



Accreditation Report

Mount Carmel School

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Established in 1952 and located in the village of Chalan Kanoa on the island of Saipan, Mount Carmel School is the only Catholic school on an island that is predominantly Catholic. With an enrollment of 386 students from grades 1 through 12, the school serves an ethnically diverse student body that reflects the ethnic diversity of the broader island community. Of the 386 students, 34% are Chamorro, 33.4% are Filipino, 18.4% are Korean, and 2% are Carolinian. The remaining 12.2% of the student body is made of other ethnicities, including Japanese, Chinese, Palauans, and others. The school's 32 faculty, staff, and administrators also reflect the ethnic diversity of the student body, with 38.7% Chamorro, 35.5% Filipino, 6.5% Korean, 9.7% Caucasian, and 9.7% others.

The enrollment number mentioned above is a significant increase from three years ago. By 2012, the school had been suffering from a decade-long enrollment decline, dropping from almost 800 in school year 2001-2002 to about 260 in school year 2011-2012. The corresponding loss of tuition revenue, compounded by other financial pressures, brought the school to the brink of closing in the summer of 2012. Faced with this challenge, the school's board of directors brought in new leadership to steer the school away from collapse. The new leadership immediately launched an aggressive marketing campaign to increase enrollment as well as support for the school from donors and school alumni, who were dubbed "AlumKnights", a nod to the school's mascot in the new marketing scheme. The new leadership also diversified the school's revenue streams by recruiting international students, mostly from Korea, for both long-term study and short-term auditing. As a result of these efforts, the enrollment decline was reversed, with an increase of almost 50% since 2012, and support for the school has grown with increased financial contributions and a revived AlumKnight base that has rallied behind their alma mater.

Despite this turnaround, challenges remain. As the school grows, it will need to enhance current programs or introduce new ones that will help meet not just the needs of its ELL students but also the needs of a growing student body. Doing so will require that the school invest in upgrading its curricular resources and increasing teacher salaries, which have remained stagnant for over a decade, despite a nominal increase in the 2013-2014 school year. And while the enrollment increases over the past three years, along with efficient financial management, have improved the bottom line of the school, several financial challenges remain that the school will need to tackle.

First, while the school's facilities are relatively new--the oldest classroom structure being opened in 1997--the loans taken out to fund the construction of these facilities have resulted in a heavy debt load, forcing the school to allocate almost 20% of its annual expenditures towards this debt service.

Second, the school's tuition has not kept pace with inflation, making it difficult for the school to operate "in the black". The most recent tuition increase for the current 2014-2015 school year, which was only implemented for grades 1 through 6, was preceded by a tuition increase in school year 2007-2008. The only other tuition increase before that was in school year 1995-1996. The infrequency of these tuition increases have not only caught parents by surprise, but have led the school to run deficits from 2006 through 2012. This has only added to the financial pressures faced by the school.

Third and last, the school must compensate for the lack of funding from traditional areas of financial support, namely the Diocese of Chalan Kanoa and federal funding from the US Department of Education through the local CNMI Public School System (PSS). Although most Catholic schools across the nation receive some form of subsidy from their affiliated parishes and/or dioceses, when Mount Carmel School SY 2014-2015

became incorporated in the mid 1990s, the school essentially insulated itself from the finances of the Diocese of Chalan Kanoa. While this has helped the school operate with more financial autonomy, particularly given the financial shortfalls affecting the diocese and many other dioceses across the nation, these developments have resulted in less financial support from the diocese to the school.

Likewise, a few years ago, when the CNMI PSS shifted from Title V to Title I federal funding, federal funds could no longer go directly to private schools to supplement curriculum and instruction in the form of new textbooks, technology resources, or special services such as reading resource teachers. While the CNMI PSS has continued to be very supportive of Mount Carmel School and all private schools, underwriting several important programs at the school, the shift from Title V to Title I funding resulted in a direct loss of federal revenue for Mount Carmel School.

While these challenges are daunting, the school can take faith in the momentum of the current turnaround and its long history of overcoming seemingly insurmountable obstacles. When the school was founded in 1952 by Father Arnold Bendowski and the Mercedarian Missionaries of Berriz, they had nothing to work with except the shell of a building that survived World War II battles and the unshakeable determination of an island community hungry for Catholic education. Since then, the school has survived devastating typhoons, dire economic recessions, and several local, national, and international shifts in culture, population, and political status. Through it all, students, parents, faculty, staff, administrators, supporters, and AlumKnights have always been there to support the school with a faith that has shaped a lasting legacy. It is a legacy that continues today and will continue for many, many more years to come.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mount Carmel School is driven by a clear and compelling mission statement, "to educate the whole person to see with Christ's eyes." The school's vision, values, and philosophy all stem from this mission statement that everyone at the school knows by heart. It is a mission statement that the school embodies in three ways.

First, by educating the whole person, the school takes a holistic approach to education, challenging each individual academically, socially, morally, and spiritually. Academically, the school offers a liberal arts curriculum that encourages proficiency in multiple subjects. Socially, students serve their community through a variety of community service projects and engage in a wide variety of extra-curricular activities. Morally, students uphold the school's trademark values of Faith, Excellence, and Success in how they conform to the school's discipline code and in how they are encouraged to treat each other with dignity and respect. And spiritually, students participate in regular events and activities that help them grow spiritually, including weekly flag raising ceremonies, biweekly eucharistic celebrations, biweekly rosaries, and annual spiritual retreats. This holistic approach helps prepare and develop well-rounded students to be academically competitive individuals guided by humane and Christian values to make the world a better place.

Second, to see with Christ's eyes means to see the world with the wise, understanding eyes of Christ. By encouraging this perspective, the school encourages students to move beyond rote memorization and engage in higher-order thinking. Students thus develop their analytical and critical thinking skills in order to gain a deeper understanding of their world and their place in it.

Third and last, seeing with Christ's eyes also means to see the world with the compassionate and loving eyes of Christ. By encouraging this perspective, the school challenges students to be less judgmental and more accepting, tolerant, and forgiving of others. Students thus engage their world and each other with more charity, humility, and stewardship, taking to heart what Jesus teaches in the Gospel of Matthew, "Whatever you did for one of these least brothers of mine, you did for me" (Matthew 25: 40).

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

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Since the school's founding in 1952, the most notable achievements of the school have been her graduates. Many AlumKnights have distinguished themselves as leaders, including two CNMI governors, two lieutenant governors, numerous elected officials, and countless leaders in business, government, and community--they are all products of the school. Many AlumKnights have also earned admission into some of the world's top educational institutions, including the Massachusetts Institute of Technology (MIT), New York University, University of California Berkeley, University of Michigan, University of Washington, and the United States Military Academy at West Point. Over the years, the school has also developed a diverse range of extracurricular activities that have led to numerous theatrical productions and championships in Academic Challenge Bowl, the Attorney General's Cup, Forensics (PGFC, MSFL, & NFL), Mock Trial, and STEM Fair.

Over the past three years, the school has continued to see her AlumKnights and Knights distinguish themselves with their achievements. In the recent 2014 local elections, several officials elected were AlumKnights, including Governor Eloy Inos. Earlier this year, 1977 AlumKnight Vicky Benavente, was selected as the Saipan Chamber of Commerce 2014 Businessperson of the Year. Recent graduates have earned admission into prestigious colleges such as UC Davis, UCLA, and Emory University. In 2014, for the 12th year in a row, the school won the Attorney General's Cup Speech Competition, the CNMI's most prestigious interscholastic competition. That success has been matched by successes in other interscholastic competitions such as the National Speech and Debate Association (formerly the National Forensics League), the National Junior Speech and Debate Association (formerly the National Junior Forensics League), and the Primary Grade Forensic Conference. In all of these speech competitions, Mount Carmel School Knights have often done well enough to earn the privilege of representing the CNMI at national competitions. In fact, a Mount Carmel School competitor, John Edward Elenzano '10, is the only CNMI competitor to have ever won 1st place in a national competition, taking 1st place in Story Telling in 2010. In Mock Trial, the school's team has consistently placed 1st or 2nd in the CNMI competition for the past seven years, winning the competition four times in that time. Mount Carmel students also excelled in Real World Design Challenge where they reached the state level competition and placed 2nd in the pacific region in school year 2013-2014. This was the first time that the school joined the competition.

The school's students have also succeeded in several academic areas, particularly math and science, as revealed by student scores on the SAT-10 and Star Math standardized assessments.

The success of her AlumKnights and Knights, coupled with a paradigm shift, a new scholarship program, and an aggressive marketing and social media campaign, has galvanized a groundswell of support for the school in the past three years, leading to other notable achievements in that time. The most notable of these achievements is a 50% increase in enrollment, from about 260 students in 2012 to a currently enrollment of close to 400, reflecting restored confidence in the school. Fueled by this restored confidence, there has also been a substantial increase in financial contributions to the school, from \$36,486.00 in 2012 to \$88,912.00 in 2014. This increase in financial support has been paralleled by increased parental support for the school. The Parent Teacher Organization has branched out to form a Parent Representatives Assembly which meets monthly to discuss concerns and ways to help the school, which has led to the direct support of parent volunteers in traffic supervision, library services, and campus maintenance.

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These notable achievements have revived AlumKnight support for the school. Energized by a series of events that commemorated the school's 60th anniversary in 2012, AlumKnights have begun giving back to their alma mater in numerous ways. Some AlumKnight have come back to work at the school, including the President, the Business Manager, the Director of Institutional Development, and two classroom teachers. AlumKnights have also begin re-enrolling their children at the school, with recent enrollment surveys showing that at least 18% of parents are AlumKnights who agree to the following statement, "I am an AlumKnight (former MCS student) who believes in the school."

The most obvious example of AlumKnight support, however, has been the several facilities improvement projects on campus sponsored by AlumKnights. The AlumKnight Class of 1993 donated a swing set for their 20th year reunion in 2013, which was soon followed by the AlumKnight Class of 1994's donation of a slide and monkey bars. AlumKnights have also been the driving force behind the "Save the Stage" campaign to repair and renovate the school's historic stage and auditorium, where the CNMI Covenant and Constitution were signed. As a direct result of AlumKnight support for the campaign, the school was able to complete Phase 1 of the 5 phase project, which allowed the school to stage several productions on the stage, including 2014's production of Disney's "The Little Mermaid". AlumKnight support was also instrumental in soliciting the support of Bank of Guam, which donated \$25,000 to the campaign, just enough to complete Phase 2 in time for the upcoming 2015-2016 school year.

Most recently, the financial and logistical support of a very generous AlumKnight ensured the repair of water damages to the roof of Building A, which allowed the school to reopen 2nd floor classrooms in the building as part of a rededication of the building on March 4.

These enhancements to campus facilities have been matched by several technological enhancements in recent years. Earlier this school year, the school upgraded its WiFi network to replace its decade old network. While there are still some glitches in the new system, the upgrades have already resulted in wider internet access and faster connections. To address the glitches, the school continues to monitor and debug the system and is collaborating with the Title I program to secure additional funding to complete the network upgrades. The school anticipates these upgrades to be completed by the beginning of the upcoming 2015-2016 school year. The school was also able to work with the CNMI Public School System to provide each teacher with a new PC laptop and LCD projector as part of its 21st Century Classroom Initiative. As part of this initiative, the school was also to obtain the license for Achieve3000, a cloud-based suite of interactive readings, formative assessments, and other resources that promote differentiated instruction and interdisciplinary reading for all grade levels.

In addition to these enhancements, the school has expanded its online presence with a revamped website that was launched in 2013 and new social media outlets on Facebook, Twitter, and YouTube.

