, and

resources you provide for your student. They also address the school's capacity to provide an appropriate education based on the standards and expectations of your community.

We concluded that Holy Sepulcher School meets all 12 of the standards for accreditation.

The second factor we must consider in making our accreditation recommendation is whether Holy Sepulcher School meets the requirements of the *Designing Our Future* protocol. These requirements are summarized in the following commitments you must make to be accredited:

- You must commit to plan strategically with a specific emphasis on improving student performance in the areas you identified to be priorities for your students.
- You must commit yourselves to establishing a culture of being accountable for your students' performance.
- You must be committed to involving a broad spectrum of your school's stakeholders in defining a vision for your school, in developing the means to get closer to that vision, and in designing and implementing action plans to achieve that vision. This is not to be an exercise for the education professionals only. It is expected that this will be a strategic plan literally owned by the entire school community and for which the entire community will be held accountable.

With regard to these requirements, we found that, although Holy Sepulcher School has a school improvement plan focused on improving student performance, enrollment, and marketing and action plans to achieve those objectives..

As we take our leave, the members of the Validation Team wish to thank all of you for opening your school to us, for sharing with us your hopes, your dreams, and your concerns, and for your wonderful hospitality. Our experience here as been a rich and rewarding one.

Many thanks especially go to Father John Gizler, Sister Anna Marie Gaglia, and Kimberly Connelly Chairperson for their hard work in preparing your school for our visit, for organizing our visit, and for being so accommodating and responsive to our requests and needs.

We leave you with this thought. We are convinced that the good people of your school and school community care deeply about and seek the best for your children. We are also convinced that, when men and women of good will come together for the sake of their children, mountains can be crossed, rivers can be bridged, differences can be healed, and obstacles can be overcome. The people that constitute Holy Sepulcher School have confirmed this belief for us. You have a good school. Our challenge to you now is to make it into a great school.

We wish you the success in all your endeavors and Godspeed.

Thank you and goodbye.

ACCREDITATION RECOMMENDATION

After its visit to the school, the Middle States Association's Peer Review Team is charged with making a recommendation to the appropriate Commission(s) of the Middle States Association of Colleges and Schools regarding the accreditation action the Association should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Association that it takes the following accreditation action:

ACCREDITATION

Accreditation is granted when the Commission(s) has determined that an institution 1) meets all of the Standards for Accreditation of the Commission on Elementary and/or Secondary Schools, 2) adheres to all applicable MSA-CESS policies, and 3) meets the requirements of the protocol selected for self-study and accreditation

PEER REVIEW TEAM SCHEDULE

Middle States Visiting Team Schedule Holy Sepulcher Catholic School December 2-5, 2012

Day 1 – Sunday, December 2

- 3:00 Check in at Armstrong Farms Bed and Breakfast, Saxonburg PA
4:00 Team Arrival at Holy Sepulcher School

4:00 Tour of school led by Student Council
4:15 Welcome by Faculty, Students, and Parents in Cafeteria
5:30 Depart for Dinner
6:00 Dinner Hotel Saxonburg
7:30 Visiting Team Meeting – Conference Room-Armstrong Farms

Day 2 – Monday, December 3

- 7:30 Depart for School
8:00 Arrival at school
8:45-9:00 Advent Prayer Service in Church
12:00 Lunch in cafeteria (or principal's office if privacy is needed)

9:00– 3:00 Interviews, classroom visitations, meetings with faculty members

Interviews

- 9:00-10:00 Sister Anna Marie Gaglia, CSJ, principal- principal's office
Sister Anna Marie and Kim Connelly - principal's office
Mission, Beliefs, Community Study
Art, Music, Pre-School
10:00-10:40- Ashley Blystone, Rick Rechenberg, Sr. Pat
Information Resources and Technology
10:40-11:20- Dot Johnson and Jennifer Blank 5-8 AND K-4
Language Arts
12:00-12:50- Meditation (K-4), Meditation (5-8), Team Lunch
1:00-2:50- Interviews Father John Gizler, Physical Education, Social Studies, Pre
School Observation
2:50-3:00- Dismissal

