

Texas Catholic Conference Education Department

ELEMENTARY SCHOOL SELF STUDY

For schools being visited during the 7-year cycle beginning with the 2012-2013 Academic Year

St. Ignatius Martyr Catholic School <i>Legal Name of School</i>		
Mr. Todd A. Blahnik <i>Principal Name</i>		
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Austin <i>(Arch)Diocese</i>		
2/1/2013 <i>Date Submitted</i>		
Signature of Authorized Person Submitting Report		

One (1) copy of the self study should be given to the (arch)diocesan superintendent, the chair person and team members. Two (2) copies of the self study, as well as two (2) copies of the school's strategic/long range plan should be sent to the TCCED office.

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TEXAS CATHOLIC CONFERENCE EDUCATION DEPARTMENT
ELEMENTARY SCHOOL SELF STUDY

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to be used for the accreditation of Catholic schools.

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for 7-year cycle beginning with the 2012-2013 academic year.

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METHODS OF RESPONSE

In completing the Self Study, several types of responses will be used:

1. **Yes or No** – Questions in this category may be answered by a simple Yes or No answer. The response to a question is indicated by placing an **X** in the shaded box after the appropriate question. **Each “NO” response requires an explanation including a plan for future alignment in a comments section located at the end of the focus question section.**
2. **N/A** - Occasionally “N/A” will be offered as an opportunity to indicate that this item does not apply to this particular school.
3. **Checklist** – The response to a question is indicated by placing an **X** before each listed item as applicable.
4. **Descriptive Narrative** – In most sections, the school is asked to respond with a written commentary in a descriptive form. The narrative would be expected to address, but not be limited to, the question being asked. This provides the school an opportunity to expand and clarify all evaluative responses. Please look for a ►, this is where you are to begin writing the narrative portions.
5. **Supporting Data** – Within each domain a list of documents is included that can be found in most schools that would provide support to the response given in the self study. Not all documents listed will be found in every school. In most instances, this refers to items that are available for review by the visiting team. In some circumstances, copies may be provided to the visiting team in the work area where the visiting team will meet. In other circumstances, supporting data will be maintained in the proper filing places in the school.
6. **Domain Summary** – At the end of each domain an opportunity is given for the school community to record its view of its strengths, areas for growth, and a plan of action.
7. **Cumulative Summary** – At the end of the self study an opportunity is given for the school community to set future direction based on the areas needing improvement/strengthening that were identified in the action plan of the domain summaries.

Please note – when placing the cursor in particular boxes, the cursor may be centered in the box. This is the formatting that has been set up, and will place the answer in the correct place.

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DEFINITIONS

ADMINISTRATIVE STRUCTURE

The administrative structure of a school may be as simple as a principal in a small school with possibly some of the faculty acting as grade level/subject area coordinators, as well as teaching full time. It may be more complex in larger schools with principal, vice-principal, religion coordinator, grade level coordinators, etc. Some schools have a vice-principal with defined duties and others function only in the absence of the principal.

CATHOLIC IDENTITY

Catholic identity is integral to every aspect of the Catholic school and is not just a separate component. Catholic identity is expressed in the daily experiences and interaction of students, faculty and administration. It permeates the spirit and climate of the Catholic school.

It is through daily prayer, prayer services, school liturgies, the sacraments, the integration of morals and values in academic studies, social interaction and service to others that the school expresses its Catholic identity and reflects Jesus' message of love. The school's mission statement, rooted in Gospel values, exemplifies the identity of the Catholic school.

COUNSELING

Counseling is one aspect of guidance and is aimed at helping the student to make interpretations of facts relating to a choice, plan or adjustment, which he/she needs to make. Counseling assists the student in performing in one or more social roles to acquire a more adequate repertoire of coping behaviors.

CURRICULUM

An evolving plan of sequential learning opportunities which enable a particular population to achieve goals by means of varied experiences with the integration of faith and values throughout the process.

CURRICULUM GUIDE

A curriculum guide may be general or specific and can be a way of determining what to teach, how to teach it and in what way to teach material to diverse groups of students.

They may specify core concepts that must be taught, give suggested time periods that ought to be spent on each concept, and give specific recommendations on how to teach the concept.

The curriculum guide may be locally designed or may be developed at the (arch)diocesan level. It is also permissible to adopt/adapt a guide from another (arch)diocese depending on the local (arch)diocesan policy. The guide should include the Texas Essential Knowledge and Skills.

FACULTY

Faculty in this document refers to the professional personnel (i.e. teacher, administrator, counselor, nurse, librarian, specialized instructor, etc.).

GOALS

A series of simple statements in broad terms stemming from the school's strategic plan and/or Accreditation Status Report recommendations clearly explaining what the school wants to accomplish.

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GOSPEL VALUES

Desirable or worthwhile qualities (i.e., faith, hope, love, community, reconciliation, service, justice, and courage) that are prominent in the teaching of Jesus and are rooted in the essential Gospel message of Christ.

GOVERNING BODY

The local or (arch)diocesan body which may be either advisory or limited jurisdiction, called a board, council, or commission.

GUIDANCE PROGRAM

Lessons/activities conducted throughout all grade levels and taught separately or integrated into other curriculum areas. Content addressed by a classroom teacher or counselor would include the student's social, emotional, physical, spiritual, and emotional development.

LONG-RANGE/STRATEGIC PLAN

Strategic planning is a management tool for organizing the present on the basis of the projections of the desired future. That is, a strategic plan is a road map to lead the school from where it is now to where it would like to be in five to ten years.

Suggested Elements: Action steps, persons responsible, timeline, resources, evaluation

MISSION STATEMENT

The mission statement should be brief and clear, describing the purpose of the school and its reason for existence, e.g.:

“To provide academic excellence in a Christian setting.”

“To form men for others.” (*Jesuit Prep*)

“To promote human rights throughout the world.” (*Amnesty International*)

“To teach the world choice theory.” (*Glasser*)

PHILOSOPHY

A statement that expresses the beliefs and values that define the school.

The philosophy should be a short concise paragraph, e.g., “We believe that each child is uniquely created and loved by God, and therefore we are called to ...”.

COMBINED MISSION AND PHILOSOPHY STATEMENT

It is acceptable for the mission and philosophy to be combined into one statement.

SOCIAL TEACHINGS

The Church's social teaching comprises a body of doctrine, which is articulated as the Church interprets events in the course of history, with the assistance of the Holy Spirit, in the light of the whole of what has been revealed by Jesus Christ. (*Catechism of the Catholic Church, #2422*)

The themes of Catholic Social Teaching:

Life and Dignity of Human Persons, Call to Family, Community and Participation, Rights and Responsibilities, Option for the Poor and Vulnerable, The Dignity of Work and the Rights of Workers, Solidarity, Care for God's Creation.

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STAFF

Staff refers to all personnel employed by the school in a support role to the teachers and administration (i.e. secretary, maintenance, cafeteria, accountant/bookkeeper, bus driver, aide, etc.).

STEWARDSHIP

“Stewardship is an expression of discipleship, with the power to change how we understand and live our lives. Jesus’ disciples and Christian stewards recognize God as the origin of life, giver of freedom, and source of all things. We are grateful for the gifts we have received and are eager to use them to show our love for God and for one another.”

Or

“A Christian steward is one that receives God’s gift gratefully, cultivates them responsibly, shares them lovingly in justice with others, and returns them with increase to the Lord.”

VISION

“A picture or a dream of a desired future.” (*Glossary of Catholic Education Governance Terms, by Timothy Dwyer, 2003.*)

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STATISTICAL AND DEMOGRAPHIC DATA

School St. Ignatius Martyr Catholic School

City Austin County Travis

Parish(es) (if name is different) _____

Principal Mr. Todd A. Blahnik Year appointed 2005

Pastor Rev. William Wack, CSC Year appointed 2009

Religious Community Representative _____ Year appointed _____

Grade Range: to Before and/or After School Care Program: Yes No

Year in which school was established

STAFF AND STUDENT:

Current Total Enrollment Catholic Non-Catholic

List enrollment totals for last five years:

Year	<input type="text" value="2011-12"/>	Year	<input type="text" value="2010-11"/>	Year	<input type="text" value="2009-10"/>	Year	<input type="text" value="2008-09"/>	Year	<input type="text" value="2007-08"/>
#	<input type="text" value="268"/>	#	<input type="text" value="269"/>	#	<input type="text" value="269"/>	#	<input type="text" value="254"/>	#	<input type="text" value="266"/>

Staff information:

Total Professional Personnel	<input type="text" value="26"/>	Catholic	<input type="text" value="24"/>	Non-Catholic	<input type="text" value="2"/>
Total Support Staff	<input type="text" value="15"/>	Catholic	<input type="text" value="14"/>	Non-Catholic	<input type="text" value="1"/>

Indicate percent of teacher attrition for last five years:

Year	<input type="text" value="2011-12"/>	Year	<input type="text" value="2010-11"/>	Year	<input type="text" value="2009-10"/>	Year	<input type="text" value="2008-09"/>	Year	<input type="text" value="2007-08"/>
%	<input type="text" value="17.3"/>	%	<input type="text" value="12.0"/>	%	<input type="text" value="19.0"/>	%	<input type="text" value="21.7"/>	%	<input type="text" value="30.0"/>

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RACIAL/ETHNIC COMPOSITION:

Racial/Ethnic	(5 YEARS AGO)				(PRESENT YEAR)			
	Students		Professional Staff		Students		Professional Staff	
American Indian or Alaskan Native	%	0.0	%	0.0	%	0.0	%	0.0
Anglo	%	34.6	%	83.3	%	25.4	%	80.7
Asian	%	3.4	%	0.0	%	1.9	%	3.9
Black	%	0.4	%	4.2	%	0.7	%	0.0
Hispanic	%	53.0	%	12.5	%	61.6	%	11.5
Multi Racial	%	8.6	%	0.0	%	10.4	%	3.9
Native Hawaiian/Pacific Islander	%	0.0	%	0.0	%	0.0	%	0.0

FISCAL DATA:

Current Budget	\$1,565,587.00	Per Pupil Expenditure	\$5,886.00
Current Subsidy from: Parish	\$100,000.00	(parish/interparish school)	
(Arch)Diocese		([arch]diocesan school)	
Religious Community		(private school)	

Socio-economic Summary:

► The greatest percentage of students that attend St. Ignatius Martyr Catholic School come from Middle Income to Lower Middle Income families. The school does have some lower income families that are at the school with tuition assistance (22.6% of families receive financial assistance [38 families], constituting 19.03% of the student body [20 students], currently 7.46% [20 students] of the student body qualifies for free or reduced hot lunch, as calculated by the United States Department of Agriculture 2012 Poverty Level Guidelines).

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STATISTICAL AND DEMOGRAPHIC DATA

DEMOGRAPHIC DATA:

Give an explanation of any factors (*i.e. industry, finance, religious...*) that have impacted the school community within the last three years:

► Over the past three years, the down turn in the economy has impacted the school as families have had to move due to job relocation and students have had to leave the school due to the family having a job loss. This has resulted in a increase in the amount of delinquent tuition that the school has had over the past three years.

Please give a brief history of the school highlighting major changes and events:

► Saint Ignatius School was founded on August 15, 1940 when the Holy Cross Sisters were appointed to staff and open an eighth grade school in the basement of the Church. The sisters used what had been the rectory as their convent; and Father Duffy, the pastor, lived in a storeroom of the Church basement! Classes began in September with an enrollment of 65 students.

Fr. Eugene Doré, C.S.C. became pastor in 1949. The parish grew at a tremendous rate during this time period and the demand for student enrollment greatly exceeded the available school accommodations. The 218 students attending at that time stretched the limits of the school's capacity. In November of 1953, Fr. Doré, CSC, purchased five and a half acres from the John LaPrelle Estate for \$65,000.00, which is the present location of the Church, School, Annex, and Family Center.

In 1954, parish men worked evenings from 6 to 9 pm and on Saturdays to begin construction of the convent for the sisters. The convent was completed in 1955 and an open house was held in December of that year.

In 1954, the present St. Ignatius Martyr School Building was designed by architects Jessen, Jessen, Millhouse and Greeven; Archie C. Fitzgerald was the general contractor. This new school was designed to accommodate 450 in grades 1 to 8 and was to be constructed of Arkansas ledge and Texas limestone. Groundbreaking for the new St. Ignatius Martyr School building took place on October 10, 1954; and among those manning the shovel was Austin Mayor C.A. McAden. The school was completed and dedicated by Bishop Reicher on June 12, 1955; and the many celebrities on hand included Austin Mayor Tom Miller and the City Council members.

The groundbreaking for the Family Center took place on December 21, 1986. The Family Center was designed as a parish center, to provide a cafeteria, a gymnasium, and additional classrooms which dedicated during the Parish Golden Jubilee on October 11, 1987. The Center was officially named the Fr. Gene Dore Family Center in 1989.

In 1994, the parish purchased a home at the north end of the property. The house was named André House (in honor of Saint André Bessette, CSC). André House currently houses the school's PreK3 program.

St. Ignatius Martyr Catholic School enrollment has grown by leaps and bounds over the last few years. From 183 in 2004 to the current enrollment of 268 (capacity is 275), efforts to increase enrollment have been the result of increased awareness of the value of Catholic education.

During the 2012-2013 School Year, the school is piloting a one-to-one laptop program with the fifth grade class (class of 2016). If the pilot proves fruitful, this one-to-one program will expand to grades 6, 7, and 8.

During the 2015-2016 School Year St. Ignatius Martyr Catholic School will celebrate it's 75th Anniversary.

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DOMAIN I: MISSION, PHILOSOPHY AND VISION

The Catholic school is a unique environment which has as its primary purpose the continued formation of the Christian person. The mission and beliefs of the school shall reflect the integration of Catholic faith and Gospel values.

SUPPORTING DATA MAY INCLUDE:

- Mission statement
- Philosophy Statement
- Vision Statement
- Statements above displayed (on bulletin boards, walls, etc.)
- Admissions and Recruiting Information
- Student/Parent/Guardian Handbook
- Faculty/Staff Handbook
- Strategic Plan
- Goals and objectives
- Other school publications (*e.g., Newsletters, Yearbook, etc.*)
- School Website
- 2009 Education Summit Documents

FOCUS 1: The mission statement describes the purpose of the school, its reason for existence, and is rooted in Catholic faith and Gospel values.