Furthermore, in 2014, the school began shifting to a new student information management system (SIMS) with Rediker. Currently, the school has begun the process of migrating data and training key staff on the use of the new SIMS. With an anticipated launch in the 2015-2016 school year, the Rediker SIMS will streamline student records through an online cloud system that parents, students, faculty, staff, and administrators can securely access more easily and more frequently. The new system will even allow parents to complete admissions, tuition payment, and school communication completely online.

Given all these notable achievements, there is still room for improvement in several key areas.

First, the school must raise faculty salaries so that it is in a better position to recruit and retain highly qualified and highly effective teachers.

Second, based on standardized test data that reflect some weaknesses in reading and English, the school must better meet the needs of its English Language Learner (ELL) students by enhancing current ELL curricula and investing in new ELL programs.

Third, the school must move forward with the proposed tuition increase policy so that tuition can keep pace with inflation and so that parents can better anticipate and plan financially for their children's enrollment at the school.

Fourth, the school must address its financial challenges by moving forward with its building naming campaign that will solicit donations to pay down the debt service on its building loans. Doing so will allow the school to invest in teachers and curricular resources without needing to raise tuition at a rate unaffordable for most parents.

Fifth, the school must develop a more formal structure for the mentoring of current teachers and the induction of new teachers in order to ensure high standards of instructional quality across the board.

Sixth and last, the school must provide more training, support, and resources for teachers in data analysis and interpretation so that teachers can collaborate more effectively in data-driven, evidence-based decision-making for continuous quality improvement.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

While this introduction focuses on the past three years at Mount Carmel School, it falls 60 years short of her real story. One cannot fully understand nor appreciate where the school is now without understanding and appreciating where the school has been for the past 63 years. It is a history that began long before the school's opening in 1952 with a group of sisters who would, for many years, provide the bedrock of teaching at the school: the Mercedarian Missionaries of Berriz (MMB).

Crossing two oceans and three continents on October 30, 1927, Sisters Loreto Zubia, Inocencia Urizar, Pilar Lorenzo, Maria Teresa Cortazar and Aurora Chopitea set sail from their motherhouse of Berriz in the north of Spain and arrived on Saipan on March 4, 1928. Fifteen days later, on the Feast of Saint Joseph, they opened their first school. While the onset of the Great Depression and World War II hampered the growth of education on the island, the Mercedarian Sisters continued their ministry, teaching doctrina and offering classes in Spanish, music, the arts, and later, cooking and sewing.

Surviving the tragedy of war, in 1951, the Mercedarian sisters opened Our Lady of Mercy Kindergarten, which we now know as the Sister Remedios Early Childhood Development Center. That kindergarten would set the stage for Mount Carmel School, providing the first batch of first grade students when the school opened the following year under the leadership of Father Arnold Bendowski. The only structure available to Farther Arnold and the MMB Sisters was what used to be an administrative building of an Japanese sugar mill--the only building that survived the battles of World War II. They had no furniture, no textbooks, and no curriculum, so they held a raffle fundraiser in which farmers donated livestock, Mercedarian sisters donated life-size statues from the Kansas City regional house, and parents and students donated plants and home-made crafts.

In short, they opened a school with nothing but sheer determination and faith. That faith, however, was tested less than a decade after the school's opening. Typhoon Olive struck in 1960, damaging several classrooms and demolishing the school library. Undeterred, Father Arnold and the school community pulled together to open a new library and reading room in the Chalan Kanoa convent, where Home Economics and Art classes were also offered. By the end of the 1960-1961 school year, barely a year after Typhoon Olive, the school also opened its auditorium/gymnasium. Years later, the Constitution for the Commonwealth of the Northern Mariana Islands was signed in the auditorium/gymnasium, which continues to stand to this day.

A few years later, the school and the entire island were hit by one of the most damaging typhoons in the island's recorded history. In 1966, with winds exceeding 200 miles per hour, Typhoon Jean struck, taking with it much of Mount Carmel School. The roof and several pillars of the school were blown away. Some classrooms were completely leveled, and countless books and school supplies were swept away or destroyed.

The day after the typhoon, Father Arnold--the man who was, quite literally, the founding father of the school--stood before the devastation, with tears in his eyes. The school that he, teachers, parents, students, and the entire community had built with their bare hands was in ruins, but their faith was not.

The next day, Father Arnold was back at work. With his trademark laughter, he mobilized the school family to clean up the debris and encouraged everyone to move on. Just as the school family had built the school with their bare hands, so did they rebuild it, again with their
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bare hands. Within just a few weeks, the school was repaired, rebuilt, and rejuvenated.

As a testament to the faith and resolve of the school family, Father Arnold also facilitated the construction of the grotto shrine for Mother Mary in the northeast corner of the campus. Father Arnold worked with students and their parents who brought stones and boulders from across the island to build yet another icon at the school. Along with other school icons like the old sugar mill and the auditorium/gymnasium, the Mary shrine stands to this day as a concrete manifestation of the steadfast faith and tenacity of the school, and is perhaps the most iconic image of the school.

Our Lady's shrine also serves as a great metaphor for the legacy that is Mount Carmel School. Everyone in the school's history--students, faculty, staff, administrators, parents, supporters, and AlumKnights--has laid a stone in the school, imprinting their mark on the school's history. Everyone of them has been protected, guided, and blessed by our Lady of Mount Carmel School. And everyone one of them has helped the school survive the test of time, weathering typhoons, economic downturns, and social challenges.

Who would have known that an old sugar mill that survived the bombings of a world war would start a legacy of faith, excellence, and success? Just as that building survived the ravages of war, who would have known that despite typhoons, cultural changes, and socio-economic challenges, the school would still be standing to this day? And who would have known that Father Arnold Bendowski's vision, faith, and resiliency for a school would one day shape the future of this island? And to think, it all started with a prayer and a dream 63 years ago.

One wonders what the next 63 years have in store for Our Lady of Mount Carmel. Whatever may lie ahead, the school's history is a testament to the power of faith to shape a legacy.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Faculty and Staff Meeting Mission and Vision 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose • <p>Lesson Plans with ESLRs Retreat Materials Knights Herald (Articles) Round Table Title 1 Knight Seminar Cultural Day DARE Program Student Exchange Program Science Fair Sengebau Poetry Competition PGFC, NJFL, NFL Math Court Spelling Bee Academic Challenge Bowl Interscholastic Team Sports</p>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Knight's Herald Star Math and Star Reading Mission and Vision Statement 2011 WASC Report Learning Community Meetings On-line Application 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

Standard 1 Narrative:

The school prides itself on a clear and concise mission and vision statement that every member of the school family knows by heart. The mission statement is recited by the entire school family twice every week, once during the weekly flag raising ceremony and once during the weekly mass/rosary assemblies. The mission statement is also prominently featured in every classroom, in the school handbook, in many school communiques, on the school's website, and on all of the school's social media. The mission statement is also woven into the curriculum and all co-curricular and extracurricular activities as students are expected to see and understand each other and their world with the loving, compassionate, and understanding eyes of Christ. Furthermore, the school's mission statement drives much of the decision-making at the school as faculty, staff, administrators, students, family members, and board members focus on a holistic approach to education and care of students.

The Catholic identity of the school's mission and vision are also evident in the school's heritage. This can be seen in the array of events that are scheduled ranging from spirit events like pep rallies and field days to holiday and family-centered events like the Thanksgiving Fiesta, annual Christmas program, and Catholic Schools Week. Also, each grade level throughout the year has the opportunity to host a flag raising ceremony, a Eucharistic celebration, and a Holy Rosary.

The school's mission and vision are supported by a concerted commitment to shared values and beliefs about teaching and learning. In 2012, the school's new leadership initiated a paradigm shift in educational theory and pedagogy, one that shifted the focus from teaching to learning. The school's leadership thus emphasized teacher effectiveness through a series of professional development sessions that highlighted the need for more student engagement and agency in the learning process. Using James Stronge's book "Qualities of an Effective Teacher", ASCD's Classroom Instruction that Works (CITW) model, and several TED Talks, the school's leadership helped new and veteran teachers recommit to an educational praxis that supports challenging, engaging, and relevant learning experiences for all students.

This paradigm shift was accompanied by a continuous improvement process that provided clear direction for improving instructional quality and teacher effectiveness. Specifically, teachers reflected on their professional growth using reflective questions patterned after Stronge's book and the CITW model. All teachers were then guided to identify areas for growth, for which they were required to submit professional growth plans to the school administration. These professional growth plans were complemented by classroom observations conducted by school administrators that honed in on the areas for growth identified by the teachers. Teachers were also given the opportunity to lead professional development in-service sessions in which they shared successful teaching and learning strategies with their colleagues.

Given these strengths, there are still areas for growth.

First, while the mission and vision of the school are widely communicated, clearly understood, and deeply shared by everyone in the school family, the mission and vision have neither been reviewed nor revised since they were first formulated in the mid-1990s. Given the numerous innovations and changes of the 21st century, including the expansion of digital technology, social media, and globalization, it would be wise for the school to engage in a systematic, inclusive, and comprehensive process to review and revise the school's mission and vision.

Second, while faculty, staff, and administrators are committed to shared values and beliefs about teaching and learning, the school can improve its engagement of students and parents in the educational process. As results from the AdvancED school-wide self-assessment survey reveal, school faculty, staff, and administrators collectively gave the lowest average score (2.848) to Statement 1.3: "The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning." For example, the Parent and Teacher Organization (PTO) holds monthly meetings with all parent representatives. Perhaps these meetings could be used as an opportunity to solicit parent feedback, as well as to improve the communication link between parents and the

school.

Third, the school must also establish more precise, measurable objectives, strategies, activities and timelines for achieving performance goals, and in so doing, hold teachers accountable for the overall quality and implementation of all interventions and strategies. One way to achieve this is for learning communities to hold more regular meetings so that teachers and work more collaboratively to improve conditions for student learning. Also, with new faculty members joining every school year, some of them may not be accustomed to the culture of teaching at a Catholic institution. Such teachers should participate in a more clearly defined and structured orientation program at the beginning of the school year.

Lastly, the school's leadership must move forward with its commitment to developing a 3-5 year strategic master plan that sets forth a clear direction for the future so that the entire school can continuously improve conditions that support student learning.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •School handbooks •Agendas / minutes of school board meetings regarding students' learning effectiveness. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •List of assigned staff for compliance •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •School climate survey •Employees' Handbook •School Handbook 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Agendas and minutes of meetings •School improvement plan developed by the school Roles and responsibility of school leadership (Employee Handbook) Strategic plan for academic oversight, planning and resource allocation (Budget Plan) Social Media (Marianas Variety, Saipan Tribune, North Star and the Website) 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan •Minutes of Board Meetings Survey results of parents, students, faculty/ staffs, and school board. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan•Communication plan•Teachers Professional Development Senior Privileges (School Handbook) Teacher's evaluation	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Governing body policy on supervision and evaluation•Job specific criteria•Representative supervision and evaluation reports•Employee's Handbook Effective Learning Environments Observation Tool (ELEOT) Classroom Observation Evaluation reports School Board Constitution and By Laws.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 2 Narrative:

The school's policies, procedures, and practices support the school's purpose, direction, and operation of the school, ensure the relevance of assessments, and provide equitable learning experiences for all students. The school mission statement is presented in the Mount Carmel School Handbook with Expected Schoolwide Learning Results (ESLRs) established in support of these defined statements. The growth and professional development of faculty and staff are guided by policies and procedures established by the school. The daily operations are led by our school administrators in efforts to establish a positive learning community. School administrators work with individual teachers on an annual basis to develop and appraise a teacher's professional growth plans.

Parent, faculty, and student representatives participate as members of the school's leadership team. The school strongly believes and values the perspective and participation of its stakeholders, which is why they are a critical part of the leadership team. Responses to AdvancED

school-wide self-assessment surveys support this tenet. In response to the statement, "Leadership engages stakeholders effectively in support of the school's purpose and direction, staff aggregate responses were 4.16 out of 5, parent aggregate responses were 4.22 out of 5, and board member responses were 4 out of 5.