3:30 Return to Bed and Breakfast

Day 3 –Tuesday, December 4

8:00 Arrival at School
8:50 – 9:20 Religion Service
9:00-10:40- Interviews-Spanish, Facilities and Student Services
10:40-12:00- Classroom Observations
12:00- Team Lunch
12:40-12:50- Meditation (5-8)
12:50-2:50- Classroom Observations
3:00- Dismissal
3:30- Return to B&B

Day 4 – Wednesday, December 5

8:00 Arrival at School
8:30-9:15 Parent Interviews
9:15-11:30 Finish observations, complete report, Oral Report shared with Sister Anna Marie
11:30- Dismissal
12:15- Oral Report presented to school community
1:00- Team adjournment

Notes:

- Times are subject to change to meet the school’s typical daily schedule
- **All** members of the faculty and staff will have an opportunity to meet with members of the visiting team.
- Any concerns should be brought to the attention of the principal and/or the visiting team chair.

PEER REVIEW TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Brenda Essig	Reading Area Community College, Reading, PA
Team Member	Carole E. Aiello	Saint Katharine Drexel School/Bethel Park, PA
Team Member	Douglas Nowicki	Saint Gabriel of the Sorrowful Virgin School, Pittsburgh, PA

MAINTAINING THE MOMENTUM

As Holy Sepulcher School proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

Maintain Adherence to the Middle States Standards for Accreditation.

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

❖ Implement the Plan for Growth and Improvement

When the Middle States Association grants accreditation to a school using the *Designing our Future* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.

❖ Submit an Annual Profile and Nominations to Serve on Peer Review Teams

As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Peer Review Teams to other schools.

❖ Conduct Periodic Reviews of the Plan for Growth and Improvement

While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being

used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Peer Review Team.

Complete a Mid-Term Report

All schools accredited by the Commission on Elementary Schools and/or the Commission on Secondary Schools for the first time will be required to submit a Mid-Term Report and host a Mid-Term Visit. This will occur at the beginning of the third year in the term of accreditation. The visit will be conducted at no cost to the school.

The report submitted by the school should show evidence the school has conducted the required periodic reviews, and 2) show evidence of faithful implementation of the strategic plan for growth and improvement.

Following receipt of the Mid-Term Report, the Commissions' staff will schedule a one-day onsite visit by a Middle States representative to confirm the content of the Mid-Term Report and to determine whether the school continues to meet the Standards for Accreditation and the Requirements of the Protocol.

At the beginning of the third year in the school's term of accreditation, the school will submit a Mid-Term Report. Upon receiving the Mid-Term Report, the Commissions' staff will review the report and, if the report provides evidence that the school 1) continues to meet the Standards for Accreditation, 2) has faithfully implemented its strategic plan for growth and improvement, and 3) there are no monitoring or other issues noted in the Team Report that require an onsite visit, the Commissions' staff will notify the school that an onsite Mid-Term Visit is not required. However, if a school wishes to receive the feedback and input that can be obtained by an outside reviewer, the school may request to host a one-day Mid-Term Visit. The school will be responsible for the travel expenses of the reviewer.

Schools with Accreditation with Stipulations or Probationary Accreditation will be required to complete the Mid-Term Review and host a Mid-Term Visit. This visit will be conducted at no cost to the school.

If a school's Mid-Term Review indicates that 1) the report is not complete, and/or 2) the report does not show the school is conducting periodic reviews, and/or 3) the report does not show evidence of faithful implementation of the strategic plan for growth and improvement, and/or 4) there are monitoring or other issues noted in the Team Report

that require an onsite visit, the Commissions' staff will notify the school that an onsite Mid-Term Visit is required. The school will be responsible for the cost of hosting the Mid-Term Visitor.

Prepare for Reaccreditation

At the beginning of the sixth year of the school's accreditation term, begin a new self-study in preparation for the visit of the next Peer Review Team. It should be noted, however, that if the school has implemented a planning ethic and the *Designing our Future* school improvement process has been ongoing as expected, preparing for the next team visit should be an extension of work already underway.