DESCRIPTIVE NARRATIVES:

A. State the school's mission statement.

► St. Ignatius Martyr Catholic School, founded in the Holy Cross tradition, educates the mind and forms the hearts of children.

B. Cite how the school's mission statement integrates Catholic faith and Gospel values.

► Holy Cross schools share central educational themes: Building Respect, Educating Hearts and Minds, Being Family, and Bringing Hope. St. Ignatius Martyr School lives out the Holy Cross identity by teaching the Catholic faith, fostering Christian insight into social problems, and engaging in Christian service. The School is set apart as both Catholic and Holy Cross. By living out the Holy Cross themes, the school prepares educated, useful citizens for society and above all as citizens for heaven.

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FOCUS 2: The philosophy of the school flows from the school's mission statement reflecting the integration of Catholic faith and Gospel values in everyday life.

DESCRIPTIVE NARRATIVES:

A. State the school's philosophy statement.

► A Catholic school offers young people the means to gain knowledge and to develop understanding and wisdom, which are essential to serve effectively and prosper in a global society. The School fosters :
Hearts that are compassionate and nourished by Catholic teachings and values;
Minds that are curious and well-trained in the humanities and sciences; and
Lives that are active and committed to citizenship, service, and social justice.

B. How are the school's policies and procedures consistent with the mission and philosophy of the school?

► The school policies and procedures help the school community to witness Gospel values in and out of the classroom. They integrate learning, respect, and responsibility.

C. Does the school's philosophy address the Catholic identity of the school in terms of student development – spiritual, intellectual, personal, social, and physical? Describe.

► The St. Ignatius School philosophy leads with a strong Catholic identity fostering a commitment to the education of the whole person: academic learning and faith development. This holistic approach can change a person's life and thereby change society.

D. How do the school's mission and philosophy drive programming decisions? Provide specific recent examples.

► St. Ignatius School is a Holy Cross School, dedicated to a thorough education of the mind and the heart, where reason is intrinsically connected to faith. This mission and philosophy drives all of the programming decisions throughout the core academic classes (religion, mathematics, language arts, social sciences, sciences) music, art, and P.E. Examples of how the school's mission and philosophy drive program decisions are:

- the participation of St. Ignatius Martyr School in the Legacy of Giving program (which emphasizes philanthropy and stewardship).
- the addition of the Play Like a Champion program in the athletic department
- the acquisition the SuperKids Reading program in grades K-2
- the decision to run a one-to-one laptop pilot in the 5th grade.

E. How do the school's mission and philosophy guide the teaching and learning process?

► The school's mission and philosophy are the core of what is taught and how it is taught. The faculty and staff strive to integrate both throughout what they do for the students.

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FOCUS 3: The mission and vision of the school are clearly evident in strategic planning.

DESCRIPTIVE NARRATIVES:

A. Does the school's mission permeate the strategic planning process?

► Yes, the school board references the school's mission and vision in their strategic planning process. They formulate policy for the school, the pastor enacts the policy, and the administration implements the policy.

B. How does the school's vision drive the strategic planning?

► The school looks at its identity, its needs and how the school's budget reflects these priorities. There is a 3-5 year outlook and the mission and vision are looked at as a reference. The Catholic Identity committee plays a part in this as well.

C. Describe the process used to formulate, review and revise the school's strategic planning. What data is used to drive this assessment? What constituencies are involved in the process?

► When a plan is set up, the chair of the school board meets with the teachers and with faculty and parent focus groups to identify areas for growth. The school board annually looks at the strategic plan for updates and to re-align. Data used to drive this assessment includes: assessments of basic needs, standardized test results, the demographics of the school, enrollment trends, staffing trends, feedback of various school board committees (finance, development/advancement). It should be noted that these committees are all volunteers. Constituencies involved in this process include: the school board, the administration and the faculty.

D. Does the strategic plan provide goals as well as yearly action steps? Provide an example.

► The strategic plan provides goals as well as yearly action plans. When goals are not met, the board revises that goal for the following year. This year's revision is not yet complete; plans to meet with faculty are in process.

E. What goals are identified from the strategic plan for the current school year? What are the action steps to achieve these goals?

► The Holy Cross themes and the school's philosophy are woven into the daily school schedule. The school is characterized by personal attention to the whole child. The spirituality of the students is nurtured and strengthened. Spirituality is emphasized in the classroom, on the athletic field, and in the outreach to the community. Social justice themes are taught so that students respect human dignity and develop a well formed Christian conscience.

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FOCUS 4: There is an awareness of the school's mission, vision and strategic planning within the school community.

DESCRIPTIVE NARRATIVES:

A. How is the school community aware of the school's mission and vision? (Identify key indicators of this awareness.)

► The school community is aware through visible signs, discussions at Faculty, PTO, School Board, and advisory meetings, along with administrative discussions and planning sessions. The pastor and his associates remind the school of its mission at school Masses and other school gatherings.

B. How are the school's mission and vision included in relevant school documents and media (handbooks, websites, publications, etc.)?

► The school mission and vision are identified on posters throughout the school, the school website, Parent and Student Handbook, Faculty and Staff Handbook, the Athletic Handbook, and the School Board Manual.

C. How is the school's mission displayed on the campus?

► The school mission is displayed on posters in all of the classrooms, hallways, gym, meeting rooms, and entrances to the school.

D. How is the school's strategic plan shared with the school community?

► The strategic plan has not yet been shared with the broader school community. It is not published on the school's website. This will change after the update and when more people join the school board. The chair of the school advisory board strategic planning committee will guide this process.

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FOCUS 5: The school’s mission and vision guide staffing and professional development.

DESCRIPTIVE NARRATIVES:

A. How are prospective staff and faculty informed about the mission and vision?

► During the interview, the prospective employees are told about the mission and vision as a Holy Cross School. They are asked to demonstrate a commitment to Catholic education. Prospective staff and faculty are also asked to describe their parish and civic involvements.

B. How are the hiring practices of the school influenced by its mission and vision?

► The school seeks to employ practicing Catholics who strive to embrace the Catholic mission and vision. The school seeks to hire teachers and staff who are products of a Catholic school or who have teaching experience in another Catholic school.

C. How do the mission and vision influence staff development and the supervision/evaluation of personnel?

► Through professional development and religious instruction leading to religion certification, St. Ignatius teachers and staff can acquire new knowledge and model a passion for learning and love for the Lord. The mission and vision of the school is a core component of the teacher hiring process and of the supervision and evaluation of all personnel.

DOMAIN SUMMARY

DOMAIN I: MISSION, PHILOSOPHY AND VISION

After conducting an in-depth study of this domain, the school finds the following:

1. Area(s) of strength:

► St. Ignatius Martyr School has a strong Catholic identity which is a visible presence throughout the school, and the school strives for an understanding of our mission in order to proactively live it in the school and lives of our school community.

2. Area(s) needing improvement or strengthening:

(An area that needs growth/strengthening is one which, while present, could be improved or one which does not meet TCCED standards/policies.)

► The Strategic Plan needs to be visible to the community and personnel. This dynamic document will become more viable as a result of improved communication of it.

3. Action plan:

(List what the school plans to do within the next 3 years to strengthen or enhance the area(s) mentioned above.)

► The School Advisory Board and the School Administration will create a timeline to increase the visibility and general awareness of the school's strategic plan. They will also work together to incorporate this strategic plan in to all the areas found to be needing improvement or strengthening in this self study document and the subsequent recommendations of the visiting team and Accrediting Commission.

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DOMAIN II: COMMUNITY

The school’s Catholic identity promotes a community of believers and learners in the spirit of Jesus Christ as experienced in the Catholic Church and lived out as active citizens in today’s society. Members of the school community are called to unite in prayer, to proclaim the Gospel message and to serve others.

SUPPORTING DATA:

- Bulletins
- Calendar of events
- Catholic symbols on display
- Class schedules
- Documentation of service opportunities and experiences
- List of resources (books, audio-visuals and other materials)
- Local news media
- Newspaper clippings
- Parent/guardian meeting minutes
- Parent/guardian/teacher/student recognition awards
- Parish bulletins
- Religion assessment instruments
- Religion curriculum guides
- Religion program evaluations
- Sacramental preparation resources and materials
- Schedules of liturgies; student participation schedules, i.e., servers, etc.
- School bulletins
- School programs
- School publications
- Parent/guardian volunteer roster

FOCUS 1: The school’s Catholic identity promotes and embodies Gospel values in decision making and operations in order to build a nurturing faith community.

DESCRIPTIVE NARRATIVES:

A. How does the school embody Gospel values in the staffing processes?

▶ The Administration look for individuals that are committed to building a community of faith, hope, and love that witnesses to Gospel values through each child’s development. The school looks for individuals who share the commitment to educating the mind, spirit, and soul.

B. How does the school embody Gospel values in the professional development process?

▶ The professional development process fully incorporates the Gospel values of community, prayer, mission, peace, and faith. The school year with a faculty retreat that includes daily prayer, reflection, and small group discussions. Often times the school will have guest speakers visit the faculty and speak about a variety of issues ranging from Catechism to Conflict Resolution. Every year, several staff members attend local and national conferences including the National Catholic Educational Association (NCEA) conference. The entire faculty plans to attend this year’s NCEA conference in Houston.

C. How does the school embody Gospel values in the teaching and learning processes?

▶ The school embodies Gospel values in the classroom through the application of the tenets of Holy Cross, the Diocese, and Catholicism. These values guide the teaching and learning toward the holistic Catholic development of the individual. The curriculum guides have a Gospel value component that is worked into the lessons. There are also general education goals that encompass the tenets above.

D. How does the school embody Gospel values in the student disciplinary process?

▶ Each student is expected to live in accordance with the Gospel Values; “*Do unto others as you would have them do unto you.*” Each student is expected to respect the Holy Spirit dwelling within each person. Students are also expected to respect school property and the property of others. It is the domain of the teachers to maintain discipline and positive behavior in their classes. Teachers are instructed to take all opportunities to guide and take corrective measures when necessary with the students both in their classroom and in the school at large.

E. How does the school embody Gospel values in resolving conflicts and differences?

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▶ Saint Ignatius embodies the Gospel values of love, peace, mercy, and justice.

F. How does the school embody Gospel values in promoting the value of the family?

▶ Saint Ignatius embodies the Gospel values of prayer, community, faith, service, and love in promoting the value of the family. Parents are encouraged to be part of their child's development both in class and outside of it. Often times, families will join the school community for morning prayer, weekly Mass, or even assist on field trips.

G. How do faculty and staff members demonstrate an awareness and attitude of concern for the total development of students?

▶ The faculty are encouraged and required to continue their religious education, participate in in-service trainings developed to improve an awareness of total student development. The counselor conducts training for both the students and faculty in the holistic development of an individual.

H. How does the school encourage a sense of caring, cooperation and belonging within its community?

▶ The school encourages a sense of caring, cooperation and belonging within its community through a number of activities. For the past five years, Saint Ignatius has partnered up with the Legacy of Giving and has helped raise over 5,000 pounds of non perishable items for the Saint Vincent DePaul Food Pantry. In addition to this project, different student groups have served the community by making cards for hospital patients, collecting coats for kids, writing letters to the incarcerated and singing Christmas carols to groups of senior citizens at the nursing home.

I. How are faculty and staff members encouraged in their spiritual formation in order to build a nurturing faith community?

▶ Weekly Masses and daily morning services are held. Student groups, led by faculty, are regularly invited to present a service pertinent to the time of year or an event taking place. As stated earlier, religious education is undertaken by all faculty and staff at St. Ignatius Martyr School.

J. How is the school's Catholic identity evident throughout the school?

▶ Catholic identity is present all throughout the school. Each classroom contains a prayer corner that includes prayer cards, rosary beads, religious statues, and other Catholic images. Holy water fonts are present in every classroom for students to bless themselves entering and leaving the classroom. Information about the theme for the Liturgical year is present. Prayer is offered at the beginning and end of each class.

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FOCUS 2: The school provides regular opportunities for prayer, liturgy, spiritual formation, and service.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Faculty and staff attend school liturgies.	YES	X	NO	
2.	Students are involved in liturgy planning and participate in various roles during liturgy (i.e. reader, cantor, etc.).	YES	X	NO	
3.	There are specific programs for personal spiritual formation for the students.	YES	X	NO	
4.	There are specific programs for personal spiritual formation for faculty and staff.	YES	X	NO	
5.	Students are assisted in developing Catholic attitudes toward human sexuality and the family.	YES	X	NO	
6.	Teachers of religion participate in the TCCED Catechist Formation plan.	YES	X	NO	

DESCRIPTIVE NARRATIVES:

A. How does the school foster the spiritual formation of students?

- The school promotes the spiritual formation of students by having:
- Daily morning prayer during the school year at their school assembly
 - Weekly Mass during the school year and holy days
 - Special Reconciliation Service (during lent and advent)
 - Living Rosary
 - Middle school retreats
 - Sacramental preparation for students in second grade (Seder meal)

B. How do the faculty and staff model their faith experience in the school and the wider Catholic community? Provide examples.

- The faculty and staff model their faith by attending retreats and religious instruction in-service programs during the school year, through their pursuit of diocesan Religion certification, their involvement in various advocacy programs, through their moderation of various extra-curricular activities/clubs, through their membership in the parish pro-life ministry; Knights of Columbus, Catholic Daughters of the Americas, and service as Eucharistic ministers.

C. How are students encouraged to be actively involved in their parish communities?

- School students are actively involved in Parish community in the following ways:
- As altar servers, children/adult choir members and lectors
 - Weekly Masses are celebrated by grades PreK3 through 8th. Students take part in participating prayer service as a faith community
 - Volunteering in the Food Bank for local community
 - Cleaning the school grounds for the school
 - Catholic School Week
 - Sister Kenneth’s Garden of Hope
 - The fifth Grade prepares a Seder Meal for the 2nd Grade and other Communicants prior to Holy Week as

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an additional preparation for their imminent first communion.

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FOCUS 3: The school encourages awareness of the needs of others through service in the local, national and global communities.

DESCRIPTIVE NARRATIVES:

A. How does the school create an awareness and commitment to issues of social justice at the local, national and global levels?