School administrators buttress their efforts to engage all stakeholders by maintaining widespread, varied, and consistent communication. One primary form of communication the daily bulletin known as the Knight's Herald, which is available in hard copy and is emailed to all faculty, staff, and parent representatives, as well as posted on the school's website. Communication is also maintained through the weekly school newsletter, the Round Table, which features stories about the school, important announcements, and a calendar of upcoming events. The school also regularly publishes stories about the school and its students, faculty, staff, administrators, parents, and AlumKnights, with at least one story published every week in the local newspapers and the North Star, a weekly publication of the Diocese of Chalan Kanoa. These forms communication are reinforced by a broad array of social media sites that the school maintains, including Facebook, Twitter, and YouTube. In addition, the school routinely sends home letters to parents and families apprising them of important information and announcements. The school has even started a Journalism Club, which prepares a biweekly video news program that is broadcast online.

As a result of this level of engagement and communication, stakeholder participation is high. Learning communities meet and work to maintain curriculum alignment between grade levels, using the Stanford Achievement Test, 10th Edition (SAT10) to measure adequate yearly progress. Teachers continue to reflect on their professional growth plan at the beginning of the school year. Conferences for teacher appraisals have helped to maintain the consistency of teacher effectiveness. Parent representatives meet regularly to share their concerns with school administrators and to plan fundraising activities to support the school. Likewise, Student Council meets regularly to channel student concerns, coordinate school activities, and explore ways for students to support the school. Furthermore, school alumni, called "AlumKnights" after the school's mascot, have begun playing a bigger role in the school, including enrolling their children at the school, participating in school activities, and fundraising for the school.

Respecting this level of stakeholder engagement, the school's governing body does not interfere with the operation or leadership of our school. This is supported by responses to the AdvancED school-wide self-assessment surveys. In response to the statement, "The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively," aggregate responses from staff was 4.1 out of 5 and aggregate responses from parents was 3.97 out of 5. That said, the school's governance and leadership can improve in two areas.

First, the terms of some members of the school's board of directors had expired last year without those board members being reappointed or replaced. This resulted in the board lacking quorum to hold regular meetings. The school's leadership has addressed this lapse by identifying several new prospective board members, all of whom have agreed to serve on the board. These board members are in the process of being appointed to the board, which will allow the board to begin holding regular meetings again this year.

Second, it has been almost a decade since board members had participated in formal professional development. Using resources available from the National Catholic Educational Association (NCEA), the school's leadership will work with the board to develop a systematic, formal professional development process.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Use of Technology Differentiated Instruction (individualized, group, guest/resource speakers, Field Trips, Manipulative, Match-ups High School & Grade School) Course description 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Report cards Progress Reports Star Reading, Star Math, SAT 10, AP, ASVAB, PSAT Individual Faculty Evaluation for HS teachers 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Surveys results •Interdisciplinary projects 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Learning Community meetings 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •PDs every Wednesday 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Star Reading, Star Math, Accelerated Reading, Title 1, Achieve3000, Mastering Pearson, Mastering Biology, Mastering Environmental Science 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices • 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •MCS Handbook Engrade/Progress Reports/Report Card Round Table, Newsletters, MCS Website 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •Sponsorship Program/Scholarship Programs Child Study Team / Service Plan Title I Program 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Star Reading and Star Math Results Engrade 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •PDs on Wednesdays CITW worksheets, Switch Book Club 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Data used to identify unique learning needs of students •Child Study Team, Title 1, Independent Study Program, ESL Program, SAT Boot Camp 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 3 Narrative

Applicable indicators were employed in the surveys for the following groups of respondents, namely: early elementary, elementary, middle and high school, staff, parents, and stakeholders. With the averages ranging from 3.33-4.80, Mount Carmel School has four areas of areas of strength (Standards 3.5, 3.7, 3.11, and 3.12) and two areas of improvement (Standards 3.3, 3.4). The table below shows the results of the survey.

Standard 3 Survey Results

Respondent	Indicators Surveyed	Mean
Early Elementary	3.1, 3, 6, 8, 9, 10	4.27
Elementary	3.2, 3, 4, 6, 8, 9, 10	4.80
Middle and High School	3.1, 2, 3, 6, 8, 9, 10, 12	3.65
Staff	3.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,12	3.96
Parents	3.1, 3, 5, 6, 8, 9, 10,12	4.07
Stakeholders	3.1, 4, 6	3.33

To address the diverse needs of its students, the school offers courses and programs that range from remedial and developmental to advanced. On the remedial and developmental end, the school helps students have sufficient opportunities to develop learning, thinking, and life skills. For instance, the school participates in Title I, a federally funded program to help students who need to strengthen their reading and mathematics skills and perform on par with their peers. Participants in this program are determined by their scores on the Star Math and Star Reading assessments, which are administered at the beginning of and throughout the school year. For students with special needs, a child study team composed of teachers, a guidance counselor, a psychologist, administrators, and parents/guardians meet to discuss how certain students' needs could be served as the need arises. This study team interfaces with the Public School System's Special Education (SPED) program to avail of any services that are available through and at the school. Lastly, students who need help in fulfilling graduation requirements can avail of the Individualized Study Program (ISP) during the school year or attend summer classes to make up credits.

On the advanced end, the school offers a wide range of AP courses in English, Biology, Calculus, U. S. History, and U. S. Government. Multi-level mathematics classes are offered in middle school and high school while Singaporean math curriculum is implemented from first to fifth grade. The school also offers a "Knights Seminar" course that helps prepare students for life after high school with a focus on four curriculum strands: college admissions, financial literacy, work readiness soft skills, and study skills. This Knights Seminar is part of the school's formal support system to enhance each student's education experience to maximize his/her potential and become a productive, independent contributor to society. These efforts are buttressed by mentoring and coaching that teachers provide in a wide array of co-curricular and extra-curricular activities. As a result of such mentoring and coaching, students have succeeded in various theatrical presentations and contests such as essay writing competitions, academic challenges, interscholastic sports events, art contests, Attorney General's Cup Speech Competition, and Mock Trial to name a few.

To continually monitor and support student learning, teachers utilize various means to assess student progress and growth. To update students of their learning progress, rubrics are provided by subject teachers as to how they are evaluated, and students can track their improvement through Engrade. The school uses multiple formative and summative assessments to continuously monitor student learning, including Star Reading and Star Math, the SAT-10, and, more recently, Achieve 3000, cloud-based suite of interactive readings, formative assessments, and other resources that promote differentiated instruction and interdisciplinary reading for all grade levels. The school also

provides regular and routine updates on student learning through quarterly report cards, mid-quarter progress reports, and weekly progress reports as needed. The school is currently in the process of transitioning to a new student information management system with Rediker which will allow students and parents to apply for admission, register for classes, pay for tuition and fees, monitor grades, and communicate with teachers, all online. This new system will enhance communication between students, parents, and teachers and ensure that multiple assessments are shared in order to support and improve student learning. Between this new system and the current system, the school keeps families informed of their children's learning progress and engaged in meaningful ways in their children's education.

Through the aforementioned efforts--servicing students of all needs, from developmental to advanced, helping students prepare for life after high school, mentoring and coaching in co-curricular and extra-curricular activities, and using multiple assessments to monitor student growth and learning--the school provides a comprehensive support network that ensures that each student is known by at least one adult advocate who supports that student's educational experience. In the event that a student "falls through the cracks" of this support network, the school counselor provides individual and group assistance to ensure advocacy for all students.

To ensure student learning and success, school administrators have taken efforts to monitor and support improvement of instructional practices of teachers. Specifically, since 2012, the school's leadership has emphasized teacher effectiveness through a series of professional development sessions that highlighted the need for more student engagement and agency in the learning process. Using James Stronge's book "Qualities of an Effective Teacher", ASCD's Classroom Instruction that Works (CITW) model, and several TED Talks, the school's leadership helped new and veteran teachers recommit to an educational praxis that supports challenging, engaging, and relevant learning experiences for all students.

These professional development sessions were accompanied by a continuous improvement process that provided clear direction for improving instructional quality and teacher effectiveness. Specifically, teachers reflected on their professional growth using reflective questions patterned after Stronge's book and the CITW model. All teachers were then guided to identify areas for growth, for which they were required to submit professional growth plans to the school administration. These professional growth plans were complemented by classroom observations conducted by school administrators that honed in on the areas for growth identified by the teachers. Teachers were also given the opportunity to lead professional development in-service sessions in which they shared successful teaching and learning strategies with their colleagues.

Given these areas of strength, there are still areas for growth.

First, given the large influx of international students in recent years, the school must develop an English as a Second Language (ESL) program to accommodate and meet the needs of these students. Such a program should strike a balance between pulling ESL students out of regular classes for ESL direct instruction and training all teachers in ESL differentiated instruction so that such students can also improve and practice their English in an immersion environment.

Second, although private schools do not have the same legal duty as public schools to provide special education services, the school should still explore how it can develop a special needs programs that can accommodate students with learning disabilities. As with the ESL program, such a program should strike a balance between pulling special needs students for direct assistance and training all teachers in differentiated instruction strategies so that special needs students can benefit from and grow via immersion in regular classrooms.

Third, the school can make efforts to encourage teachers to collaborate more to improve instruction and student learning. Specifically, time and resources could be allocated in order to enable learning communities to meet more frequently.

Fourth, while a mentoring program has been implemented at various times over the years, a more formal structure can be developed that ensures new teachers are mentored, coached, and inducted. Such a program could be coordinated by the school administrator and

facilitated by master veteran teachers.

Fifth and last, the school should begin the process of reviewing and possibly revising the current curriculum. Given the national move towards the Common Core and the recent introduction of the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, it is time to revisit the school's curriculum, which was last revised a decade ago in 2005.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs • 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •School calendar •Inventory Reports. Purchase Orders. Annual Budget. School Action Plan. Minutes from Leadership Team meetings and Board meetings. Stakeholder Presentations 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes • 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Round Table, Knightly News, media articles in North Star, Marianas Variety, and Saipan Tribune. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use •Contracts and payments for WiFi upgrade in SY 2014-2015, Rediker Software in SY 2014-2015, and school website upgrade in SY 2013-2014. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students • 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process•Description of service plans. Budget for counseling, assessment, referral, educational and career planning. Student Data on Counseling, Assessment, and Career Planning.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 4 Narrative

I. HISTORICAL CONTEXT

In order to better understand the current state of Mount Carmel School's resources and support systems, it helps to contextualize the school's experience within broader national and historical trends.

Historically speaking, Catholic schools across the nation saw a decline in enrollment from the 1960s through the 1980s. This was due, in large part, to population shifts from urban centers, where most Catholic schools are located, to suburban areas. Another trend that factored into the enrollment decline was a concurrent decline in religious vocations, which led to a shift from primarily religious faculty in Catholic schools to more laity, a shift that some perceived as making Catholic schools less "Catholic" and more secular.

As the National Catholic Educational Association (NCEA) reported in its 2014 report on national data on Catholic schools, "U. S. Catholic school enrollment reached its peak during the early 1960s when there were more than 5.2 million students in almost thirteen thousand schools across the nation. The 1970s and 1980s saw a steep decline in both the number of schools and students. By 1990, there were approximately 2.5 million students in 8,719 schools."

These shifts were exacerbated in the late 2000s as legal battles over child molestation scandals drained many Catholic parishes and dioceses of their limited financial resources. That, in turn, resulted in less parish and diocesan funding for Catholic schools, which, ultimately, led to a record rate of school closures across the nation. As the NCEA also noted in its 2014 report, "Between the 2004 and the 2014 school years, 1,856 schools were reported closed or consolidated [and] the number of students declined by 578,699."

Although relatively isolated from the rest of the nation, Mount Carmel School was not immune to these trends. To begin with, the school shifted from primarily religious faculty in the 1960s to almost entirely lay faculty in 2014, a shift that discouraged some school alumni from enrolling their children at their alma mater out of lament for the loss of priests and nuns. A similar shift occurred in 1995 when the school became incorporated apart from the Diocese of Chalan Kanoa, effectively cutting the school off from direct diocesan financial support and making it entirely dependent on tuition, fundraising, and financial contributions from donors. This loss of financial support was exacerbated by an enrollment decline from over 700 in 2000 to as low as 260 in 2012, resulting in less tuition revenue for the school.

To make matters worse, just when the school was receiving less financial support from the Diocese of Chalan Kanoa and grappling with an enrollment decline, between 1997 and 2005, the school took out several major loans to fund the capital expansion of the campus, loans that came to account for up to 25% of the school's annual expenditures. It did not help, either, that the school's tuition rate had not kept pace with inflation, with tuition increases coming only intermittently in 1996 and again in 2006.

Under these financial stresses, the school began running deficits in 2007, deficits that were covered by continual drawdowns on the school's Time Certificate Deposits (TCD)s, which dropped from a high of \$1 million in 2011 to a low of less than half a million in 2012.

These developments all brought Mount Carmel School, one of the oldest schools on island, dangerously close to closing in 2012.

II. CURRENT PICTURE

To confront these challenges, in 2012, Mount Carmel School's Board of Directors brought in new leadership to turn the school around. The new leadership mounted an aggressive campaign to market the school, increase enrollment, raise financial support for the school, reduce costs, and leverage and maximize current resources to improve the financial health of the school. As a result of these efforts, the school has seen an enrollment increase from 260 in 2012 to 388 just two years later, as well as improved finances as demonstrated by the school's most recent audit. These positive developments are echoed in AdvancED survey results, which reveal that for Standard 4, staff responses averaged 4.02, middle school and high school student responses averaged at 3.41, parent responses averaged at 4.15, and stakeholder responses averaged at 3.63.

In particular, the school has enhanced resources and support systems in the following key areas: finances, personnel, educational technology, facilities, and student support.

FINANCES

In finances, the school launched an aggressive marketing campaign to recruit students and increase enrollment. As part of this marketing campaign, the school launched its Facebook page in 2012, revamped its website in 2013, ran numerous advertisements in newspapers, magazines, on television, and has published press releases just about every week since 2012. The school also began offering financial aid and merit scholarships to students in 2012, and has since then supported over 100 students in this regard.

In 2012, the school also tapped into its extensive alumni network to raise the rate of financial contributions to the school. Launching a rebranding of its image, the school introduced the term "AlumKnight" to refer to school alumni, connecting them with the school's mascot. The school then took advantage of its 60th anniversary in 2012 to galvanize AlumKnight support of their alma mater, holding a 60th Jubilee Anniversary fundraising banquet. That event not only stimulated increased financial contributions to the school, but it also turned into an annual fundraising event, "The Night with the Knights", which continues to supplement the school's financial resources.

In addition to marshaling more support from its vast AlumKnight network, the school has also diversified its revenue streams by applying for grants, maximizing federal funds available for the school, and recruiting more international students for long-term enrollment and short-term audit courses.

Furthermore, the school worked with its Board of Directors and Parent Teacher Organization (PTO) to implement a nominal tuition increase in the current school year. The board and the PTO are also currently discussing a tuition increase policy in order to ensure that tuition keeps pace with inflation.

PERSONNEL

In personnel, the school hired a Director of Institutional Development to reinvigorate the school's fundraising efforts. To accommodate the growing student population and further meet the needs of students, the school also hired a Vice Principal of Student Affairs. The school also leveraged personnel resources by assigning school administrators to teach two classes each, thereby minimizing personnel costs. The school also minimized personnel costs by engaging parent volunteers to provide services, such as library assistance and traffic supervision, services that otherwise would have required hiring additional staff.

In addition, the school engaged the support of the CNMI Public School System to provide ongoing professional development for faculty and staff, such as the 2014--2015 Ed Tech Cohort, the annual AP Summer Institute, and the 2014 Pacific Educators Conference. The school also provided its own in-house professional development through sessions led by school administrators or facilitated by faculty, including a faculty book club launched in the spring of 2014.

EDUCATION TECHNOLOGY

In 2014, the school began upgrading its computer network, which had not been upgraded for over a decade. The upgrade replaced all wireless routers with more current and faster routers, as well as upgrading primary internet switches from the central server room to the centralized routers. While there are still some glitches in the new system, the upgrades have already resulted in wider internet access and faster connections. To address the glitches, the school continues to monitor and debug the system and is collaborating with the Title I program to secure additional funding to complete the network upgrades. The school anticipates these upgrades to be completed by the beginning of the upcoming 2015-2016 school year.

In addition to the network upgrades, in 2014, the school began shifting to a new student information management system (SIMS) with Rediker. Currently, the school has begun the process of migrating data and training key staff on the use of the new SIMS. With an anticipated launch in the 2015-2016 school year, the Rediker SIMS will streamline student records through an online cloud system that parents, students, faculty, staff, and administrators can securely access more easily and more frequently. The new system will even allow parents to complete admissions, tuition payment, and school communication completely online.

Lastly, the school has continued to identify additional resources to provide more educational technology resources for its students. The school continues to work with the CNMI Public School System to provide every student in grades 7 through 12 with a laptop. The school also continues to avail of discounts and subsidies for its telecommunications provided for by the Schools and Libraries (E-rate) Program of the Universal Service Administrative Company.

FACILITIES

Accreditation Report

Mount Carmel School

The school continues to meet the needs of its students by taking measures to provide a safe, clean, and modern learning environment. The school secured a generous donation from an AlumKnight to underwrite roof repairs for Building A. As a result, once unusable classrooms are now available for use for the current and the upcoming school years.

In 2014, the school also launched its "Save the Stage" campaign to raise funds to repair its historic stage, where the CNMI Covenant and Constitution were signed. The "Save the Stage" campaign achieved enough success to make the once condemned stage usable for various student assemblies and performances, including the school's annual Christmas pageant and the school's 2014 production of Disney's "The Little Mermaid". Recently, the Bank of Guam made a \$25,000 donation to the "Save the Stage" campaign, which will fund the critical phase of the campaign to actually renovate the stage into a professional stage with theatrical flooring, a functional backstage area, and proper sound and lighting equipment. The school anticipates this phase will be completed before the start of the next school year.

The school has also contracted the services of a security company to provide security and supervision for the campus after working hours, at night, and on weekends and holidays. As a result of these security services, not only have burglaries been deterred, but the school was also able to aid law enforcement officials in the successful investigation and prosecution of burglaries that occurred before the security services were contracted.

In addition, the school continues to provide daily janitorial and cleaning services and facilities maintenance.

STUDENT SUPPORT

In addition to resources and support systems for finances, personnel, educational technology, and facilities, the school provides extensive student support services. The school continues to participate in the National School Lunch Program and the CNMI Public School System's Title I program for reading and math support.

The school is also known for providing a wide array of extra-curricular activities in sports, speech, debate, drama, interscholastic competitions, community service projects, and various clubs and organizations. Furthermore, the school provides counseling services with a full-time counselor who also assists with the school's spiritual retreat program and conducts several group sessions with different grade levels.

Lastly, for the past three years, the school has offered its Knights Seminar to high school students. The seminar helps prepare graduating high school students for life during and after high school by introducing them to four curriculum strands--college admissions, financial literacy, work readiness, and study skills--that will help them become competitive and successful in both the academic and employment worlds.

III. FUTURE

Building on the momentum of these successes, the school looks forward to improving in several key areas in resources and support systems.

One of the primary goals for the upcoming 2015-2016 is to raise faculty, staff, and administrator salaries to be more competitive in the local education job market. Currently, school employees make, on average, about 66% of what their counterparts earn in the CNMI Public School System. This has made it difficult to recruit and retain highly qualified and highly effective teachers. The school leadership has committed to narrowing the gap as part of its efforts to improve instructional quality.

To facilitate the proposed salary increases, the school will continue its efforts to reduce its debt load primary through a building naming

campaign to be launched in March this year. The campaign will solicit contributions from AlumKnights, businesses, and other donors to pay down its debt service. The resulting annual savings will be reprogrammed for the proposed salary increases.

Since initiatives like salary increases and building naming campaigns should be part of a larger strategy, the school board will also work with the school leadership to develop a Strategic Master Plan to guide the school's growth over the next five to ten years. Such a plan will also help the school avoid past enrollment and financial pitfalls by moving forward with a well developed plan that ensures sustainable growth. Such a plan will also help the school begin to address other critical resource and support system needs such as repairing and possibly replacing outdated classroom furniture.

In addition, the school will continue marketing to increase student enrollment and generate more philanthropic support for the school. These efforts will be supplemented by continued efforts to diversify revenue streams, apply for more grants, improve efficiencies, maximize resources, and reduce costs. Lastly, the school will also develop better systems to track inventory and ensure regular facilities maintenance.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •STAR Reading STAR Math SAT10 PSAT ASVAB Quarter Exams Weekly Tests Independent Study Program (Offered to students from other schools) Title 1 Program/Reports Accelerated Reading Achieve 3000 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Library Books Media and Documentary STAR Reading STAR Math SAT10 PSAT ASVAB Engrade School Minder 	Level 3

Accreditation Report

Mount Carmel School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Professional learning schedule specific to the use of data•Documentation of attendance and training related to data use•Survey results•Training materials specific to the evaluation, interpretation, and use of data•Professional Development Wednesday work-sessions AP Summer Institute Pacific Education Conference (PEC) PSS Cohort Advanced Technology Spiritual Development: Faculty/Staff Retreat	Level 2

Accreditation Report

Mount Carmel School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •Internet Service and Use of Technology: STAR Math STAR Reading Accelerated Math Accelerated Reading Program Engrade/Progress Report Khan Academy Safari Montage Post-Secondary Planning: Knight's Seminar Connectedness with the alumni College/University Presentation Junior Statesman of America Government/Private Sectors Involvement: D.A.R.E. Program (Department of Public Safety) Mock Trial (Judicial Branch) Attorney General's Cup (Judicial Branch) Parade of Books (Saipan Rotary Club) 	Level 3

Accreditation Report

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Daily Knights Herald The Round Table Quarterly/Annual Statistics Report Quarterly General Awards End of the Year Recognition Ceremony School Website MCS Handbook Agenda and Minutes of the meeting <ul style="list-style-type: none"> - Learning Community Meetings - Board Meetings - Attendance 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 5 Narrative:

The school offers a robust assessment system that employs multiple assessment measures. Star Reading and Star Math tests, which are administered to all students throughout the year, serve as key formative assessments that inform classroom instruction as well as placement in the Title I program. The SAT-10 is the primary summative assessment used by the school to inform school-wide initiatives and teacher-led efforts to improve instruction. The school also draws data from the College Board's SAT, the PSAT, and the Armed Services Vocational Aptitude Battery (ASVAB) to inform school-wide and classroom-based efforts to improve student learning. AP teachers also use College Board AP practice tests throughout the year to assess student progress in preparing for AP tests in May of each year. As all of these assessments are standardized, they help ensure that student learning is consistently measured across classrooms and courses.

To complement the aforementioned standardized assessments, teachers employ their own classroom-based and subject-specific assessments such as assignments, quizzes, tests, and quarterly projects. While teachers often draw from curricular resources such as

textbooks and resources provided by textbook publishers, many teachers also customize their assessments in order to differentiate their instruction to meet the unique, individual needs of their students. Furthermore, teachers use Engrade to share assessment data with students and their families, providing the kind of consistent communication and monitoring necessary for student success.