▶ The school creates awareness and commitment through different activities such as:

- Legacy of Giving (local & global)
- Blessing bags for the homeless
- March for Life
- Souper Bowl of Caring (local & national)
- Hefer International participation.

B. How does the school promote service outreach?

▶ The school promotes service outreach through service to others in the community by participation in:

- Legacy of Giving
- Food drive for St. Vincent de Paul at Thanksgiving, Christmas, and other times as needed
- Coats for kids
- Souper bowl of Caring
- 4th grade visits the Austin Nursing Home.

C. How does the school encourage awareness of the needs of others?

▶ The school encourages awareness of the needs of others through:

- Church Ministry which provides help and assistance to the ones in need
- Food Pantry at Church
- Gabriel project
- Baby banks
- ECHO family festival.

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FOCUS 4: The school environment reflects its Catholic identity by its concern and commitment for individuals in the school community.

DESCRIPTIVE NARRATIVES:

A. How does the school environment reflect its Catholic identity?

► There is clear evidence of Catholicity throughout the school. Statements are posted in the Gym/Family Center: (i.e., *“Be it known to all who enter here that Jesus Christ is the reason for our school, the unseen but ever present Teacher in our classes, the model of our faculty, the inspiration of our students.”*).

Each classroom has Catholic items on display for use during the school day. Pictures of Religious Leaders (Pope, Bishop, Saints) and Bulletin Boards reflect Catholicity and highlight Saints.

B. Do specific activities or programs inspire students with concern for one another? Provide an example.

► The counselor is conducting Second Step curriculum, a program focused on social-emotional learning with core domains of learning skills, empathy, emotional regulation, and problem solving. Counselor will train and assist lower grades, and actually teach the curriculum in the middle school grades.

The faculty attends NCEA conventions. The value component in the curriculum reminds and reinforces concern for the individuals as Christ taught all to be concerned for one another.

C. How do faculty members, in their interaction with students, show an awareness and attitude of concern for their spiritual formation?

► The Faculty show their awareness of spiritual formation through their example to the students. They participate in prayer activities, in weekly Masses, and in leading the class in prayer before classes, before lunch, and at the end of the day.

D. Do faculty and staff handle conflict with due concern for all persons involved?

► The faculty is trained in handling conflicts with concern for all of the individuals. Through in-service trainings, NCEA workshops, at faculty meeting, where in-services are regularly given for justice concerns, and through continuing religious education and pedagogy instruction.

E. Is a sense of self-worth and belonging among students encouraged?

► Each student is viewed as a special individual created by God. They each belong to the school community and are valued for their contributions to the whole. This view is communicated to the students by the faculty and staff and their interaction with the students.

F. Is a sense of belonging among faculty and staff encouraged?

► The community of this school is a safe environment in which to teach and learn. Besides a strong sense of community, there is a sense of being a part of a close community – very family like.

G. Is a sense of belonging among parents/guardians encouraged?

► The school community evidences a sense of belonging to the parents/guardians, through the PTO, the homeroom parents, the student activities involving parents, the Fall Fest, and various social events held regularly for the students and parents.

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FOCUS 5: The school is seen as a viable part of the local civic community and is supported by pastor, governing body, parents/guardians, school organizations, and the larger Catholic community.

DESCRIPTIVE NARRATIVES:

A. Describe how the school is supported by the civic and larger Catholic community.

► The Diocese of Austin offers monthly development meetings with the other diocesan schools. They also host Celebrating Catholic Schools (CCS) event annually where each school is able to come together and honor volunteers as well as listen to a speaker. Each month the diocese publishes the Catholic Spirit newspaper with parish and diocesan information. Each school is also provided with professional development at faculty meetings. In addition each parish that does not have a school, but sends students to St. Ignatius Martyr Catholic School give a per pupil subsidy of \$300.

B. Explain the pastor's relationship to and involvement with the school. (If there is more than one pastor or other priests involved, please explain their involvement.)

► As part of the St. Ignatius community, the pastor is very active in the school, as well as the other priests. They visit the classrooms, help teach religion class (for 2nd grade), perform sacrament of Reconciliation regularly to all students, and assist with morning assembly prayer. They preside over our weekly school Mass and 2nd graders First Communion. The pastor serves on the school board and is the chair of the Catholic Identity committee. He also attends PTO meetings throughout the year and actively participates in our annual fundraisers. The pastor ran a marathon two years ago to raise money for new ceilings for the school.

C. Explain what the school does to assist faculty, staff, students and parents/guardians in understanding the relationship between the school and parish(es).

► Individual classes participate in the parish fundraiser (at Fall Fest where each class helps to staff a booth). Classes also help to stock the St. Vincent De Paul Food Pantry with food drive (Legacy of Giving), and participate with Respect Life Month activities (baby banks in each class to raise money for Gabriel Project). The PTO and our school monthly newsletter (Illuminations) provides staff and parents with parish activities.

D. If a private school, how does the school see itself in relationship to the (arch)diocese in the area of faith formation of the faculty, staff, students and parents/guardians?

►

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FOCUS 6: The school maintains an active partnership with parents/guardians whose fundamental concern is the spiritual and academic formation of students.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Faculty and staff members, students and parents/guardians come together in prayer, work and social events.	YES	X	NO	
2.	Parent/guardian organizations give appropriate emphasis to spiritual programs and education.	YES	X	NO	
3.	Resource materials, programs, and activities for spiritual and academic formation of students are available through the school and/or parish.	YES	X	NO	
4.	There are a variety of roles and activities in which parents/guardians may choose to be involved.	YES	X	NO	

Comments: ►

1. The school has daily prayer at morning assembly, PTO meetings, weekly school mass, monthly class sponsored yard clean up, class sponsored Bingo and dinners.
2. Catholic Daughters volunteer to read in the classrooms. The parish and school sponsor Boy Scouts, Girl Scouts, Brownies, and Cub Scouts. The PTO and development committee are designing a Meditation Garden on school grounds. The Knights of Columbus help with construction projects which enhance the school. There is also a Columbian Squires Circle which is made up of several students in the school who also help with projects and prayer groups.
3. Middle school retreats, daily religion class, Theology of the Body, Feast Day celebrations of St. Ignatius and St. Andre Besset, All Saints Day, Feast of St. Francis Pet Blessing, Stations of the Cross, First Friday Adoration, Reconciliation, Living Rosary, May Crowning, PSIA, Technology Club, Environmental Club.

DOMAIN SUMMARY

DOMAIN II: COMMUNITY

After conducting an in-depth study of this domain, the school finds the following:

1. Area(s) of strength:

► St. Ignatius Martyr School has strong professional development in Religion, Gospel Values and Catholic Identity as well as in academic areas and extra-curricular areas.

A proactive approach is taken with our counseling program that reinforces Catholic and Gospel Values.

There is a strong community involvement and support from the diocese, the parish, and the community.

2. Area(s) needing improvement or strengthening:

(An area that needs growth/strengthening is one which, while present, could be improved or one which does not meet TCCED standards/policies.)

► The school needs to work to better share the school strategic plan with the stakeholders and to better educate the wider parish community on the mission and vision of the school.

3. Action plan:

(List what the school plans to do within the next 3 years to strengthen or enhance the area(s) mentioned above.)

► The School Advisory Board and the School Administration will work together to incorporate in to the school's strategic plan, the expansion of outreach the Catholic Values program and the maintenance of current initiatives to maintain the quality of the interaction with various groups in the parish and school communities.

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DOMAIN III: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

School governance supports an educational program of high quality with systematic, legal and fiscal responsibilities.

SUPPORTING DATA MAY INCLUDE:

- **Budget**
- **Operating budget for the previous school year**
- **Salary scale Governing body constitutions and bylaws**
- **Governing body policy handbook**
- **Minutes of governing body meetings for the last two years**
- **Organizational chart**
- **Notices and schedules for governing body meetings**
- **Faculty/staff handbook**
- **Student/parent/guardian handbook**
- **Governing body and/or (arch)diocesan policies covering rights of administration, faculty and staff, and students**
- **Personnel contract/agreement**
- **Grievance procedure**
- **Current operating for the past three years**
- **Copy of the most current financial statement and/or audit**
- **Public notices/forms of compliance with non-discrimination laws (Titles VI, VII, IX)**
- **Documentation verifying bloodborne pathogens training**
- **Emergency/Crisis Management Plan**

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FOCUS 1: The school has a governing body in place; its jurisdiction and function are clearly defined.

DESCRIPTIVE NARRATIVE:

Describe the governing body’s type of authority (i.e., advisory, consultative, limited jurisdiction or full jurisdiction).

► St. Ignatius Martyr Catholic School is a parish school in the Diocese of Austin, Texas. The purpose of the School Advisory Board is to assist the pastor and principal in an advisory capacity by recommending local school policies in compliance with Canon Law of the Church, as well as the directives of the Diocese of Austin. The School Advisory Board is not responsible for the administration of the school but recommends policies to the principal and pastor for their consideration. Since the School Advisory Board’s authority derives from the pastor, the pastor can veto any School Advisory Board recommendation.

Regular meetings are typically held on the third Thursday of the month in the school library. School parents are encouraged to attend any regular meeting. All School Advisory Board meetings are open meetings with the exception of executive sessions and work sessions. No motions are voted upon except in an open meeting. Meeting minutes are posted on RenWeb.

The pastor and principal consult weekly on all current school matters and any concerns that arise. The administrative staff including the principal, vice-principal, religion coordinator, and curriculum coordinator meet every Monday to prepare for the week.

The School Advisory Board works closely with the school principal to identify needs of the school and ways to meet those needs. The School Advisory Board analyzes the annual parent survey, updates the Strategic Plan, and formulates goals which are recommended to the principal.

In addition, several support committees assist to ensure smooth functioning of the school:

- Marketing and Development (Booster Club, PTO, Admissions)
- Finance
- Technology
- Catholic Identity.

The pastor and principal review all policies, procedures, budget, and School Advisory Board recommendations prior to implementation.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The constitution and bylaws of the governing body are periodically reviewed.	YES	X	NO	
2.	The practices of the governing body are consistent with the constitution and bylaws.	YES	X	NO	
3.	There is a process for reviewing and updating policies.	YES	X	NO	
4.	Regular governing body meetings are open.	YES	X	NO	
5.	Meeting dates, times and places are announced to the school community.	YES	X	NO	
6.	Orientation is given to prospective and/or new governing body members.	YES	X	NO	
7.	There is ongoing communication and coordination between the school’s administrator and the governing body.	YES	X	NO	

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8. The roles and responsibilities of the governing body are clearly stated and recorded in the school's governance documents and school publications.

YES

X

NO

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Describe the school's governance structure and the range of authority.

► St. Ignatius Martyr Catholic School Board serves in an advisory capacity. The purpose of the School Advisory Board is to advise the pastor and the principal of St. Ignatius Martyr Catholic School on matters related to the operation of St. Ignatius Martyr Catholic School.

The School Advisory Board has the following Standing Committees:

1. Catholic Mission Committee
2. Finance Committee
3. Nomination Committee.

Additional Committees reporting to the School Advisory Board are:

1. Development and Marketing
2. Technology
3. PTO
4. Communication
5. Handbook Policy.

B. Describe how the governing body's members are selected, including how the school's public is given the opportunity to be represented.

► Nominations are submitted by current School Advisory Board members, by self-nomination, and by the pastor. New members are selected by invitation from the pastor. The goal is to recruit Board members with expertise/background in the following areas:

1. Catholic Identity
2. Education
3. Finance
4. Technology
5. Communication
6. Business.

If a Board member has a particular expertise, that member chairs sub-committees as needed.

The school staff, parish, and public community are represented through voluntary attendance at the open general monthly meetings.

C. How and when does the governing body communicate with:

- (1) The Faculty and Staff

► A summary of current School Advisory Board minutes is published in the weekly school newsletter, *Bobcat*

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Tracks, which is sent to the entire school community. The principal relays additional information at weekly faculty meetings, team meetings, through conferences when appropriate, and if necessary or urgent, through all staff emails.

(2) The (Arch)Diocese

► The School Advisory Board attends the annual Diocesan School Advisory Board (DSAB in-service training in mid to late September at the diocesan Pastoral Center.

The superintendent is available upon request to share best practices with the School Advisory Board.

An annual principal's evaluation is forwarded to the superintendent at the end of the school year by School Advisory Board.

(3) The Parents/Guardians

► Monthly School Advisory Board minutes are posted on the school website. Parents/Guardians also have access to the weekly school newsletter, *Bobcat Tracks*, which is sent through RenWeb, *Illuminations* which is a monthly print newsletter and includes a summary of information discussed at each board meeting,. Additionally, all monthly general board meetings are open to the school and parish communities.

(4) Support Groups

► Representatives from St. Ignatius Martyr Catholic School Parent/Teacher Organization (PTO), the Booster Club, and Admissions, Marketing, and Development Committee attend the monthly School Board meetings and provide reports from their perspective groups.

D. Identify the dates and type of in-service for the governing body, including the most recent (arch)diocesan/local in-service. Describe.

► The Austin, Texas DSAB sponsors the School Board in-service training in September each year. The most current in-service was held on 9-15-12; Sr. Carol Cimino, SSJ presented information on *The Life Cycle of a Policy and Board Relationship: Internal and External*.

Additionally, the School Advisory Board held a special workshop in May 2012 to correlate the results of the annual school parent survey and determine goals and recommendations to the parish pastor and school principal.

E. **(For religious sponsored/private schools):** Describe how the governing body's purpose and function are clear in relation to the sponsoring organization's ownership and mission for the school.

► St. Ignatius Martyr School operates with the Mission, Value, and Belief Statements in mind along with the Charism Philosophy and the Diocesan Academic Values. [Please see the file for this domain under "Holy Cross Charism" for a more detailed philosophy.]

F. List the major accomplishments of the governing body over the past three years.

► The School Advisory Board has accomplished several goals over the past three years to include the following:

1. The five year plan goals have been met. The incoming committee will reevaluate the next phase of the goals for the school and create the next five year plan as the school moves forward in its growth projections.
2. Communications – The School Advisory Board helped implement steps and procedures to improve the overall communication between the school administration, parents, staff, and the parish. The School Advisory Board also produces an annual survey for the parents and receives feedback about the school. This is a great internal assessment tool and guide for the next school year.
3. Marketing and Technology – The School Advisory Board assessed the school's marketing and technology needs. An exploratory committee researched marketing tools for the school. Through this process, a new website was developed and launched. Technology needs for St. Ignatius were also assessed, and the Technology Committee created both a short and long term plan to keep the school on the cutting edge of technology.

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4. Finance – The Finance Committee meets to help plan the budget, monitor the financial violability of the school, and to strategize methods to maintain the status-quo and to find other financial resources.
5. By-laws transition – In 2011, the Austin Diocese implemented new diocesan wide by-laws for all Catholic schools. The School Advisory Board implemented the changes and went through the transition from the old to new by-laws. The School Advisory Board assists with the review and editing process of St. Ignatius’ school handbooks. They also update and assist with the implementation of the Strategic Plan.
6. Development – The past five years the Bobcat Fun Run has raised \$70,000+ (up from \$50,000 in SY 2005-2006), the school started holding an Annual Fund, the annual St. I. SMASH Street Dance, and Mardi Gras Masquerade Gala. From the development efforts above the following Capital improvements to the school have been made over the last eight years:
 - a. the purchase of an AED for the school family center
 - b. a new playground for the school
 - c. a new privacy fence for the school playground
 - d. the purchase of new mathematics textbooks and materials for grades K to 8.
 - e. the installation of a new drop ceiling and energy efficient lighting in the classrooms
 - f. the purchase of new desks and chairs for grades 1 to 8.
 - g. A one to one laptop pilot program in the 5th grade (which will expand into grades 6, 7, and 8 for the 2013-2015 school year).

G. List the governing body’s goals for the current year.

► The School Advisory Board goals for the coming year include:

1. to have the various school committees become more active and involved in the school community;
2. to increase diversity in the membership of the Advisory Board; and to increase development through the work of existing committees.

H. Describe the role of the governing body/committee in the school's strategic planning process.

► The School Advisory Board continually monitors the goals and objectives of the Strategic Plan and assists the pastor and principal by creating sub-committees as needed to review and develop recommendations for areas of need.

I. Describe how the school community is represented in the strategic planning process.

► Each School Advisory Board member is assigned and chairs one area of St. Ignatius’ Strategic Plan. In turn, each chair forms a sub-committee comprised of school parents and faculty members who assist in the revision process.

J. Describe how the governing body and administration ensure that the strategic plan is implemented, monitored and communicated to the school community.

► St. Ignatius’ Catholic School Advisory Board works on a five year plan.
For the past four years, sub-committees revised the Strategic Plan as needed.
The Strategic Plan will posted on the school’s web-site.

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FOCUS 2. The school's relationship with supporting groups is clearly defined for effective school management. These groups include but are not limited to: Home and School Association/PTO, Booster Club, Parish Council, Men's Club, Altar Society, Knights of Columbus.

SUPPORTING DATA:

- ◆ Organization's handbook, constitution, bylaws
- ◆ Minutes of group meetings for the last two years

INDICATORS: (Please comment on all "NO" answers including plans for future alignment.)

1.	Input from persons (e.g., pastor, school council, Catholic Schools Office) involved is actively sought prior to making significant decisions which affect the school.	YES	X	NO	
2.	The roles and activities of the school's support groups are clear and consistent with the mission of the school.	YES	X	NO	
3.	There is ongoing communication and coordination between the school's administrator and the governing body.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVE:

A. List and briefly describe the school's supportive groups and their functions.

► St. Ignatius Martyr Catholic School's supportive groups include:

1. Booster Club:

- The Booster Club's mission is to support St. Ignatius Martyr Catholic School extracurricular programs with the goal of developing the students into well-rounded individuals and enhancing the sense of community among both students and parents.
- The extracurricular activities and community building events supported by The Booster Club are those that will foster and maintain an environment that promotes Christian values, character, sportsmanship, physical activity, interscholastic competition, teamwork, learning outside the classroom, and leadership.

2. Parent/Teacher Organization (PTO):

- The mission of the PTO is to enhance and support the operation of the school through volunteer service hours and financial assistance.
- St. Ignatius PTO provides a way for school families to support the teachers, administrative staff, and the parish. Proceeds from PTO's fundraising efforts directly support the school's operating expenses, helping minimize the cost of tuition.
- PTO activities include:
 - Fundraising: Gala, sale of HOPE cards, Percentage Purchase Programs and Company Partnerships
 - Back to School Dance
 - Organizing Back to School Night & Parent Orientation
 - Mentoring new school families
 - Hosting Grandparents' Day

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- Sponsoring School Bingo
- Fall Fest Baskets/Dinner/Dance
- Conducting uniform sales
- Annual publication of the school directory and yearbook
- Centralizing parents communications
- Coordinating activities of Homeroom Parents
- Staff Appreciation
- Providing additional spirituality activities for students
- Helping to host parish events
- St. I SMASH!
- Halloween Carnival
- Octoberfest Root beer floats
- Bobcat Fun Run
- Celebrating *Cinco de Mayo*

3. Finance Committee:

- Serves as an Advisory committee
- Assists in reviewing and finalizing the budget
- Provides guidance and direction regarding management of school funds

4. Technology Committee:

- Develops Website
- Provides long range plans
- Provides recommendation for technology upgrades

5. Catholic Identity:

- The religion coordinator supports classrooms with religious supplies and instruction on special spiritual events. Such as: classroom instruction, Mass practice for school Masses – readings. The religion coordinator provides lessons on saints and feast days, does sacramental preparation for Holy Eucharist and first Reconciliation and is available for assistance upon request. (Please see a complete list of duties in the file for this domain in Focus 2.)
- Assist with classroom and library support, spirituality support, First Friday Adoration, class rosaries, Living Rosary, prayer services, Nursing Home visits, Spiritual Adoptions, collecting money for St. Gabriel's Program among others.
- Specific duties are:
 - Set schedule for parent sessions and rites for the students preparing for First Reconciliation and First Eucharist. Prepare Altar server schedule.
 - Prepare and assign Masses to grade levels.

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- Schedule Advent Reconciliation for grades 3-8
- Schedule first Reconciliation in February.
- Schedule Lenten Reconciliation.
- List current Eucharistic Ministers.
- Make copies of Baptismal Records of students making First Reconciliation and First Eucharist, and assuring all official forms are completed and in place.
- Check with grades 3-8 to see if new students need to prepare for First Reconciliation and First Eucharist and to ascertain if the students are adequately prepared educationally in compliance with diocesan mandates.
- Work with the National Junior Honor Society and other school organizations to prepare events such as: The Living Rosary in October and May, May Crowning, Stations of the Cross, an All Saints Day Parade (using two students from each grade), and Living Stations of the Cross.

6. Parish:

- Provides annual subsidy to St. Ignatius Catholic School.
- Support of the priests in school activities.

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FOCUS 3: Rights and responsibilities of the faculty, staff, students and parents/guardians are explicitly defined in regulatory handbooks.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Student/parent/guardian handbooks are reviewed, revised and distributed to the parent/guardian and students annually.	YES	X	NO	
2.	Faculty/staff handbooks are reviewed, revised and distributed to the faculty/staff annually.	YES	X	NO	
3.	Suggestions for policy/regulation revisions are solicited from parents/guardians and staff leadership groups.	YES	X	NO	
4.	Acknowledgement of receipt of student/parent/guardian and faculty/staff handbooks are on file.	YES	X	NO	
5.	The school provides a process for addressing formal grievances by parents/guardians/students.	YES	X	NO	
6.	The school provides a process for addressing formal grievances by school personnel.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Describe the school’s grievance procedures or processes for resolution of conflict with students/parents/guardians.

► Disputes or conflicts can arise in the educational setting. It is important that such matters be resolved satisfactorily.

St. Ignatius adheres to the following protocol if there is a dispute or conflict with students/parents/guardians:

1. Student and parents/guardians talk about the concern.
2. Parent contacts the teacher.
3. Parent and teacher meet.
4. Parent and teacher meet with the student as applicable. If the dispute is resolved the process stops.
5. Parent calls the assistant principal for an appointment.
6. Parent, assistant principal, and teacher meet. If the dispute is resolved the process stops.
7. Parent calls principal for an appointment.
8. Parent, assistant principal, teacher, and principal meet. If the dispute is resolved the process stops.
9. Parent contacts pastor.

B. Describe the school’s grievance procedures or processes for resolution of conflict with school personnel (teachers, support staff, administrators).

► St. Ignatius Martyr adheres to the following protocol for resolution of conflict with school personnel:

1. The staff member discusses the concern directly with the other staff member.
2. Mediation will occur if both parties are in agreement. The mediation will be facilitated by two of the following: the assistant principal, counselor, or principal as applicable.
3. If mediation occurs, an agreement will be signed and follow-up meetings at designated intervals will

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occur (if either or both parties agree) to determine progress and reach closure.

[There are copies of the Student/Parent and the Faculty/Staff Handbooks in the file for this Domain under the heading “Handbooks” which have a more detailed description of the policies and procedures.]

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FOCUS 4: The instructional program and the educational facilities are funded to meet accreditation standards and the stated goals of the strategic plan.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The annual budgeting process includes input from the faculty and staff.	YES	X	NO	
2.	Progress has been made over the past three years to enhance faculty and staff salaries and benefits.	YES	X	NO	
3.	The school has a plan in place for monitoring financial accountability.	YES	X	NO	
4.	Sufficient funding for the following is included in the strategic plan for the school:				
	• Salaries for all school personnel.	YES	X	NO	
	• Benefits (<i>if applicable</i>).	YES	X	NO	
	• Support of instructional program.	YES	X	NO	
	• Plant maintenance.	YES	X	NO	
	• Future building needs (<i>if applicable</i>).	YES	X	NO	
	• Library.	YES	X	NO	
	• Technology.	YES	X	NO	
	• Depreciation of buildings and equipment.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Describe the timeline for budget development.

► The annual school budget schedule is as follows:

1. October/November: After gathering information regarding the Technology 3-5 Year Plan, educators’ resource needs, and necessary maintenance expenses, the Finance Committee begins its initial review of the budget.
2. December: The first reading of the proposed budget is presented to the Pastor and the School Advisory Board.
3. January: The second reading of the proposed budget is presented to the School Advisory Board and school families who attend the school board meeting.
4. May: After the pastor approves the budget, the school community is made aware of the final budget at the next School Board meeting.

B. Describe the process of long range budget planning including evidence of multi-year projections for enrollment, cost and income.

► The Finance Committee reviews actual expenditures/income for the past two to three years, as well as the current school year. A forecast is determined regarding enrollment and operating expenses for the next two years.

C. Describe the process for reviewing the financial status of the school.

► The Financial Committee meets on a monthly basis to review financials. The administration alerts the Financial Committee of any expenses out of the norm.

D. Document sources of funding provided to meet the accreditation standards and stated goals of the school (i.e., tuition, support from parish(es), corporate support, endowments, grant funding, (arch)diocese,

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private donation, federal funding, family school organization, alumni, foundation scholarships/grants).
Indicate sources of funding and **attach a copy** of the school budget.

► Funding provided to meet the accreditation standards and stated goals of the school include:

1. Parish subsidy.
2. Corporate support (local business partners).
3. Endowments (private donations).
4. Grant funding.
5. Federal funds (Title II funds in the amount of \$1,957.00 -- to cover staff development training).
6. Fundraising and Development.
7. Other state funds: N/A.
8. Tuition.

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FOCUS 5: The school operates in compliance with applicable federal and state laws and regulations.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The administration is aware of new laws and regulations.	YES	X	NO	
2.	Administration informs the appropriate entities regarding current laws and regulations.	YES	X	NO	
3.	Administration ensures compliance with applicable laws and regulations.	YES	X	NO	
4.	The school has access to legal advice and representation.	YES	X	NO	
5.	There is evidence of adherence to ethical business practices.	YES	X	NO	
6.	The school has in place a crisis management plan.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Describe how the various members of the school are informed about applicable laws and regulations:

(1) Administration

► The Administration receives the most current information concerning applicable laws and regulations from diocesan principal meetings, other communication from the diocesan Office of Catholic Schools, professional journals and newspapers, as well as conferences and workshops.

(2) Faculty/Staff

► The faculty and staff receive the most current information concerning applicable laws and regulations through staff meetings, the Faculty Handbook, Professional Development workshops and seminars, as well as professional publications.

(3) Parents/Guardians and Students

► Parents/Guardians/Students receive the most current information concerning applicable laws and regulations through the student school newspaper (Bobcat Paws), Parent Conferences, and School Statistical Report presentations once each year at the November PTO General Assembly Meeting.

(4) Governing Body

► The School Advisory Board receives the most current information concerning applicable laws and regulations from the principal and NCEA Journals.

DOMAIN SUMMARY

DOMAIN III: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

After conducting an in-depth study of this domain, the school finds the following:

1. Area(s) of strength:

► Areas of strength for St. Ignatius Martyr Catholic School are:

1. The Finance Committee is consistently active in providing leadership and support to the school and assists in the process of ensuring a financially secure environment.
2. Supports, including parents, extended family members, parishioners and businesses, make the school possible by generously giving their time, talent and treasure. Support organizations, particularly the PTO and Booster Club, offer consistent moral, spiritual, and financial assistance.

2. Area(s) needing improvement or strengthening:

(An area that needs growth/strengthening is one which, while present, could be improved or one which does not meet TCCED standards/policies.)

► An area needing improvement or strengthening is:

1. Cultivating the endowment fund and expanding the grant base are areas that St. Ignatius Martyr School needs to be pursued
2. Communication of the Strategic Plan.

3. Action plan:

(List what the school plans to do within the next 3 years to strengthen or enhance the area(s) mentioned above.)

► The School Advisory Board and the School Administration will also work together to incorporate in to this strategic plan the following:

1. Expand fundraising to areas outside the school community.
2. Provide for a hard copy of the Diocesan Handbook of School Policies to be placed in the Teachers' Resource Room as well as in the share Teacher Folder on *Google Docs*.
3. Provide for a hard copy of the Faculty & Staff Handbook and the Parent-Student Handbook be placed in the Teachers' Resource Room as well as in the share Teacher Folder on *Google Docs*.