Recently, the school adopted a new assessment tool that not only doubles as an instructional/learning tool but also strikes a balance between standardization and differentiation. Achieve3000 is a cloud-based suite of interactive readings, formative assessments, and other resources that promote differentiated instruction and interdisciplinary reading for all grade levels. While teachers are still undergoing training on how to maximize use of Achieve3000, once fully implemented, Achieve3000 will bolster the school's assessment system.

To ensure that the above assessments are used to support student learning, administrators and faculty meet regularly throughout the year to systematically analyze longitudinal assessment data and develop a plan to build on strengths identified and improve in areas for growth. These meetings, typically held during the orientation session before the the start of the year and during subsequent faculty in-service sessions, allow administrators and teachers to collaborate in the analysis of the data and discussions about how to improve curriculum, instruction, and organizational conditions for the year at hand. In addition, teachers meet throughout the year in grade clusters and in learning communities to discuss how to work with their students based on the assessment data.

As the above discussion demonstrates, it is clear that the school offers a robust assessment system. However, there is still room for growth.

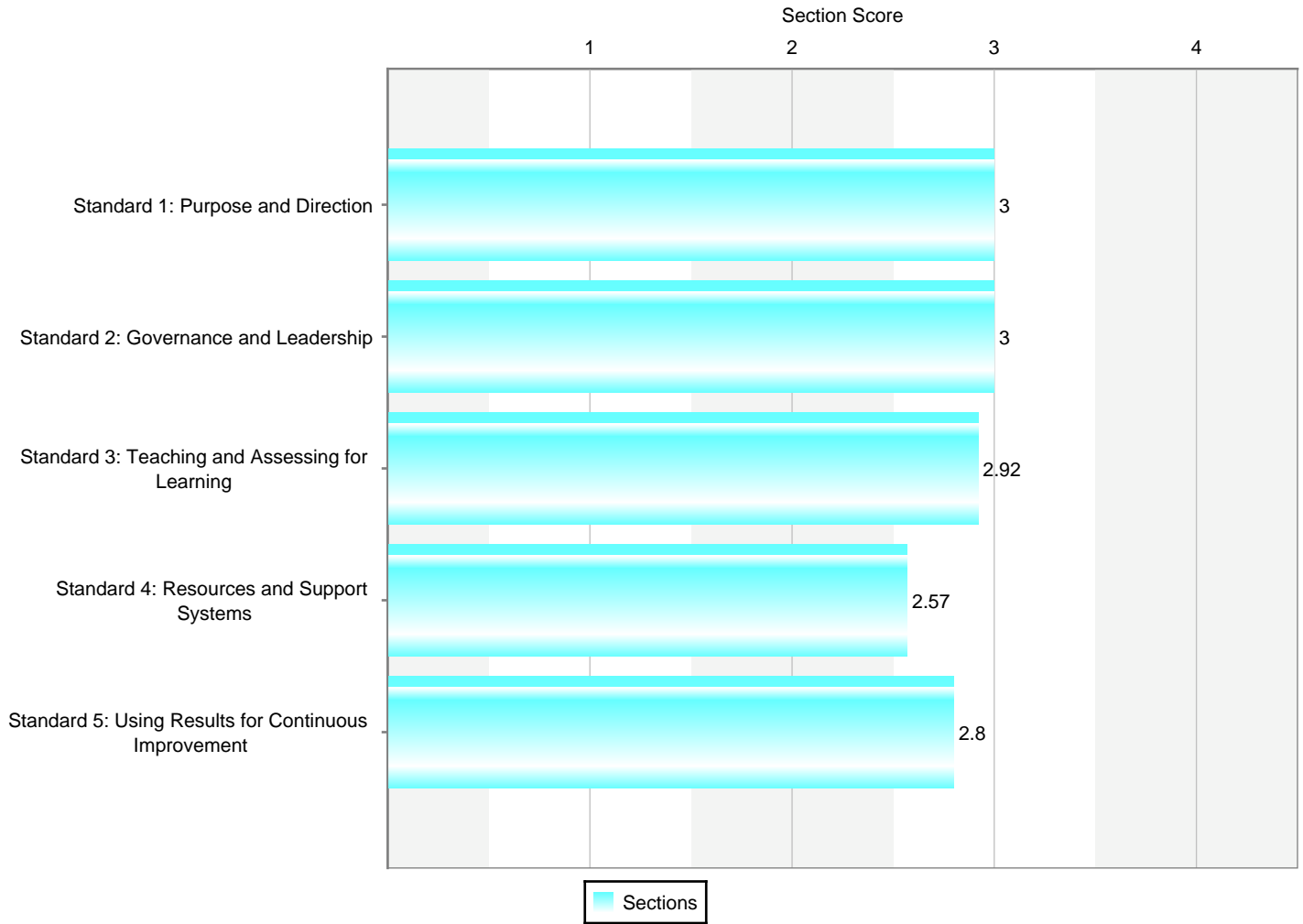
First, while the school collects and analyzes a considerable amount of assessment data, school personnel have not received any specialized training on the evaluation, interpretation, and use of data. The school could either provide such training or employ personnel to provide guidance and training for all faculty, staff, and administrators.

Second, while school-wide assessment data is shared with school personnel, it is not typically shared with other stakeholders, namely students parents. The school could integrate such data into school publications and share the information with stakeholders in student assemblies and parent meetings.

Third and last, with the advent of the Common Core and rumors about the phasing out of the SAT-10, the school should revisit and re-evaluate its assessment system for possible revisions and updates.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Diagnostic Scoring Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Parent Survey (5,620 responses)

The top five notable indicators based on the average score of the Mount Carmel School parent survey are indicator 1.3 (average score of 4.45) states "the school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support students learning", indicator 4.3 (average score of 4.37) states "the school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff", indicator 1.1 (average score of 4.27) states "the school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success, indicator, 2.4 (average score of 4.26) states "leadership and staff foster a culture consistent with the school's purpose and direction", and indicator 2.5 (average score of 4.22) states "leadership engages stakeholders effectively in support of the school's purpose and direction".

Staff Survey (1,537 responses)

The top five notable indicators based on the average score of the the Mount Carmel School staff survey are indicator 1.2 (average score of 4.31) states "the leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills", indicator 2.4 (average score of 4.22) states "leadership and staff foster a culture consistent with the school's purpose and direction", indicator 2.1 (average score of 4.21) states "the governing body establishes policies and support practices that ensure effective administration of the school", indicator 4.6 (average score of 4.19) states "the school provides support services to meet the physical and emotional needs of the student population being served", indicator 1.1 (average score of 4.17) states "the school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student successes", and indicator 3.8 (average score of 4.17) states " the school engages families in meaningful ways in their children's education and keeps them informed of their children's education and keeps them informed of their children's learning progress".

Middle and High School Survey (7, 456 responses)

The top five notable indicators based on the average score of the Mount Carmel School Middle and High School students are indicator 1.1 (average score of 3.8) states "the school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student successes", indicator 3.1 (average score of 3.8) states " the school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level", indicator 5.4 (average score of 3.78) states " the school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level", indicator 3.6 (average score of 3.74) states "teachers implement the school's instructional process in support of student learning", indicator 3.8 (average score of 3.72) states " the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress", indicator 2.4 (average score of 3.64) states "leadership and staff foster a culture consistent with the school's purpose and direction", indicator 3.2 (average score of 3.64) states "curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice", and indicator 3.10 (average score of 3.64) states "grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses".

Elementary Survey (1,680 responses)

The top five notable indicators based on the average score of Mount Carmel School elementary survey as reflected on 3 points scale by assist are indicator 4.4 (average score of 2.99) states "students and school personnel use a range of media and information resources to support the school's educational programs", indicator 1.1 (average score of 2.96) states " the school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success, indicator 3.4(average score of 2.96) states " school leaders monitor and support the improvement of instructional practices of teachers to ensure student success", indicator 5.5 (average score of 2.95) states " leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders", indicator 3.2 (average score of 2.94) states " curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice", indicator 3.6 (average score of 2.94) states " teachers implement the school's instructional process in support of student learning", indicator 3.10 (average score of 2.94) states " grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses", indicator 4.6 (average score of 2.94) states "the school provides support services to meet the physical, social and emotional needs of the student population being served, and indicator 3.9 (average score of 9.3) states "the school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience".

Early Elementary Survey (798 responses)

The top five notable indicators based on the average score of Mount Carmel School Early Elementary survey as reflected on 3 points scale by assist are indicator 1.1 (average score of 3.0) states "the school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success", indicator 2.4 (average score of 2.98) states " leadership and staff foster a culture consistent with the school's purpose and direction", indicator 4.3 (average score of 2.93) states " the school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff", indicator 3.1 (average score of 2.91) states "the school curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level", and 4.6 (average score of 2.86) states "the school provides support services to meet the physical, social and emotional needs of the student population being served".

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

This is the first year that Mount Carmel School is being evaluated under AdvancEd accreditation system, therefore it is unable to analyze any increasing trend in regards to stakeholder approval and satisfaction of the school.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The survey findings showed consistency on standard one with parents survey average score of 4.33, staff survey average score of 4.18, middle and high school survey average score of 3.62, elementary survey average score of 4.93 and early elementary survey average score of 5.0 on a 5.0 scale. The said findings is based on the average score of all the stakeholders survey on each of the five standards.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Parent Survey (5,620 responses)

The areas of need improvement based on the findings of Mount Carmel School parent survey are indicator 2.3 (average score of 3.97) that states " the governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively", indicator 3.9 (average score of 3.94) which state "the school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience", indicator 3.12 (average score of 3.94) states " the school provides and coordinates learning support services to meet the unique learning needs of students". These findings are based on the three lowest average scores of all indicators from parent survey.

Staff Survey (1,537 responses)

The areas of need improvement based on the findings of Mount Carmel School staff survey are indicator 3.5 (average score of 3.66) that states " the teachers participate in collaborative learning communities to improve instruction and student learning", indicator 3.7 (average score of 3.76) which states " mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning", indicator 4.5 (average score of 3.86) states " the technology infrastructure supports the school's teaching, learning and operational needs". These findings are based on the three lowest average scores of all indicators from staff survey.

Middle and High School Survey (7, 456 responses)

The areas of need improvement based on the findings of Mount Carmel School middle and high school student survey are indicator 3.9 (average score of 3.37) that states " the school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience", indicator 4.3 (average score of 3.18) which states " the school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff", indicator 4.5 (average score of 3.09) states "the technology infrastructure supports the school's teaching, learning and operational needs". These findings are based on the three lowest average scores of all indicators from middle and high school student survey.

Elementary Survey (1,680 responses)

The areas of need improvement based on the findings of Mount Carmel School elementary student survey are indicator 2.1 (average score of 2.76) that states " the governing body establishes policies and support practices that ensure effective administration of the school", indicator 3.8 (average score of 2.65) which states " the school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process", indicator 4.3 (average score of 2.76) states " the school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff" and indicator 5.1 (average score of 2.71) "the school establishes and maintains a clearly defined and comprehensive student assessment system". These findings are based on the three lowest average scores of all indicators from elementary school student survey based on 3.0 scale.

Early Elementary Survey (798 responses)

Accreditation Report

Mount Carmel School

The areas of need improvement based on the findings of Mount Carmel School early elementary student survey are indicator 3.6 (average score of 2.46) that states " teachers implement the school's instructional process in support of student learning", indicator 3.8 (average of 2.4) which states " the school engages families in meaningful ways in their children's education and keeps them informed of their children's progress", and indicator 3.9 (average score of 2.32) states " the school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience". These findings are based on the three lowest average scores of all indicators from early elementary school student survey based on 3.0 scale.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

This is the first year that Mount Carmel School is being evaluated under AdvancEd accreditation system, therefore it is unable to analyze any decreasing trend in regards to stakeholder approval and satisfaction of the school.

What are the implications for these stakeholder perceptions?

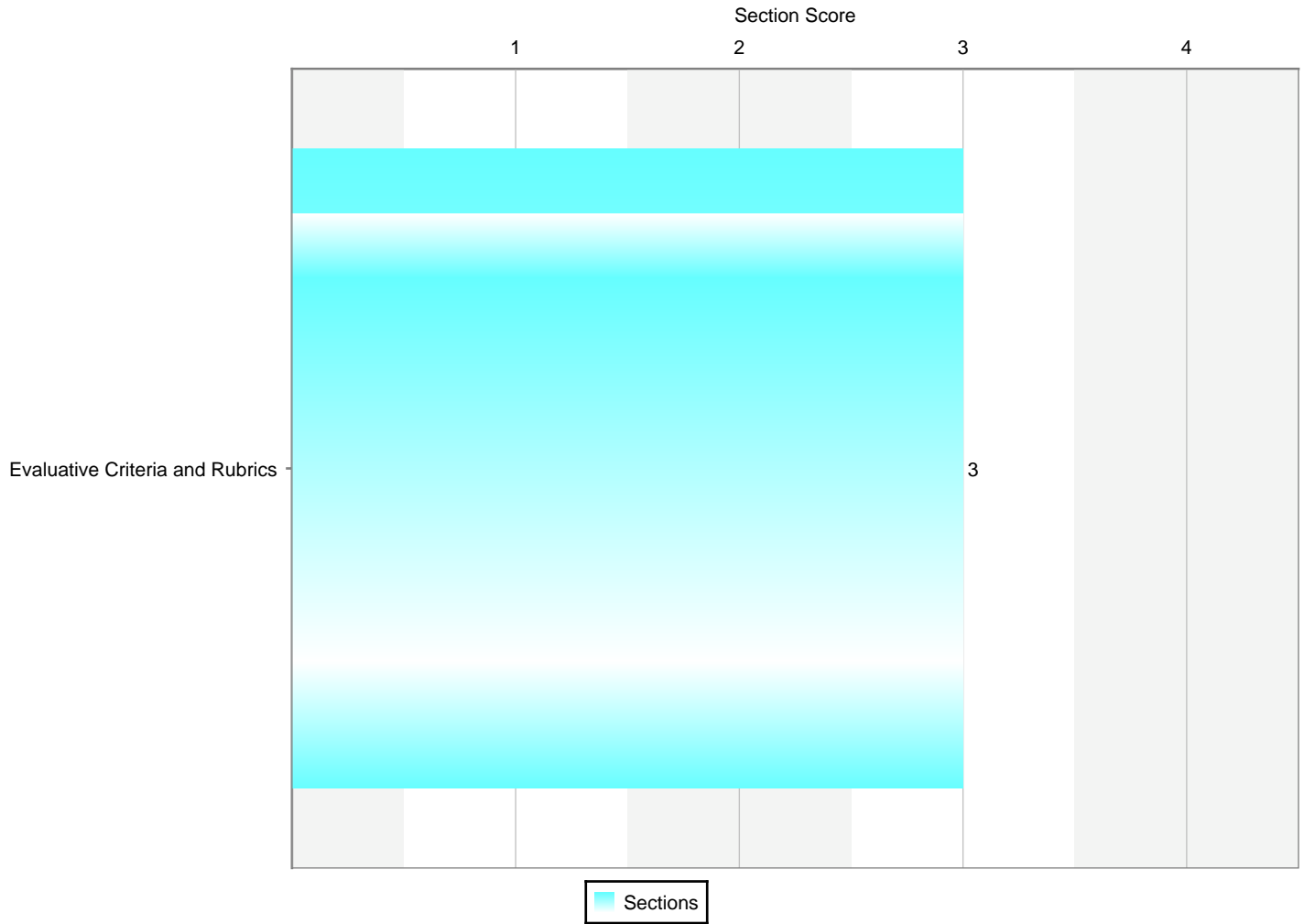
This is the first year that Mount Carmel School is being evaluated under AdvancEd accreditation system, therefore the findings from our survey, the data, are our baseline.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The findings from the Mount Carmel School stakeholders surveys; parents survey, staff survey, middle and high school survey, elementary survey and early elementary survey consistently show standard 3 as the area of need improvement. By looking at the lowest average score of each indicators from each survey, parents survey indicated indicators 3.9 and 3.12, staff survey indicated indicators 3.5 and 3.7, middle and high school survey indicated indicator 3.9, elementary school survey indicated indicator 3.8, while early elementary survey indicated indicators 3.6, 3.8, and 3.9, therefore, there is a consistency across all stakeholders for standard 3 as an area of need improvement, which is Teaching and Assessing for Learning.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Copy of Students Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The following areas exceeded the expected level of performance.

Based on the goal that all MCS Students will be at the 50th Percentile as measured by the Stanford Achievement Test, 10th Edition (SAT10), grade 6 and grade 11 met adequate yearly progress (AYP) in Reading for three consecutive years from 2012 to 2014.

Based on the goal that all MCS Students will be at the 50th Percentile as measured by the Stanford Achievement Test, 10th Edition (SAT10), grade 1, grade 4, grade 8, grade 9, grade 10, grade 11, and grade 12 met adequate yearly progress (AYP) in Math for three consecutive years from 2012 to 2014.

Based on the goal that all MCS Students will be at the 50th Percentile as measured by the Stanford Achievement Test, 10th Edition (SAT10), grade 3, grade 4, grade 8, grade 9, and grade 11 met adequate yearly progress (AYP) in Science for three consecutive years from 2012 to 2014.

Based on the goal that all MCS Students will be at the 50th Percentile as measured by the Stanford Achievement Test, 10th Edition (SAT10), grade 4 and grade 11 met adequate yearly progress (AYP) in Social Studies for three consecutive years from 2012 to 2014.

Based on three-year AP school score summary (passing score of 3+) from 2012 to 2014 indicate that in 2012, 18% of MCS students in AP English Literature passed the exam and 31% in 2013 which surpassed the overall CNMI percentage of passing of 16% and 15%, respectively.

Based on three-year AP school score summary (passing score of 3+) from 2012 to 2014 indicate that in 2012, 13% of MCS students in AP U.S. History passed the exam and 22% in 2014 which surpassed the overall CNMI percentage of passing of 8% and 15%, respectively.

Based on three-year AP school score summary (passing score of 3+) from 2012 to 2014 indicate that in 2012, 20% of MCS students in AP Biology passed the exam and 13% in 2013 which surpassed the overall CNMI percentage of passing of 6% and 5%, respectively.

Based on three-year AP school score summary (passing score of 3+) from 2012 to 2014 indicate that in 2012, 33% of MCS students in AP Calculus AB passed the exam and 50% in 2014 which surpassed the overall CNMI percentage of passing of 26% in both school year.

Describe the area(s) that show a positive trend in performance.

There is a positive trend in the performance in the areas of Math for grade 11 (71st, 76th, 79th percentile, respectively) and Science for grade 1 (35th, 63rd, 71st percentile, respectively), grade 10 (45th, 45th, 46th percentile, respectively), and grade 11 (53rd, 53rd, 57th percentile, respectively) as reflected in the MCS Stanford Achievement Test, 10th Edition (SAT10) from 2012 to 2014.

The percentage of passing in AP U.S. History (13%, 0%, and 22%) and AP Calculus AB (33%, 14%, and 50%) show a positive trend in AP SY 2014-2015

performance.

Which area(s) indicate the overall highest performance?

The areas that indicate the overall highest performance (averaged of 3 years) from 2012 to 2014 are Math (61st percentile), Science (56th percentile), Social Studies (54th percentile) and Reading (51st percentile) for the Stanford Achievement Test, 10th Edition (SAT10).

The three-year AP Calculus AB score summary from 2012 to 2014 indicate the highest average performance among all AP courses offered at MCS.

Which subgroup(s) show a trend toward increasing performance?

As reflected in the Stanford Achievement Test, 10th Edition (SAT10) -

In Math, grade 11 (71st, 76th, 79th percentile, respectively) show a trend toward increasing performance from 2012 to 2014.

In Science, grade 1 (35th, 63rd, 71st percentile, respectively), grade 10 (45th, 45th, 46th percentile, respectively), and grade 11 (53rd, 53rd, 57th percentile, respectively) show a trend toward increasing performance from 2012 to 2014.

The AP U.S. History and AP Calculus AB show a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

As reflected in the Stanford Achievement Test, 10 Edition (SAT10) -

In 2014 Reading result, the achievement gap is closing for grade 1 by 5 percentile, grade 3 by 4 percentile, and grade 8 by 5 percentile.

In 2014 Math result, the achievement gap is closing for grade 3 by 2 percentile and grade 5 by 5 percentile.

In 2014 Science result, the achievement gap is closing for grade 10 by 4 percentile and grade 12 by 4 percentile.

In 2014 Social Studies result, the achievement gap is closing for grade 7 by 1 percentile.

Which of the above reported findings are consistent with findings from other data sources?

The end-of the school year STAR Reading Assessment in 2014 also indicate that grade 1 (72nd percentile), grade 3 (60th percentile), and

grade 4 (54th percentile) show growth in Reading and they are above the 50th percentile.

The end-of the school year STAR Math Assessment in 2014 also indicate that grade 1 (77th percentile), grade 3 (70th percentile), grade 4 (64th percentile), grade 5 (57th percentile), grade 8 (57th percentile), grade 10 (78th percentile), and grade 11 (68th percentile) show growth in Math and they are above the 50th percentile.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Averages below the expected levels of performance are as follows:

Stanford Achievement Test, Tenth Edition (SAT10) Annual Yearly Progress (AYP) Results

Based on the goal that all MCS Students will be at the 50th Percentile in Reading in SY 2013-2014 as measured by the Stanford Achievement Test, 10th Edition (SAT10), grade 1 did not meet AYP by 5 percentile, grade 2 by 23 percentile, grade 3 by 4 percentile, grade 5 by 12 percentile, grade 7 by 6 percentile, grade 8 by 5 percentile, grade 9 by 10 percentile, grade 10 by 23 percentile, and grade 12 by 16 percentile.

Based on the goal that all MCS Students will be at the 50th Percentile in Math in SY 2013-2014 as measured by the Stanford Achievement Test, 10th Edition (SAT10), grade 2 did not meet AYP by 17 percentile, grade 3 by 2 percentile, grade 5 by 5 percentile, grade 6 by 11 percentile, and grade 7 by 7 percentile.

Based on the goal that all MCS Students will be at the 50th Percentile in Science in SY 2013-2014 as measured by the Stanford Achievement Test, 10th Edition (SAT10), grade 2 did not meet AYP by 26 percentile, grade 5 by 11 percentile, grade 6 by 8 percentile, grade 10 by 4 percentile and grade 12 by 4 percentile.

Based on the goal that all MCS Students will be at the 50th Percentile in Social Studies in SY 2013-2014 as measured by the Stanford Achievement Test, 10th Edition (SAT10), grade 3 did not meet AYP by 7 percentile, grade 5 by 14 percentile, grade 6 by 8 percentile, grade 7 by 1 percentile, grade 8 by 9 percentile, grade 9 by 7 percentile, grade 10 by 9 percentile, and grade 12 by 7 percentile.

Based on a review of 2014 AP school score (passing rate of 3+) AP English Literature, AP U.S. Government, and AP Biology are below expected level of performance.

Describe the area(s) that show a negative trend in performance.

The Math cluster area show a negative trend in performance as measured by the Stanford Achievement Test, 10th Edition (SAT10) from 2012 to 2014. Although it shows negative trend in performance the overall AYP in SY 2013-2014 was above the 50th Percentile by 4 percentile.