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DOMAIN IV: PERSONNEL

PART A: ADMINISTRATION

The instructional leader initiates and monitors an effective and efficient program of studies. The principal has a major responsibility of providing instructional leadership in the school. Collaborative program planning is encouraged and assistance from appropriate faculty and staff is actively solicited. The contribution of all concerned, under the leadership of the principal, should be considered in evaluating the effectiveness of the educational program within the school.

SUPPORTING DATA MAY INCLUDE:

- Accreditation Certificate
- Administrator's evaluation forms on file
- Bulletins
- Current Accreditation Status Letter and Report
- Current Visiting Team Consensus Report
- Faculty or (arch)diocesan handbook for personnel
- Job descriptions for administrators, teachers, and support staff
- Meeting agendas: students, faculty, parents/guardians, community
- Needs assessment for staff development on file
- Newsletters
- Newspaper clippings
- Personnel folders
- Procedures for hiring, evaluating, and dismissing personnel
- Self Study
- Specialized and support staff evaluation forms on file
- Surveys
- TCCED Annual Report for Continued School Accreditation
- Teacher memos
- Teachers' evaluation forms on file

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FOCUS 1: The administrative team meets the requirements as outlined in the TCCED qualifications for Catholic school administrators.

DESCRIPTIVE NARRATIVES:

A. Define your administrative team and list the administrative team’s qualifications on the “Professional Personnel” chart on page 16.

► The school administrative team is defined as the personnel who serve the school in the capacity of instructional leadership. They included the following: Principal, Vice-Principal, Religion Coordinator, and Curriculum Coordinator. All administrative team members share common commitments to the following:

- Supports and upholds the philosophy of Catholic education and the mission of the school
- Acts as a witness to the Gospel values by modeling the teachings of the Catholic Church
- Develops a school climate reflecting Catholic identity
- Supports and adheres to the teachings of the Catholic Church, Code of Conduct, and policies and procedures of the Diocese
- Maintains confidentiality regarding school matters
- Communicates effectively with students, parents, and other professionals

B. Administrative Profile

(Identify the positions and/or titles used in your school’s administrative structure.)

<i>Position</i>	<i>Full-Time</i>	<i>Part-Time</i>	<i>Primary Responsibilities</i>
Principal	X		Serves as the Principal and Chief Executive Officer of the School
Vice-Principal	X		Supports and assists the principal
Curriculum Coordinator		30 hours	Supports the principal in the implementation of the Diocesan Curriculum. Assists the Principal and Vice-Principal in planning for staff development, curriculum, educational textbooks and materials, and student testing. Assist the Principal with continued and on-going Accrediting efforts.
Religion Coordinator	X		Supports the principal in plans to ensure that the Catholic mission and identity of the school is evident Serves as a resource to religion teachers regarding strategies and resources Assists with liturgies and prepares

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			masses for the school for weekly masses and special event masses among other things.
			<i>*All job descriptions are in the File for Domain IV, Focus 1</i>

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FOCUS 2: The administrative team is visible and works collaboratively with the school community to ensure interaction and involvement in the total educational process.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The principal disseminates information to individuals and agencies in the local community.	YES	X	NO	
2.	The principal maintains a good working relationship with other administrators of the (arch)diocese, as well as (arch)diocesan office staff.	YES	X	NO	
3.	Teachers are free to share concerns about the school with the principal.	YES	X	NO	
4.	The principal is accessible when needed.	YES	X	NO	
5.	Through effective management of the day-to-day operation of the school, the principal promotes confidence among faculty and staff, parents/guardians and community.	YES	X	NO	
6.	Students feel free to initiate communication with the principal.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVE:

Describe the collaborative approaches the school principal initiates that supports school improvement.

► The principal receives feedback from the stakeholders of the school community through an annual Parent Satisfaction Survey, and through formal and informal exit interviews of parents, students, and staff. The principal also works closely with School Advisory Board, the Parish Finance Council, the Parish Pastoral Council, and the School Parent Teacher Organization to address the ongoing needs of the school and to create a shared vision for the future. The School Leadership Team (Principal, Vice-Principal, Curriculum Coordinator, and Religion Coordinator) meets once a week and has direct contact with the PTO for feedback and meets regularly with the pastor about current issues and ideas for the future. The principal also meets weekly with the pastor to discuss current issues at the school and to set a vision for the school’s future.

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FOCUS 3: The principal is aware of and responds to the changing needs of the community.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The principal knows the local community and is aware of changing needs, (e.g., economic, ecclesial, etc.)	YES	X	NO	
2.	The principal works with parent/guardian and other organizations to improve the school’s service to students and the community.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Explain how the principal, as the leader of the school community, learns of and responds to changing community needs.

► The principal learns and responds to the changing community needs in the following ways:

- The School conducts a yearly Fall Parent Satisfaction Survey
- is involved with the admissions process through student and parent interviews, review of the students admissions screenings, and discussion with the admissions team
- formal and informal exit interviews with students and faculty/staff who are leaving St. Ignatius Martyr School
- reviews the Annual Report for Demographics put out by the Diocese.
- offers Tuition Aid - \$60,000 is given yearly in scholarships.

B. Explain how the principal keeps current with and shares knowledge of issues (local, state, national) affecting education.

► The principal keeps current with and shares knowledge of issues affecting education in the following ways:

- Reads MOMENTUM issued monthly by NCEA.
- Member of the Association of Supervision and Curriculum Development.
- Member of the National Association of Elementary Principals.
- Google Reader – Blogs regarding Education
- Follows education writers and catholic writers on Twitter
- Reads Education Week
- Reads US Catholic
- Reads Technology and Learning Magazine
- Attends Professional Growth Workshops via ISPD, NCEA, TCEA, and other organizations.
- Annual Parent Satisfactory Survey.

With many of the periodical and web resources the principal will provide faculty copies of article of further discussion and reflection.

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FOCUS 4: The principal focuses the attention of the faculty and staff on elements of quality programming.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The principal assists the faculty in developing an understanding of, and support for, the beliefs and attitudes which form the basis of the school's philosophy and mission.	YES	X	NO	
2.	The principal provides for the identification of, and the reaching of consensus on, the educational goals of the school.	YES	X	NO	
3.	The principal helps the faculty develop high, professional expectations and standards for themselves and the students.	YES	X	NO	
4.	The principal envisions future goals and directions for the school.	YES	X	NO	
5.	The principal communicates to faculty and staff the reasons for administrative practices used in the school.	YES	X	NO	
6.	The principal is knowledgeable of the general goals and objectives of the curricular areas.	YES	X	NO	
7.	The principal is knowledgeable of the varied teaching strategies teachers might appropriately utilize during instruction.	YES	X	NO	
8.	The principal administers a school wide curricular program based upon TEKS, curriculum guides and identification of content goals and objectives.	YES	X	NO	
9.	The principal involves all appropriate personnel in planning and providing quality education programs.	YES	X	NO	

Comments: ►

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FOCUS 5: School effectiveness is monitored and evaluated by the principal.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The principal maintains an awareness and knowledge of recent research about the learning process.	YES	X	NO	
2.	The principal informs the faculty through in-service and other means of new developments and ideas in education.	YES	X	NO	
3.	The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes.	YES	X	NO	
4.	The principal possesses instructional observation skills which provide the basis for accurate assessment of the teaching process.	YES	X	NO	
5.	The principal promotes the diagnosis of individual and group learning needs of students and the application of appropriate instruction to meet those needs.	YES	X	NO	
6.	The principal actively and regularly participates in the observation and assessment of classroom instruction, including teaching strategies and student learning.	YES	X	NO	
7.	The principal has effective techniques for helping ineffective teachers.	YES	X	NO	
8.	The principal uses systematic procedures for faculty and staff appraisal, development, retention, and dismissal.	YES	X	NO	
9.	The principal uses a systematic process for program review and change.	YES	X	NO	
10.	The principal regularly provides teachers with clear and understandable information regarding school operations.	YES	X	NO	
11.	The principal identifies teacher and staff needs.	YES	X	NO	
12.	The principal addresses and mediates conflict situations.	YES	X	NO	
13.	The principal participates in instructional improvement initiatives.	YES	X	NO	
14.	The principal operates within the TCCED policies and procedures.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Describe the school personnel evaluation process.

► The evaluation process is as follows:

- The principal and vice-principal take part in the teacher evaluation process, with the assistance of the curriculum and religion coordinators. Scheduled evaluations and informal walk-ins take place throughout the school year. If a problem arises, the administrative team works with the teacher to create an action plan that will help the teacher to improve and remediate.
- At the end of the school year, teachers meet with the principal to discuss the year’s successes and to create goals for the upcoming school year, after filling out a self evaluation

B. Describe the process the principal uses to evaluate school effectiveness.

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- The principal uses both formal and informal classroom observations in addition to the student performance in the specific courses, on standardized tests, via other assessments (such as STAR Reading and STAR Math), and alignment to the new curriculum.

During the 2012-2013 school year, teachers began using the CSCOPE curriculum for Math. Other core subject areas will follow until CSCOPE is being used for all areas.

C. Briefly describe the process used for reviewing, revising, and developing the following:

(1) Curriculum/Instructional Practices

- Until CSCOPE is being used for all areas, St. Ignatius ensures that at least 20% of its curriculum is reviewed so that in a 5-year cycle, all curriculum areas will be updated. St. Ignatius is in the second year of this cycle, and to date, approximately 55% of the curriculum has been updated. So far CSCOPE Math has been integrated into the school's curriculum.

(2) Long-Range Plans

- At a minimum, St. Ignatius ensures that all General Education Goals are updated and current for subject areas. The matrix for the General Education Goals will help to ensure that the goals are being achieved for each student throughout her/his tenure at St. Ignatius Martyr School. The school strives to maintain its mission statement and values into its curriculum, instruction, long-range plans, and in operational/procedural guidelines and instruments.

(3) Operational/Procedural Guidelines and Instruments

- St. Ignatius Martyr School publishes a yearly personnel handbook for all employees with operational and procedural guidelines. It is updated as needed; and as law requires. St. Ignatius Martyr School publishes a yearly Student-Parent Handbook for all students and parents.

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FOCUS 6: The requirements and procedures of the TCCED accreditation process are implemented by the principal.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1. The principal develops/oversees/implements:

● Professional Growth	YES	X	NO	
● Deficiency Removal Plans	YES	X	NO	
● Academic Requirements	YES	X	NO	
● Religion Certification Requirements	YES	X	NO	
● Class Size Requirements	YES	X	NO	
● Strategic Planning Process	YES	X	NO	
● Actions on recommendations from last Visiting Team Consensus Report/Accreditation Commission Status Report	YES	X	NO	

Comments: ►

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FOCUS 7: The administration cultivates Catholic identity within the school community.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The Catholic identity of the school is a priority of the administration.	YES	X	NO	
2.	The direction set by the administration is rooted in the mission of the school.	YES	X	NO	
3.	Administrative decisions reflect Gospel values.	YES	X	NO	
4.	Commitment to spiritual leadership is a priority of the administration.	YES	X	NO	
5.	The hiring process for the administrator(s) assesses the candidate’s understanding of and commitment to the Catholic identity and mission of the school.	YES	X	NO	

Comments: ►

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FOCUS 8: Procedures are in place for hiring personnel, and job descriptions are provided for professional and support personnel.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Procedures exist for identification of personnel needs, recruitment, hiring and assignments.		YES	X	NO	
2.	Job descriptions are on file for professional and support personnel hired by the school:					
	Principal	NA	YES	X	NO	
	Assistant Principal	NA	YES	X	NO	
	Counselor	NA	YES	X	NO	
	Teacher	NA	YES	X	NO	
	Coordinator/Team Leader	NA	X	YES	NO	
	Specialized Instructor	NA	YES	X	NO	
	Instructional Assistant/Aide	NA	YES	X	NO	
	Secretary	NA	YES	X	NO	
	Athletic Director	NA	YES	X	NO	
	Coach	NA	YES	X	NO	
	Nurse	NA	YES	X	NO	
	Librarian/Library Manager	NA	YES	X	NO	
	Custodian	NA	YES	X	NO	
	Maintenance Personnel	NA	YES	X	NO	
	Cafeteria Personnel	NA	YES	X	NO	
	Before/After School Staff	NA	YES	X	NO	
	Bookkeeper	NA	YES	X	NO	
	Before/After School Program Director	NA	YES	X	NO	
	Religion Coordinator	NA	YES	X	NO	
	Other (<i>Specify</i>) ► Curriculum Coordinator	NA	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVE:

Explain the process used for identification of personnel needs, recruitment, hiring and assignments.

► In the event that personnel leave the school, a written letter of resignation is filed. The administrative team begins the hiring process by looking for areas where realignment can take place or reaching out to teachers who have expressed a desire to move to another assignment within the school. Job announcements are placed on the diocesan, NCEA, and school websites. The applications are reviewed by the administrative team to determine which candidates best meet the needs of the school. Five or six candidates are chosen from the pool and asked to come in for a formal interview. The administrative team and a group of teachers interview each candidate. A candidate is asked to teach a lesson to the class. The hiring committee works as a team to choose the candidate that is the most qualified and the best fit for St. Ignatius Martyr School.

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PART B: FACULTY AND STAFF

FOCUS 9: Professional personnel hold valid credentials as required by TCCED and appropriate preparation for their assignment, with records on file in the school office.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1. The school employs qualified personnel and assigns them properly.

A. The principal meets the requirements outlined in the TCCED Educational Personnel Requirements.

Check one in each section:

- | | | |
|----|-------------------------------------|----------------------------------------------------------------|
| 1. | <input checked="" type="checkbox"/> | Master’s degree in educational administration |
| | <input type="checkbox"/> | Master’s degree with 18 hours in administration/supervision |
| | <input type="checkbox"/> | Master’s degree without 18 hours in administration/supervision |
| | <input type="checkbox"/> | No Master’s degree |

2. Catholic

YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>

Is involved in spiritual/catechetical leadership development.

List the principal’s qualifications including educational experience and religious formation.

► Master’s Degree in Private School Administration from the Institute for Catholic Educational Leadership (ICEL) at the University of San Francisco; Bachelor of Arts Degree Specializing in History and Social Studies Education, from St. Norbert College. Mr. Blahnik has been in Education since 1995. He has served as an administrator in a Catholic School since 1998 and has served as a Principal of a Catholic School since 2002.