The three-year AP school score summary (passing score of 3+) from 2012 to 2014 show an up and down trend in performance in AP English Literature (18%, 31%, and 0% passing, respectively), AP U.S. History (13%, 0%, and 22% passing, respectively), AP Biology (20%, 13%, and 0% passing, respectively), and AP Calculus AB (33%, 14, and 50%, respectively.)

Which area(s) indicate the overall lowest performance?

The overall AYP in Reading cluster area (42nd percentile) in SY 2013-2014 shows the lowest overall performance compared to Math (54th percentile), Science (49th percentile), and Social Studies (46th percentile) as measured by the Stanford Achievement Test, 10th Edition (SAT10).

The three-year AP school score summary (passing score of 3+) from 2012 to 2014 show that AP U.S. Government (0%, 0%, and 0% passing, respectively) is the overall lowest performance in all AP courses.

Which subgroup(s) show a trend toward decreasing performance?

The various subgroups that show a trend toward decreasing performance from 2012 to 2014 in Reading were grades 1, 2, 3, 5, 7, 8, 9, 10, and 12. In Math were grades 2, 3, 5, 6, 7, and 12. In Science, were grades 2, 5, and 12. In Social Studies were grades 3, 5, 6, 7, 8, 9, 10, and 12.

The three-year AP school score summary (passing score of 3+) from 2012 to 2014 indicate that AP Biology (20%, 13%, 0% passing, respectively) show a trend toward a decreasing performance.

Between which subgroups is the achievement gap becoming greater?

The achievement gap becoming greater (10th Percentile and above) as measured by the Stanford Achievement Test, 10th Edition (SAT10) in SY 2013-2014 in Reading is reflected in grade 2 by 23 percentile, grade 5 by 12 percentile, grade 10 by 23 percentile, and grade 12 by 16 percentile. In Math, grade 2 by 17 percentile and grade 6 by 11 percentile. In Science, grade 2 by 26 and grade 5 by 11. In Social Studies, grade 5 by 14 percentile.

The achievement gap in 2014 becoming greater in all AP courses (at least 50% passing), except for AP Calculus AB.

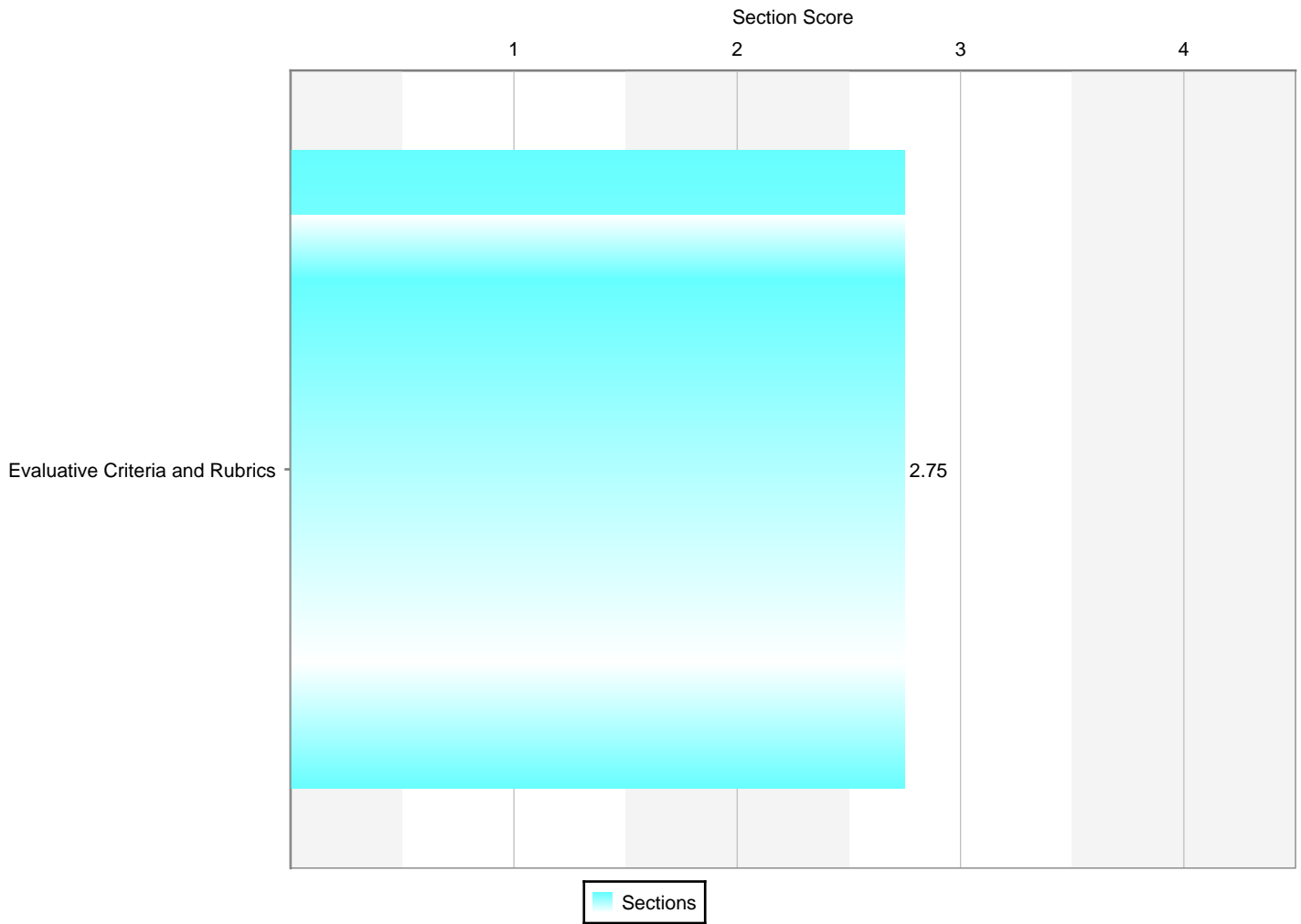
Which of the above reported findings are consistent with findings from other data sources?

The end-of the school year STAR Reading Assessment in 2014 also indicate that grade 2 (37th percentile), grade 5 (39th percentile), grade 6 (46th percentile), grade 7 (45th percentile), grade 8 (38th percentile), grade 9 (25th percentile), grade 10 (22nd percentile) and grade 11 (37th percentile) show decrease in Reading and they are below the 50th percentile.

The end-of the school year STAR Math Assessment in 2014 also indicate that grade 2 (47th percentile), grade 6 (43rd percentile), grade 7 (49th percentile), and grade 9 (43rd percentile) show decrease in Math and they are below the 50th percentile.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		AdvancED Policies and Procedures

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes	Refer to the executive summary.	Executive Summary Introduction Executive Summary School's Purpose Executive Summary Notable Achievements and Areas of Improvement Executive Summary Additional Information

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	One of the priorities of the school is to provide a safe and orderly learning and working environment for its students and staff. The school has developed the emergency evacuation plan and procedures for fire drill, earthquake, tsunami, emergency lock down, and typhoon. In addition there are procedures that the visitors must abide to before entering the school premises. All of these are written in the school handbook.	Mount Carmel School SY2014-15 Handbook

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Mount Carmel School is audited annually by an external auditing firm.	Financial Statements and Independent Auditor's Report

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Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	For school year 2014-2015, the leadership team was provided with a planning template that aligned AdvancED Standards for Quality, the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, and Goals and Priorities for school year 2014-2015. Based on qualitative and quantitative assessments of the school's performance in the 2013-2014 school year, members of the leadership team were invited to suggest areas of growth that would inform the action plan for 2014-2015.	Schoolwide Action Plan SY2014-15 Schoolwide Action Plan SY2014-15 Overview

Plan for Accreditation Report

Overview

Plan Name

Plan for Accreditation Report

Plan Description

Mount Carmel School (MCS) is committed to ensure providing quality education for all its students by providing quality and researched based resources for its teachers, for effective students' classroom learning engagement, so that all students will be proficient in all academic content areas in all assessments that are adopted by MCS to monitor its students learning growth. All students will be expected to strive to meet each set of goals in the school wide action plan.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at MCS from 1st through 6th grade will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at MCS from 1st through 6th grade will be proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at MCS from 7th through 12th grade will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	All students at MCS from 7th through 12th grade will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
5	All students at MCS from 7th through 12th grade will be proficient in reading.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
6	All students at MCS from 7th through 12th grade will be proficient in math.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0

Goal 1: All students at MCS from 1st through 6th grade will be proficient in reading.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 7% increase of First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in reading scores to the level of proficient or advanced in Reading by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.

Strategy 1:

Strategy 1: - Integration of technology tools - Teachers will use the accelerated reader program, Achieve3000, and web 2.0 tool to provide the students with daily practice in improving reading skills. Objectives will be identified for each group of students and teachers will differentiate lessons according to students' need. Teacher will monitor student progress bi-weekly to ensure progress.

Research Cited: Resource/Research Cited:

Renaissance Learning - <http://www.renlearn.com/reading.htm>

Achieve3000 - <http://portal.achieve3000.com>

Web 2.0 - <https://chromegoogle.com/webstore>

Activity - Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use an array of reading strategies such as Accelerated Reader, Read A-loud, Small Group Learning Center, Reading Mastery Direct Instruction, Reading Buddies, DEAR Time, Graphic Organizers, Story Mapping, Achieve3000, After-school Enrichment, and Title I Program to strengthen reading skills.	Academic Support Program	08/07/2014	05/28/2015	\$0	Title I Part A	Principal/Vice-principal, Teachers

Goal 2: All students at MCS from 1st through 6th grade will be proficient in math.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 5% increase of First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in math scores to the level of proficient or advanced in Mathematics by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.

Strategy 1:

Strategy 1: - Technology Integration and Teaching Strategies - Teachers will use an array of math strategies such as Accelerated Math, Math Facts in a Flash, Neo 2, and Web 2.0 tool. Teachers will also apply appropriate techniques in identifying the unit systems and processes of measurement and formulas. Teachers will also use physical model, charts, or graphs to help students understand problem solving, interpret charts, and graphs.

Research Cited: Research/Resource Cited:

Accelerated Math and Math Renaissance Improves Math Performance

<http://goo.gl/2DAnsD>

Web 2.0 Tool

<http://goo.gl/IH8Oes>

Neo 2

<http://goo.gl/Pg3GYP>

Activity - Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use an array of math strategies such as AM, Math Facts in a Flash, Neo 2, and Web 2.0 tool to strengthen math skills.	Academic Support Program	08/07/2014	05/28/2015	\$0	Title I Part A	Principal/Vice-principal, Teachers

Goal 3: All students at MCS from 7th through 12th grade will be proficient in science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in science scores to the level of proficient or advanced in Science by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.

Strategy 1:

Strategy 1: - Technology Integration - Teachers will use an array of science and reading strategies such as Accelerated Reader, Khan Academy, Achieve 3000, and Web 2.0 tool to strengthen science skills.

Real-world Design Projects - Teacher will provide more lab and research work, and hands-on activities that has direct real-world connection.

Intervention - Teachers will collaborate with students and other teachers to improve students' learning.

Research Cited: Research/Resource Cited:

Accelerated Reader and Reading Renaissance Improves Reading Performance

<http://goo.gl/2DAnsD>

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Achieve3000

<http://portal.achieve3000.com>

Activity - Technology Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Laboratory and research work and then have students evaluate, apply and synthesize their work.	Academic Support Program	08/07/2014	05/28/2015	\$0	General Fund	Principal/Vice-principal, Teachers
Activity - Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers need to meet and work regularly to monitor students' progress.	Academic Support Program	01/05/2015	05/28/2015	\$0	No Funding Required	Principal/Vice-principal, Teachers
Activity - Academic Enrichment Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will tutor students after school.	Academic Support Program	08/07/2014	05/28/2015	\$0	No Funding Required	Teachers

Goal 4: All students at MCS from 7th through 12th grade will be proficient in social studies.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 9% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in social studies scores to the level of proficient or advanced in Social Studies by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.

Strategy 1:

Strategy 1: - Teachers will use an array of best teaching practices, such as cooperative and project based learning in their classrooms to cultivate students' critical thinking and writing skills and vocabulary. Teachers will also develop better assessments of student learning that include writing assessment.

Research Cited: Research/Resource Cited:

<http://ascd.org>

Activity - Teacher Modeling on Writing Essay/Research Paper	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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While instructing students on the writing process, teachers will model essay/research paper composition. Teachers will explain what plagiarism is and demonstrate proper source citation.	Academic Support Program	08/07/2014	05/28/2015	\$0	No Funding Required	Teachers
Activity - Word Knowledge Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage in activities to expand their word knowledge (e.g. crosswords, SPRITE, etc.) and employ teaching such as having students to restate word meanings or paraphrase reading material.	Academic Support Program	08/07/2014	05/28/2015	\$0	No Funding Required	Teachers

Goal 5: All students at MCS from 7th through 12th grade will be proficient in reading.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 6% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in reading in English Language Arts by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.

Strategy 1:

Strategy I: - Consistent Learning Community meetings - staff will meet in their respective Learning Communities to assess progress of students and to discuss strategies as to how to improve learning English Language Art in the various grade level.

Continue with Title I classes - students who are reading at least 2 grade levels below will continue receive this supplemental help.

Incorporate the use of technology into classes - with our faculty receiving high marks in their Ed Tech classes, student-issued laptops and our very expensive new Wi-Fi system, the use of computers and educational programs will be brought in to help teach an increasingly tech-savvy student population.

Vertical Planning - many available classroom materials (textbooks and workbooks) have redundancies in lesson across the grade levels. We will plan out a curriculum that will guarantee a progressive course of education for the MCS student that will establish learning goals at each grade level, eliminate redundant lessons and will maximize students' classroom time over the years.

Research Cited: Research/Resource Cited:

Accelerated Reader/Reading Renaissance

<http://goo.gl/2DAnsD>

Web 2.0 Tool

<http://goo.gl/IH8Oes>

Vertical Planning

SY 2014-2015

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<http://goo.gl/UqUuYF>

Title I Program

<http://www.cnmipss.org><http://goo.gl/B1rnWW>

Achieve3000

<http://portal.achieve3000.com>

Activity - Learning Community Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet in to assess progress of students and to discuss strategies as to how to improve learning in English Language Arts.	Other	08/07/2014	05/28/2015	\$0	No Funding Required	Principal, Vice-principal for Curriculum & Instruction, and Teachers
Activity - Achieve3000	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement Achieve3000 in classes once a week.	Academic Support Program	08/07/2014	05/28/2015	\$0	Title I Part A	Teachers
Activity - Title I Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students whose reading level are below 2 grade level will continue participate in the Title I program.	Academic Support Program	08/07/2014	05/28/2015	\$0	Title I Part A	Teachers and Title I program tutors
Activity - Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan out a curriculum that will guarantee a progressive course of education for MCS students that will establish learning goals at each grade level, eliminate redundant lessons and will maximize students' classroom time over the years.	Academic Support Program	07/06/2015	05/26/2016	\$0	General Fund	Principal, Vice-principal for Curriculum & Instruction, Teachers

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Activity - SOLO 6 and Web 2.0	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate technology tools in their lesson activities	Academic Support Program	08/06/2015	05/26/2016	\$0	Title I Part A	Teachers

Goal 6: All students at MCS from 7th through 12th grade will be proficient in math.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 7% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in math scores to the level of proficient or advanced in Mathematics by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.

Strategy 1:

Strategy 1: - Technology Integration - Teachers will use an array of math strategies such as Accelerated Math, Khan Academy, and Web 2.0 tool. Teachers will challenge the students by competing in various math competitions and giving them special math research projects to strengthen math skills.

Real-world Problem Solving - Teachers will provide students problem solving activities in class that has a clear real-world connection.

Using Visual aids and Manipulative - Teachers will utilize tangible objects to help solve problems and learn vocabulary (e.g. 3-dimensional objects, flash cards, graphics, etc.)

Collaborative Learning - Teacher will provide students the opportunity to explore concepts in groups through collaborative learning activities.

Intervention - Teachers will collaborate with students and other teachers to maintain target objectives and milestones to ensure student progress.

Research Cited: Research/Resource Cited:

Accelerated Math and Math Renaissance Improves Math Performance.

<http://goo.gl/2DAnsD>

Math is Worth It: Investigation of Research-Based Instructional Strategies in the Math Classroom

<http://goo.gl/sL2zMn>

Web 2.0 Tool

<http://goo.gl/IH8Oes>

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Activity - Math Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology Integration - Utilize Accelerated Math, use of Khan Academy, visit Math websites, and participate in an Online Research Project.	Technology	01/05/2015	05/28/2015	\$0	Title I Part A	Teachers
Activity - Real-world Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of logical reasoning, try and check, find a pattern, choose an operation, use of formula, write an equation, solve a simpler problem, work backwards, and make a table, graph, or diagram.	Academic Support Program	01/05/2015	05/28/2015	\$0	No Funding Required	Teachers
Activity - Using Visual aids and Manipulative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop glossary and will use board games.	Academic Support Program	01/05/2015	05/28/2015	\$0	No Funding Required	Teachers
Activity - Collaborative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Starter-wrapper discussion (with roles), turn to your partner (quizzes, top tens), value line and graphs, round robins and roundtables, synchronous guest conferencing, structured controversy, jigsaw, group investigation, gallery tours of student work, panel discussion/symposia, and case creation and replies.	Academic Support Program	01/05/2015	05/28/2015	\$0	No Funding Required	Teachers
Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct a variety of assessments to adequately measure student's performance with the use of STAR Math and SAT10.	Academic Support Program	08/07/2014	05/28/2015	\$0	General Fund	Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Strategies	Technology Integration - Utilize Accelerated Math, use of Khan Academy, visit Math websites, and participate in an Online Research Project.	Technology	01/05/2015	05/28/2015	\$0	Teachers
Math Strategies	Teachers will use an array of math strategies such as AM, Math Facts in a Flash, Neo 2, and Web 2.0 tool to strengthen math skills.	Academic Support Program	08/07/2014	05/28/2015	\$0	Principal/Vice-principal, Teachers
SOLO 6 and Web 2.0	Teachers will integrate technology tools in their lesson activities	Academic Support Program	08/06/2015	05/26/2016	\$0	Teachers
Reading Strategies	Teachers will use an array of reading strategies such as Accelerated Reader, Read A-loud, Small Group Learning Center, Reading Mastery Direct Instruction, Reading Buddies, DEAR Time, Graphic Organizers, Story Mapping, Achieve3000, After-school Enrichment, and Title I Program to strengthen reading skills.	Academic Support Program	08/07/2014	05/28/2015	\$0	Principal/Vice-principal, Teachers
Title I Program	Students whose reading level are below 2 grade level will continue participate in the Title I program.	Academic Support Program	08/07/2014	05/28/2015	\$0	Teachers and Title I program tutors
Achieve3000	Implement Achieve3000 in classes once a week.	Academic Support Program	08/07/2014	05/28/2015	\$0	Teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessments	Teachers will conduct a variety of assessments to adequately measure student's performance with the use of STAR Math and SAT10.	Academic Support Program	08/07/2014	05/28/2015	\$0	Teachers
Vertical Planning	Teachers will plan out a curriculum that will guarantee a progressive course of education for MCS students that will establish learning goals at each grade level, eliminate redundant lessons and will maximize students' classroom time over the years.	Academic Support Program	07/06/2015	05/26/2016	\$0	Principal, Vice-principal for Curriculum & Instruction, Teachers

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Technology Integration	Laboratory and research work and then have students evaluate, apply and synthesize their work.	Academic Support Program	08/07/2014	05/28/2015	\$0	Principal/Vice-principal, Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Word Knowledge Activity	Teachers will engage in activities to expand their word knowledge (e.g. crosswords, SPRITE, etc.) and employ teaching such as having students to restate word meanings or paraphrase reading material.	Academic Support Program	08/07/2014	05/28/2015	\$0	Teachers
Using Visual aids and Manipulative	Students will develop glossary and will use board games.	Academic Support Program	01/05/2015	05/28/2015	\$0	Teachers
Academic Enrichment Program	Teachers will tutor students after school.	Academic Support Program	08/07/2014	05/28/2015	\$0	Teachers
Vertical Planning	Teachers need to meet and work regularly to monitor students' progress.	Academic Support Program	01/05/2015	05/28/2015	\$0	Principal/Vice-principal, Teachers
Teacher Modeling on Writing Essay/Research Paper	While instructing students on the writing process, teachers will model essay/research paper composition. Teachers will explain what plagiarism is and demonstrate proper source citation.	Academic Support Program	08/07/2014	05/28/2015	\$0	Teachers
Collaborative Learning	Starter-wrapper discussion (with roles), turn to your partner (quizzes, top tens), value line and graphs, round robins and roundtables, synchronous guest conferencing, structured controversy, jigsaw, group investigation, gallery tours of student work, panel discussion/symposia, and case creation and replies.	Academic Support Program	01/05/2015	05/28/2015	\$0	Teachers
Real-world Problem Solving	Use of logical reasoning, try and check, find a pattern, choose an operation, use of formula, write an equation, solve a simpler problem, work backwards, and make a table, graph, or diagram.	Academic Support Program	01/05/2015	05/28/2015	\$0	Teachers
Learning Community Meeting	Staff will meet in to assess progress of students and to discuss strategies as to how to improve learning in English Language Arts.	Other	08/07/2014	05/28/2015	\$0	Principal, Vice-principal for Curriculum & Instruction, and Teachers
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Objective	A 7% increase of First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in reading scores to the level of proficient or advanced in Reading by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.		At the beginning of SY 2014 - 15, 58% of 2nd through 6th grade students were at proficient or advanced level in reading as measured by Stanford Achievement Test, 10th Edition.	February 18, 2015	Bobby Nelson Baldazo
Objective	A 5% increase of First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in math scores to the level of proficient or advanced in Mathematics by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.		At the beginning of SY 2014 - 15, 50% of 2nd through 6th grade students were at proficient or advanced level in math as measured by Stanford Achievement Test, 10th Edition.	February 18, 2015	Bobby Nelson Baldazo
Objective	A 5% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in science scores to the level of proficient or advanced in Science by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.		At the beginning of SY 2014 - 15, 30% of 7th through 12th grade students were at proficient or advanced level in science as measured by Stanford Achievement Test, 10th Edition.	February 18, 2015	Bobby Nelson Baldazo
Objective	A 9% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in social studies scores to the level of proficient or advanced in Social Studies by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.		At the beginning of SY 2014 - 15, 26% of 7th through 12th grade students were at proficient or advanced level in social studies as measured by Stanford Achievement Test, 10th Edition.	February 19, 2015	Bobby Nelson Baldazo

Accreditation Report

Mount Carmel School

Objective	A 6% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in reading in English Language Arts by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.		At the beginning of SY 2014 - 15, 39% of 7th through 12th grade students were at proficient or advanced level in reading as measured by Stanford Achievement Test, 10th Edition.	February 18, 2015	Bobby Nelson Baldazo
Objective	A 7% increase of Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in math scores to the level of proficient or advanced in Mathematics by 05/28/2015 as measured by Stanford Achievement Test, 10th Edition.		At the beginning of SY 2014 - 15, 28% of 7th through 12th grade students were at proficient or advanced level in math as measured by Stanford Achievement Test, 10th Edition.	February 18, 2015	Bobby Nelson Baldazo