B. The assistant principal meets the requirements outlined in the TCCED Educational Personnel Requirements. [Applies to assistant principals hired in 2001 or later]

Check one in each section:

- | | | |
|----|-------------------------------------|--------------------------------------------------------------------------|
| 1. | <input type="checkbox"/> | Requirement was not in place when assistant principal was hired |
| | <input checked="" type="checkbox"/> | Meets TCCED requirements |
| | <input type="checkbox"/> | Does not meet TCCED requirements and is on a Deficiency Removal Plan |
| | <input type="checkbox"/> | Does not meet TCCED requirements and is not on a Deficiency Removal Plan |
2. Is involved in spiritual/catechetical leadership development YES NO

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List the assistant principal’s qualifications including educational and religious formation

► Master’s Degree in Catholic School Leadership; and an Administrator Certificate; from the University of Dallas. Certified as a catechist through the Diocese of Austin, 24 hours of graduate level Theology from the University of Dallas.

A. Teachers in a self-contained classroom: (*Indicate number*)

10	Bachelor’s degree including 12 Education hours or valid appropriate state certificate
0	Bachelor’s degree without 12 Education hours
0	On Deficiency Removal Plan for education hours
0	No degree
10	Teach Religion/Theology
2	Qualified to teach Religion/Theology
8	Not qualified to teach Religion/Theology

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B. Teachers of Religion/Theology: (*Indicate number **excluding** teachers in self-contained classrooms*)

0	Qualified to teach Religion/Theology
3	Not qualified and on Deficiency Removal Plan

C. Early Childhood (3K, 4K) teachers: (*Indicate number*)

3	Bachelor's degree with 12 hours in Early Childhood Education or valid appropriate state certificate
0	Bachelor's degree without 12 hours in Early Childhood Education
0	Associate/Bachelor degree in Early Childhood Education or 60+ credit hours with 12 hours in Early Childhood Education
0	Not qualified and on Deficiency Removal Plan

D. If your school employs the Montessori philosophy and methods, please indicate number of teachers:

N/A	Appropriate degree and Montessori certificate
N/A	Montessori certificate only (teachers of ages 3 through 12)
N/A	Appropriate degree without Montessori certificate
N/A	Bachelor's degree and 12 Education hours (teachers of ages 12 through 15)
N/A	No Montessori certificate or appropriate degree

E. Teachers in Departmental Grades 6-8: (*Indicate number*)

9	Bachelor's degree with at least a minor in primary content area taught, 9 credit hours in each additional content area or successful completion of appropriate state certification exam(s), and 12 Education hours
0	Bachelor's degree, 18 hours in at least one content area taught or successful completion of appropriate state certification exam, 9 credit hours in each additional content area taught or successful completion of appropriate state certification exam and 12 Education hours.
0	Bachelor's degree without appropriate content hours/exam or Education hours
0	No degree
0	Meets requirements for hiring prior to 2001
0	Does not meet requirements and is on Deficiency Removal Plan

F. Specialized instructors: (*Indicate number*)

0	Have on file a Specialized Instructor's Certificate
---	-----------------------------------------------------

List each individual with date hired and the rationale for hiring/placement.



G. Library Manager

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X

Meets TCCED requirements in place at time of hiring

Does not meet TCCED requirements and is on Deficiency Removal Plan

Comments: ►

DESCRIPTIVE NARRATIVES:

A. List the personnel assigned outside their field, the rationale for assignment and plan for removal of any deficiencies.

►

B. Records for all professional personnel are properly maintained in the school office.

Personnel folder contains: **(Please comment on all “NO” answers including plans for future alignment.)**

Official college transcripts	YES	X	NO	
Certifications and endorsements (when applicable)	YES	X	NO	
Evaluations (current and past)	YES	X	NO	
T.B. test (if required by county)	YES	N/A	NO	
Religion Certification (when applicable)	YES	X	NO	
I-9 (if hired after 1986)	YES	X	NO	
Deficiency Removal Plan (when applicable)	YES	X	NO	
Technology proficiency documentation (if hired in 2001 or later)	YES	X	NO	
Extra curricular responsibilities	YES	X	NO	
Job description	YES	X	NO	
Professional Growth to Strengthen Competence form	YES	X	NO	
Specialized Instructor’s Certificate (when applicable)	YES	N/A	NO	
Superintendent's approval (when needed)	YES	N/A	NO	
Contract/Agreement (if required by (arch)diocese)	YES	X	NO	
Criminal Background Check Clearance	YES	X	NO	
Safe Environment Documentation	YES	X	NO	
Child Abuse Training (as required by (arch)diocese)	YES	X	NO	
Bloodborne Pathogens Training	YES	X	NO	

Comments: ►

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PROFESSIONAL PERSONNEL

REPLY: Y/N									
Last Name, First Name	Grade/content area(s) taught?	Date hired for position?	Is individual proficient in technology?	Does individual meet TCED personnel requirements for position held?	Does individual have needed content hours?	Does individual have needed education hours?	Does individual have deficiency removal plan on file?	Does individual teach religion?	Does individual have religion deficiency plan on file?
Principal Blahnik, Todd	N/A	2005	Y	Y	Y	Y	N	N	N
Asst. Principal Dike, Genevieve	N/A	1999	Y	Y	Y	Y	N	N	N
Counselor (if on staff) Shakespeare, James	5 th & 6 th Soc. St.	2012	Y	Y	Y	Y	N	N	N
Library Manager Staveley, Debbie	PreK-8 th	2006	Y	Y	Y	Y	N	N	N

TEACHERS (Alphabetical by Last Name)

Aguilar, Kathy	1 st	2011	Y	Y	Y	Y	N	Y	Y
Anderson, Berenice	PreK4	2011	Y	Y	Y	Y	N	Y	Y
Barbier, Erin	MS	2011	Y	Y	Y	Y	N	Y	Y
Borom, Monique	PreK-8 th Music	2009	Y	Y	Y	Y	N	Y	Y
Brickl, Kelsey	PreK3	2013	Y	Y	Y	Y	N	Y	Y
Cuomo, Nick	5 th MS Algebra	2010	Y	Y	Y	Y	N	Y	Y
D'Amico, Barbara	Spanish Technology	2012	Y	Y	Y	Y	N	Y	Y
Dicarlantonio, Jeannine	2 nd	2010	Y	Y	Y	Y	N	Y	Y
Ingram, Kristi	MS	2012	Y	Y	Y	Y	N	Y	Y
Jochetz, Maureen	3 rd	1994	Y	Y	Y	Y	N	Y	N

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			REPLY: Y/N						
Jones, Kelly	4 th	2008	Y	Y	Y	Y	N	Y	Y
Leone, Giacomo	Curriculum Coordinator	2008	Y	Y	Y	Y	N	Y	Y
Mahnoney, Robert	MS Science	2012	Y	Y	Y	Y	N	Y	Y
Malone, Jenny	MS Rel & Lang Arts	2004	Y	Y	Y	Y	N	Y	Y
McElhaney, Mark	PreK3-8 th PE	2009	Y	Y	Y	Y	N	Y	Y
Nolen, Cosette	Religion Coordinator	2001	Y	Y	Y	Y	N	Y	N
Palacios, Sandy	PreK4	2006	Y	Y	Y	Y	N	Y	N
Resendez, Pattie	PreK-5 th Art MS Health	2000	Y	Y	Y	Y	N	Y	Y
Skaggs, Kathy	Kindergarten	2012	Y	Y	Y	Y	N	Y	Y
Vondrak, Juile	Kindergarten	2009	Y	Y	Y	Y	N	Y	Y

Duplicate as needed

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PERSONNEL WITH SPECIALIZED INSTRUCTOR CERTIFICATE

Last Name, First Name	Position	Date Hired for Position	Education Level	Field(s) 1st Degree	Briefly Describe Qualifications for this Position

MONTESSORI TEACHING PERSONNEL

Last Name, First Name	Grade(s) taught	Date Hired for Current Position	Appropriate Degree (specify)	Technology Proficient Y/N	Montessori Certification Y/N	Deficiency Removal on File Y/N	Teach Religion Y/N	Religion Certificate Y/N	Religion Deficiency on File Y/N

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FOCUS 10: Support staff are properly prepared for their assignments and monitored.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1. Personnel folder contains:

Official college transcripts (<i>if applicable</i>)	YES	X	NO	
Certifications and endorsements (<i>if applicable</i>)	YES	X	NO	
Evaluation	YES	X	NO	
T.B. test (<i>if required by county</i>)	YES	N/A	NO	
I-9 (<i>if hired after 1986</i>)	YES	X	NO	
Extra curricular responsibilities	YES	X	NO	
Job Description	YES	X	NO	
Contract/Agreement (<i>if required by (arch)diocese</i>)	YES	X	NO	
Criminal Background Check Clearance	YES	X	NO	
Safe Environment Documentation	YES	X	NO	
2. All support staff are properly assigned, trained and supervised.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVE:

Describe the assignment of support staff in terms of training, accountability and professional support.

► Support staff are hired using a process very similar to that of the faculty. This process begins with the posting of the position (Austin Diocese employment site, NCEA Job Bank, and school web site). Once a suitable pool of applicants has been obtained, the hiring committee invites a select number of individuals for an initial interview with the Principal and Vice-Principal. The Principal and Vice-Principal will then invite the best four to six applicants for a second interview with the full hiring committee. The finalists from the second interview are then invited to a third interview with the pastor. Once hired the Administration of the school provide training via webinars, distance learning, diocesan in-services, and professional organizations. The support staff receive annual performance reviews with the principal of the school.

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SUPPORT STAFF

Last Name, First Name	Position	Date Hired for Position	Education Level	Field(s) 1 st Degree
Agily, Noah	After School Care Staff	2012	BS	
Alba, Maria	After School Care Staff	2012	HS *Working on BA degree	N/A
Arredondo, Joan	After School Care Staff	2012	HS	N/A
Bello, Maria	Admissions Director	2003	BS	Accounting
Bolin, Michelle	Book Keeper/Business Manager	2009	HS	N/A
Cortez, Elyse	After School Care Staff	2012	HS *Working on BA Degree	N/A
Delgado, Rosie	After School Care Staff	2008	HS	N/A
Gosey, Kelly	Instructional Aide	2005	HS *Working on AA degree	Education
Kohley, Leeah	Instructional Aide	2012	BS	Spanish & Anthropology
Leasure, Jennifer	School Nurse	2012	BS	Nursing
Ojeda, Paula	Cafeteria Manager	2002	HS	N/A
Torres, Lupe	After School Care Staff Cafeteria Assistant	2009	HS	N/A
Swank, Rebecca	Instructional Aide	2010	HS	N/A
Verduzco, Dianna	After School Care Staff	2012	HS *Working on BA degree	N/A
Verduzco, Laura	After School Care Staff	1999	HS	N/A

Duplicate as needed

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FOCUS 11: Teachers assigned outside their fields of preparation, when necessary conditions require it, have appropriate documentation of approval.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Teachers assigned outside their field of preparation have been approved by (arch)diocesan superintendent.	YES	N/A	NO	
2.	Deficiency removal plans are on file in the school office.	YES	X	NO	
3.	Documentation of superintendent’s approval is on file in the school office.	YES	N/A	NO	
4.	Non-degreed teachers have received written approval from the (arch)diocesan superintendent.	YES	N/A	NO	

Comments: ►

DESCRIPTIVE NARRATIVE:

A. Describe the assignment of paraprofessional personnel in terms of training, accountability and professional support.

►

B. List instructors granted a Specialized Instructor Certificate and state the rationale for employment..

►

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FOCUS 12: A program of evaluation for all personnel is followed and staff development is systematically evaluated.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Administrator’s evaluation is systematically conducted.	YES	X	NO	
2.	Teacher evaluation is systematically conducted.	YES	X	NO	
3.	Specialized and support staff evaluations are systematically conducted.	YES	X	NO	
4.	The quality and relevancy of staff development programs are systematically evaluated.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Describe the process used in the evaluation of the principal.

► Both the superintendent of Catholic Schools for the Diocese of Austin and the pastor of St. Ignatius Martyr Catholic School conducts an end of the year summative evaluation with the school principal. This summative evaluation process includes reflection on the past school year, a review of areas of strength, a review of areas needing improvement, and goal setting for the upcoming school year.

B. Describe the process used in the evaluation of professional staff.

► The principal of St. Ignatius Martyr Catholic School conducts an end of the year summative evaluation with the professional staff. This summative evaluation process includes reflection on the past school year, a review of areas of strength, a review of areas needing improvement, and goal setting for the upcoming school year.

C. Describe the process used in the evaluation of support staff.

► The Principal of St. Ignatius Martyr Catholic School conducts a end of the year summative evaluation with the support staff. This summative evaluation process includes reflection on the past school year, a review of areas of strength, a review of areas needing improvement, and goal setting for the upcoming school year.

D. Describe the process used to determine and evaluate staff development.

► Based on administration work with the professional staff and support staff to create a plan for on-going staff development.

DOMAIN SUMMARY

DOMAIN IV: PERSONNEL

After conducting an in-depth study of this domain, the school finds the following:

1. Area(s) of strength:

► The administrative team works well together and is in constant communication with the faculty and staff. All of them have open door policies and practice good leadership tenets. They are visible throughout the day and at events of the school. There is a strong, understandable, and reasonable set of rules and policies which are implemented with equity.

Currently 75% of the Professional Administration/Teaching Faculty hold Master's Degrees.

By May of 2013, 100% of the Faculty in the Middle School (grades 6 to 8) will hold a Master's Degree.

2. Area(s) needing improvement or strengthening:

(An area that needs growth/strengthening is one which, while present, could be improved or one which does not meet TCCED standards/policies.)

► Keeping everyone – administrators, faculty, staff, parents, students, community, the pastor and other religious well informed and “in the loop” - is something that is sought be sometimes not achieved, but sometime not achieved. Efforts at mass communication, i.e., e-mails, phone messages, and newsletters have been undertaken, but there is always room for improvement.

3. Action plan:

(List what the school plans to do within the next 3 years to strengthen or enhance the area(s) mentioned above.)

► Improving communication, maintaining the high level of professional staff, and increasing funding sources are goals for the next three years.

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DOMAIN V: CURRICULUM, INSTRUCTION AND ASSESSMENT

The purpose, design and implementation of the curriculum represent the school's mission. A Catholic atmosphere, which is shared as well as understood by teachers, students and parents/guardians, permeates all areas of the curriculum. Instructional decisions support the school's academic goals, objectives, and priorities. Evaluation of the curriculum is continuous and responsive to student needs.

SUPPORTING DATA MAY INCLUDE:

- Lesson plans Academic and special interest clubs
- Agency referral services
- AV inventory
- Class schedules
- Classroom displays of student work
- Classroom observation records
- Classroom observations by principal
- Contest participation data
- Curriculum documents
- Curriculum guides
- Daily schedules
- Expected outcomes
- Federal program inventory
- Library circulation data
- Library media catalog
- Library policies and procedures
- Library professional memberships
- Master inventory
- Materials resource list
- Professional materials for staff use
- Publishers' tests
- Religion curriculum
- Religion resources and materials
- Report cards and other reporting forms/procedures
- Resource materials
- Special program offerings
- Standardized test data
- Student award systems
- Student learning profiles
- Student permanent records
- Student portfolios
- Subject area annual or semester outlines
- Surveys of former students
- Teacher grade books
- Teacher schedules
- Teacher-generated assessments
- Technological equipment
- Technology software
- TEKS
- Test data
- Test results
- Written guidance programs/curriculum/documents/policies
- Authentic student work products

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FOCUS 1: The curriculum content and instructional program are rooted in Catholic teachings, traditions, and values.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

The school demonstrates:

1.	A Catholic worldview (a Trinitarian/communal, incarnational and sacramental perspective) is present.	YES	X	NO	
2.	Religion classes are viewed as an integral part of the academic program.	YES	X	NO	
3.	Basic Catholic beliefs, practices and values are reinforced across the curriculum.	YES	X	NO	
4.	The contributions of Catholic authors, thinkers and historical figures are studied across the curriculum.	YES		NO	X
5.	Teachers invite students to think critically about the world around them through the lens of Catholic beliefs and values.	YES	X	NO	
6.	The school views itself first and foremost as a community of faith participating in the formation of disciples of Christ.	YES	X	NO	
7.	Hospitality, respect for others, integrity, service and a spirit of cooperation rather than competition are exhibited by students, faculty, staff and parents/guardians.	YES	X	NO	

Comments: ►

4. Saints are studied throughout the curriculum. Most classrooms do a Saint of the Day, and all major feast days are emphasized throughout the school with an historical component presented in classes. Saints and Feast Days of the Church are emphasized in assemblies, bulletin boards, and by individual teachers through our religion texts, which have a great variety of historical figures of Catholic contributors. However, there is no specific detailed cross curriculum in this area. This is something the school needs to address and include in its curriculum. Local, national, and international issues, such as water resources are taught.

5. The school has an annual 9/11 presentation; participates in food and clothing drives throughout the year.

DESCRIPTIVE NARRATIVES:

A. Describe how Catholic Gospel values, Catholic traditions and Catholic social teachings are integrated across the curriculum.

► **Catholic Gospel values:** The values are mentioned almost every morning during morning assembly. The school community gathers to listen to a scripture reading and pray together. Most mornings this is from the Gospel. There is also a reflection that matches the scripture reading. In the classroom, teachers talk about the values throughout the day. It could be part of a planned lesson or part of a teachable moment. Values that Jesus taught us in the Gospels are very important and students are asked to think about how Jesus might act in a given situation.

Catholic traditions: The school community goes to Mass as a school every week. Classes have the opportunity to attend monthly Eucharistic Adoration. The students pray before meals and throughout the day. The school community talks about Saints (Saint of the Day) and Mary. An example is how many classes have donation boxes during Lent at at other times of the year in the classroom . This practice helps to reinforce the tradition of alms giving.

Catholic social teachings: The students help with many events through out the school year. The older students especially, are called on to help with set up or tear down for events. The school has a recycling program that

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helps teach students to be good stewards of the Earth. There is a school garden that all classes help care for. The school community makes donations of money or items throughout the year to helping needy causes. Students in PK3 through First Grade are paired with students from Fifth Grade through Eighth Grade as Prayer Buddies. This allows the older children to set the example during Mass and help out the younger person to follow along during Mass.

B. Give evidence of how the school's mission statement influences the educational program.

► "St. Ignatius Martyr Catholic School, founded in the Holy Cross tradition, educates the mind and forms the hearts of children.

Students, teachers and parents work very closely together to help each child learn. Parents are very involved with the school during the day helping to raise money or participate in other activities. People have said they love the family-feel of our school. We work very hard to make sure we reach all parts of the child. The school community prays and learns together, there are many different Arts (music, visual art, drama) to take part in. The school has a strong Physical Education and Athletics program. Because of the Holy Cross Values we educate the mind but also teach social justice and compassion which starts in the heart.

C. Describe the instructional program of religion in the school.

► The school follows the Diocesan Curriculum Guide and uses the "Blest Are We" text series. The school incorporates religion and catholic identity across content areas. Classes talk openly about the gifts God has given and pray often as a classrooms and as a school. The younger grades also supplement the curriculum with Pflaum's Gospel Weeklies. This is a weekly publication that help the young student understand the Gospel each Sunday.

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FOCUS 2: The school’s expectation for academic success exists and is visible.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Teachers maintain high academic expectation for all students.	YES	X	NO	
2.	Teachers differentiate instruction consistent with students’ abilities and needs.	YES	X	NO	
3.	The school, in partnership with parents/guardians, strives to ensure that achievement is held in high esteem by the students.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVE:

What programs of encouragement exist within the school to develop a general attitude and expectation for academic success?

► St. Ignatius strives to develop a community that encourages and supports academic excellence and high levels of achievement.

In the classroom, differentiated instruction is a focus to encourage each student to reach his or her potential. In the primary grades, for example, reading groups are used to ensure that each student is encouraged to reach his or her highest level of achievement. In the middle school math and language classrooms, students are placed in classrooms according to ability. In classrooms throughout the school, teachers use technology, group work, partner work, games, manipulatives, creative expression, labs, and more traditional techniques (such as notes and discussion) to cater to the learning styles of all students. Students who reach high levels of achievement are sometimes given work that allows them to apply their knowledge to different situations and develop a deeper understanding of the material. In each classroom, teachers strive to get to know their students and push them to reach their potential. The resource teacher provides additional tutoring and assistance to students who have difficulty with the material, as does the religion coordinator. The first and second grade classrooms share a teaching assistant, who serves to provide additional help to the students during two of the most important years of development in literacy and mathematics. Additionally, recognizing that students' academic achievement is greatly dependent on their emotional well-being, the school counselor is available to the students to ensure that their emotional needs do not prevent them from achieving academic success.

The Accelerated Reader and Accelerated Math programs provide the students with the opportunity to develop their math and reading skills according to ability level. The programs are fun for students, and the librarian does a wonderful job of motivating students to improve and do well on their Accelerated Reader quizzes, through occasional non-uniform days and points that accumulate for prizes if they meet their goals (the goals are set on an individual basis).

The Honor Roll program is perhaps the most successful at encouraging students to reach high levels of academic achievement. Each quarter, 4th – 8th grade students who earn an A average receive the distinction of High Honor Roll and students who earned an A/B average receive the distinction of Honor Roll. The Honor Roll certificates are presented by the principal, the homeroom teacher, and the pastor of St. Ignatius. Parents are invited to attend and the presentation of awards occurs after school Mass in front of the student body and faculty. In this way, all students witness the excitement of the awards presentation and are encouraged to work hard to achieve Honor Roll, even in the primary grades.

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Furthermore, students who achieve academic excellence in the upper grades are invited to attend a formal academic banquet once annually. The banquet is very well attended by students and staff and students look forward to the opportunity to share the special night with their parents and teachers.

To further encourage high levels of academic achievement, St. Ignatius requires that all student athletes maintain a 70 average in order to participate in athletics. This is a significant motivator for students in grades 5-8, as athletics are an important part of school culture at St. Ignatius.

To award school and community involvement, Spirit Awards are given monthly to those students who exemplify the characteristics of school spirit and contributions to the school and larger community. The students are nominated by the staff and a committee reads the nominations and chooses the students for that month.

After school tutoring is a resource used by many teachers at St. Ignatius to provide all students with the additional assistance necessary to make academic success attainable for all students. Primary grade teachers as well as middle school teachers utilize tutoring as a means of reaching students who need additional help or who have questions about the material being covered in the classroom.

In addition, St. Ignatius recognizes the importance of positive peer influences in academic achievement. The buddy system at St. Ignatius is used to assist both middle school students and students in Pre-K to First grade as they work toward high levels of academic success. For older students, having younger buddies provides them with the focus of being a role model for their younger buddies. Their buddies look up to them as role models in all areas, including academic achievement. During the Honor Roll award presentation, for example, many younger students can be seen straining to see their buddies receive awards, and many older students look forward to setting an example for the younger students and answering the younger students' questions about the award on the walk back to class. In this way, the buddy program gives all students an additional support toward achieving academic success.

The **ZAP** program (Zeros Aren't Permitted) is one of the most effective ways the middle school strives to support high levels of achievement. Homework is a crucial piece to academic progress and mastery of material, and we believe it is important that students are held accountable for completing all assigned work. For this reason, the ZAP program is in place at St. Ignatius. If middle school students do not do their homework or in-class assignment, students are required to attend ZAP after school, where they will complete the missing assignment for a 70-80 percent of the grade they would have received if the homework had been completed in time. This way, the students must do the work, are held accountable for the material, and have an additional motivation to complete the homework at home or in class as assigned.

In addition to traditional academics, students participate in the **PSIA** (Private School Interscholastic Association) competition annually. Each year, students, parents, and faculty become coaches, volunteers, and competitors as we build academic skills and work with the larger community of Catholic and private schools. The school spelling bee and geography bee also serve to encourage the development of academic skills and motivate students to higher levels of achievement.

Finally, as students are preparing to leave St. Ignatius, the middle school students are asked to visit high schools and shadow high school students to prepare them for continued academic success once they leave our school.

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National Junior Honor Society, interest centered clubs and electives, and recognition for academic and extra-curricular successes and improvements are recognized both in school and publicly. There are on-site tutors to assist with teaching for students who need extra help. And our counseling program helps to ensure student success.

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FOCUS 3: Curriculum (*objectives to be taught*), instruction (*what is actually taught*) and assessment (*what is tested*) are explicitly aligned.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Does each teacher have appropriate access to curriculum guides according to grade level/subject areas taught?	YES	X	NO	
2.	Are the curriculum guides used for the purpose of instructional planning and assessment?	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Describe how curriculum guides are used in instructional planning across grade level/subject areas taught.

► The teachers use the guides to help them plan their lessons units. The objectives are taken from the guide and from the curriculum and added to RenWeb. The New CSCOPE Curriculum is being used in Mathematics for grades K to 8. The middle school (grades 6 to 8) uses CSCOPE for all subject areas.

B. How does the school ensure that the curriculum, instructional strategies and assessments are aligned and articulated across the grade levels in support of the expectations for student learning?

► The curriculum coordinator ~~oversees this and~~ helps the teachers to be sure they are where we should be. All teachers must turn in lesson plans weekly. The Administration checks and comments on the lesson plans of each teacher on a rotating basis. Each teacher may be evaluated several times over the year by each of the four people on the administrative team.

The school uses the Vertical Alignment document from CSCOPE in Mathematics for grades K to 8. The middle school uses CSCOPE for all subjects. All teachers talk informally about what is expected for the next year and how things are going. As implementation of CSCOPE progresses the units will be meeting to discuss best practices and to share individual strategies. The school has unit leaders in place to facilitate this as the year continues.

C. Identify the resources, data and processes used to evaluate the effectiveness of the curriculum.

► Each teacher completes formative and summative assessments for the classes/subjects taught. We also take the Iowa Test of Basic Skills across the school to see how each student and class is performing. Grades 2, 5, and 7 also take the COGAT. Kindergarten uses the DIBLES. Most grades will use the STAR Reading and STAR Math tests at least four times a year. The Language Arts classes in grades 1 to 8 use Accelerated Reading and Accelerated Math is used in many classes as well. Testing is done for Accelerated Reading on a weekly basis when the students are in the Library. Accelerated math supplements the math curriculum as determined by the individual teachers. Both Accelerated Reading and Accelerated Math begin with a base line test, interim tests, and a final closure test yearly.

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FOCUS 4: The administrator and faculty develop the goals, objectives and broad based concepts (*specifics taught by grade*) for learning and the expectations for student performance.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Instructional goals and objectives provide academic focus.	YES	X	NO	
2.	Faculty input and recommendations are utilized in program development.	YES	X	NO	
3.	Objectives are clearly and sequentially stated based on expectations for student learning.	YES	X	NO	
4.	Students are made aware of objectives to be taught and performance expectations.	YES	X	NO	
5.	Subject area objectives and expectations are communicated to parents/guardians.	YES	X	NO	
6.	There is continuity in the use of materials at the various grade levels of the school.	YES	X	NO	

Comments: ►

- 2. All teachers get to review possible textbooks and make recommendations on the textbooks they like the best.
- 4. The students are reminded of the objectives and performance expectations during class as needed. This may not take place daily, but regularly. [This aspect needs improvement: for example: teachers to write daily objectives on the board.
- 6. Excellent with *SuperKids*, religion, and math.

DESCRIPTIVE NARRATIVES:

A. Describe how objectives are documented in planning and implementing the curriculum.

► Objectives are documented in curriculum guides for each grade. Teachers use the curriculum guides as tools in planning their objectives for each lesson. The objectives are then documented in lesson plans on RenWeb each week. St. Ignatius Martyr has also started using the C-SCOPE program in math. The objectives are outlined sequentially in the program for the teacher to follow.

B. Describe how subject area objectives and expectations are communicated to students.

► Objectives and expectations are communicated to the students through several different methods. Students are given a syllabus in the upper grades to inform them of the objectives and expectations for each class. The objectives and expectations for each individual day are given to the students verbally or written on the board.

C. Describe how subject area objectives and expectations are communicated to parents/guardians.

► Objectives and expectations for each subject are communicated to the parents in several different ways. The parents are given an outline of the overall course (grade) objectives and expectations at the beginning of the year. On a weekly basis, teachers also list the objectives for the different classes on RenWeb. Some teachers send out weekly or monthly newsletters to keep the parents informed of what is going on in the class and the expectations for lessons being taught. Emails are also used to inform parents of classroom activities, expectations and objectives.

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FOCUS 5: Teachers systematically plan for instruction. Instructional planning focuses on adapting teaching strategies to meet student learning needs.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Teachers have a planning period.	YES	X	NO	
2.	Instructional strategies and materials are adapted to a variety of individual learning styles and needs.	YES	X	NO	
3.	Special instructional programs for individual students support and reinforce the overall school curriculum.	YES	X	NO	

Comments: ►

3. The resource teacher works with small groups of children needing more individualized help. The religion coordinator also works with struggling readers.

DESCRIPTIVE NARRATIVES:

A. What components do the daily lesson plans include (*e.g., objectives, materials, activities, assessment and adaptations for special populations*)?

► Objective, Methods, Assessments, some also include material, mid, low, and high level of learners and also Bloom’s Taxonomy

B. How is instructional planning monitored?

► The administration assesses lessons plans and does formal and informal observations of the classroom teachers.

C. What criteria are used to determine instructional grouping to improve student learning?

► The lower grades group by ability for reading. The upper grades offer various levels of math courses and foreign language courses. The school uses STAR testing for this, as well as observations, and placement tests at the start of the year. This year, the school’s standardized testing has changed from the spring to the fall so that teachers have the results earlier.

D. Explain how the school designs and uses instructional strategies, innovations and activities that reflect best practices.

► The school uses group work, projects, choral reading, cooperative grouping, jig sawing and project based learning in the classrooms. Currently, 75% of the professional staff has Master Degrees, and 100% of the middle school faculty will have Master Degrees, as of May 2013. This will assist the school in staying on top of the latest research based ideas in education.

E. Show evidence of the kinds of collaborative approaches designed to support the implementation of instructional strategies and encourage improvement.

► The middle school does more collaboration than the lower grades. The lower grades may meet informally a few times a year, while the middle school meets at the start of the year and throughout the year as a group to see how to best help students. Representatives from the school attend the Diocesan level meetings where they get to meet with other teachers of their grade level and discuss how they plan and use the diocesan curriculum. The specialists in the school also help to see what certain students might need help in. Monthly unit meetings are held to help keep on track and to improve teaching, learning and curriculum alignment.

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FOCUS 6: Students are actively engaged in learning activities.

DESCRIPTIVE NARRATIVES:

A. What process is used to ensure active involvement of all students in learning activities?

► Teachers use a variety of activities that incorporate Gardner’s Multiple Intelligences and Bloom’s Taxonomy in order to differentiate learning accommodating each student’s needs. Activities are varied and leveled based on the individual student’s ability. Flexible grouping is a tool used in classrooms . See chart below.

B. How do teachers ensure that instructional time is maximized for all students?

► Teachers submit weekly lesson plans that account for transitions and questioning from students. Teachers also use pacing charts and scope and sequence suggestions from the books and curriculum guides. The school follows the diocesan guidelines for bell to bell schedules.

C. How do teachers use varied pedagogies and methodologies of instruction to maximize student learning?

► Teachers use a variety of instructional strategies to make learning ‘real’ for the students. By relating the information to the students’ lives, the students then become actively engaged in their learning. Again teachers differentiate the learning based on the students learning styles and needs.

D. What provisions have been made to foster student responsibility for learning in subject areas?

► All grades incorporate formative and summative assessments to monitor students’ progress and acquisition of the content. The middle school has adapted a Zeros Aren’t Permitted (ZAP) program to hold students accountable for their class work and homework. Work that is not completed is done after school. Students who participate in athletics or extra curricular activities may not attend practice on a day they are “**ZAPped**.” (They may attend the game as to not penalize the entire team.) Students who have incomplete work are given the option of a lower grade or **ZAP** for a max grade of an 80. Pre-K 4A is kept in at recess when homework or class work is not done. Teachers allow for corrections for up to a certain percentage - this varies by teacher.

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FOCUS 7: Instructional resource materials are available and used.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Teaching resource materials are available.	YES	X	NO	
2.	Varied manipulatives and materials are used in the classroom.	YES	X	NO	
3.	Necessary equipment/technology (<i>copy machine, computers, digital projectors, electronic whiteboards, etc.</i>) is provided for faculty use.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVE:

What is the process used for selecting, adopting, maintaining and evaluating textbooks and other appropriate educational materials? Who participates in the process?

► With the adoption of the new CSCOPE curriculum the school administration is in the process of updating the schedule for textbook adoption. Currently, the process for adopting textbooks includes consultation with grade level and subject area teachers with the guidance of administration. Criteria used in the selection of textbooks includes the diocesan guidelines, Texas Essential Skills and Knowledge (TEKS), and National Standards. The school administration annually conducts a review of what text materials need to be reordered and reviews the condition of the textbooks. The school curriculum coordinator has obtained Title I and II materials for teacher use. The faculty reviews prospective textbooks to determine the best choice based on the criteria and the philosophical and educational fit of the text. Then the rationale is presented to the administration and/or review committee for final approval.

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FOCUS 8: There is evidence of the use of current technology in the instructional program.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Does the school have an on-going technology plan? If yes, when was the plan last updated?	► 2005	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
2.	Does the school have ethical guidelines and acceptable use policies for staff?		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
3.	Does the school have ethical guidelines and acceptable use policies for students?		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
4.	Does the school have ethical guidelines and acceptable use policies for volunteers?		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
5.	Does the school provide technology training for teachers?		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
6.	Technology is integrated into classroom instruction.		YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>

7. Indicate all current technology that is used in the instructional program.

<input checked="" type="checkbox"/>	Calculators	<input checked="" type="checkbox"/>	LCD projectors
<input checked="" type="checkbox"/>	Cassette recorder	<input checked="" type="checkbox"/>	Overhead projectors
<input checked="" type="checkbox"/>	CD-ROM drives	<input type="checkbox"/>	Robotics
<input type="checkbox"/>	Closed circuit television	<input type="checkbox"/>	Technology, equipment and bandwidth capacity (<i>distance learning</i>)
<input checked="" type="checkbox"/>	Computers	<input checked="" type="checkbox"/>	VCRs
<input checked="" type="checkbox"/>	Digital cameras	<input checked="" type="checkbox"/>	Video cameras
<input checked="" type="checkbox"/>	DVDs	<input type="checkbox"/>	Interactive white board
<input checked="" type="checkbox"/>	Internet access	<input type="checkbox"/>	Digital equipment
<input checked="" type="checkbox"/>	Scanners	Other (<i>specify</i>) ► Document Cameras	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Who is responsible for the teaching of technology applications, skills and concepts? Describe the setting in which instruction takes place.

► The technology teachers at St. Ignatius Martyr School have a computer lab with 36 Chrome Books and 5 desktops.

B. Describe the process used to provide teachers with professional development opportunities in the area of technology.

► The principal offers after school opportunities; faculty meeting/ in-services; one-on-one assistance. Teachers attend training as available through Region 13. The principal regularly attends the Diocesan technology coordinators meetings.

C. Describe how teachers and students use technology and multimedia to support skills development and to provide opportunities for individualized learning.

► Each class PK – 8th has a weekly opportunity to visit the computer lab. Fifth graders have access to a Chrome Book through a pilot program (There are tutorials for remedial students). Accelerated Reader (AR) is a self-paced reading program that allows to students to advance to the next reading level once they have passed a quiz.

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D. Describe how the use of technology supplements teaching and learning activities in the classroom.

► It is a tool that enhances instruction by providing current knowledge to the classroom (Internet access); helping students to be more efficient with their time (calculators). Teachers use CD's for Happily Ever After and Super Kids Language Arts program. CD's are used with RCL/Benziger religion program. Mrs. Barbier use a digital camera for the Year Book. She also uses Google Docs for classroom group projects; students collaborate with each other and teacher can check students' progress. The use of DVDS and VCRS help younger students with educational programs (i.e., Blue's Clues, Disney's The Very Hungry Caterpillar). Older students enjoy dramatic movies for language arts (i.e., Holes) or religion (i.e., The Nativity). Drama students employ computers to work on projected scenery, sound effects, music for productions, among other technical work as operating a sound board.

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FOCUS 9: The administrator and faculty review and analyze student achievement information and test results to plan program effectiveness.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Achieved objectives and expectations are measured by:			
	a. Performance on standardized achievement tests.	YES	X	NO
	b. Scores on teacher-made tests, writing samples and other measures.	YES	X	NO
	c. Analysis of student grades and progress.	YES	X	NO
	d. Curriculum-based tests adequately reflect and correspond with objectives stated in the curriculum guides.	YES	X	NO
	e. Age-appropriate assessment methods and instruments.	YES	X	NO
2.	The results of ACRE or another appropriate test are used by the school to improve religious instruction.	YES	X	NO
3.	Teacher made tests are reviewed periodically by the administrator.	YES	X	NO
4.	Publishers’ tests reflect and correspond with the objectives stated in the curriculum guides.	YES	X	NO
5.	Varied assessment methods are used by teachers.	YES	X	NO
6.	Standardized tests provide norm/criterion-referenced data on achievement in basic fields of study.	YES	X	NO

Comments: ►

DESCRIPTIVE NARRATIVES:

A. How are test data, formal and informal, collected and used for modification of materials, instruction, and programs?

► Based on class scores, text books are reviewed and purchased that strengthen areas of growth. Texts books may offer differentiate instruction. They provide instruction for different levels of instruction. We also use Brigance Screen for incoming students PK3 – Kindergarten.

B. Describe the specific use of standardized test scores by the teacher and how teachers are prepared to interpret and utilize test data.

► Identify students who are at risk; use to confirm students’ areas of strengths and weakness; plan to work with students who may need additional help. The teachers also use the scores to better identify students who may need to be challenged more.

C. How are achievement and test results reported to and interpreted for students, parents/guardians and community?

► Parents receive a letter with students’ scores and a interpretation of scores.

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FOCUS 10: There is evidence of formal and informal monitoring of student progress.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The administration and faculty regularly monitor student progress and report the results in a way that is useful to students and parents/guardians.	YES	X	NO	
2.	Individual student records are maintained concerning achievement, discipline, and attendance/tardiness.	YES	X	NO	
3.	Tests and other forms of student assessment measure what is actually being taught.	YES	X	NO	
4.	Achievement data are used on a regular basis to revise and improve curriculum and instruction.	YES	X	NO	
5.	Re-teaching and specific skill remediation are important parts of the teaching process.	YES	X	NO	
	Is this documented in the lesson plans?	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Describe how the school develops and implements a system for assessing progress toward meeting the expectations for student learning.

► Teachers use a variety of resources to ensure students are making progress in their learning. Teacher created tests and quizzes, assessments from the textbooks, performance assessments in the form of projects done individual and/or in groups are used. Informal assessments are done on a daily basis by observing the students learning and assisting them in making progress. St. Ignatius also gives the ITBS yearly to check for student progress.

B. How does the school use student assessment data for making decisions to ensure continuous student progress?

► Data from the ITBS is used to improve curriculum goals and improve effectiveness in certain areas. Teachers use assessments as a tool to guide their instruction. Instruction is differentiated based on individual student needs.

C. Describe the frequency and process used to discuss student progress and achievement with parents/guardians.

► We have parent/teacher conferences each year in October so we can meet with the parents and discuss their child’s progress and address the areas where the child needs extra help. We have an online grade book that the parents can monitor and they can request conferences anytime throughout the year. The teachers stay in touch with parents on an individual basis depending on the child’s situation. Teachers use a variety of methods to stay in touch with the parents such as email, phone calls, notes and conferences. We have quarterly report cards and progress notes that are sent out in-between quarterly report cards.

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FOCUS 11: Students' special needs are met through appropriate programs of instruction.

INDICATORS: (Please comment on all "NO" answers including plans for future alignment.)

1. Does the school admit students with identified special needs? YES NO

Comments: ►

DESCRIPTIVE NARRATIVE:

A. Describe how supplementary instruction is delivered to students who are significantly below grade level (*e.g., Title I Reading, Content Mastery, etc.*).

► Supplementary instruction is delivered to students who are significantly below grade level through the following:

- Title I services: Supplemental Materials
- Title I services: Tutor services
- Pull out tutoring with the resource teacher or the religion coordinator
- Through teacher sponsored after-school tutoring sessions
- Through the use of St. Edwards University student tutors.

Needy students are assigned to a tutor, given additional help in the classroom, and, if necessary, tested by learning specialists in the public domain, to determine the best course of action

B. Describe your school's enrichment program or the services that are provided for students that are gifted and/or talented.

► The students in middle school are able to take elective, high interest, classes two days a week. The offering varies by student interest, but usually contains, yearbook, music: vocal, instrumental, art, foreign language, drama production, ecology, science and engineering.

C. Describe any additional instructional services that are provided for special populations of students (*e.g., ESL, bilingual, learning disabled, limited vision, hearing impaired, behavioral and attention difficulties, physically, mentally or emotionally challenged*)

► Several English as a Second Language (ESL) certified teachers are on the staff to provide assistance for ESL students.

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FOCUS 12: A functional guidance program is provided by the school to serve the student population.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The guidance program supports the goals and philosophy of the school.	YES	X	NO	
2.	The guidance program serves all students, including those in special populations.	YES	X	NO	
3.	Teachers are aware of their role in the guidance program.	YES	X	NO	
4.	Teachers are knowledgeable of the age-appropriate developmental needs of students.	YES	X	NO	
5.	Teachers integrate age-appropriate guidance concepts into a variety of subject areas.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Describe the guidance program and how it addresses the spiritual, educational, personal and social needs of all students at all levels.

► The school currently uses the Second Step Curriculum. The guidance program is a new program that we are piloting for grades PK-3-8. It is directed and monitored by the school counselor.

B. Who is responsible for designing and implementing the guidance program?

► The guidance counselor has selected the program based on the school’s needs. The teachers and guidance counselor implement the program as part of the religious education program.

C. How does the guidance program encourage all students to reach their maximum potential?

► The program focuses on the positives and not just the negatives. Giving students a common language to express concerns in an effort to talk out conflicts and to express concerns.

DOMAIN SUMMARY

DOMAIN V: CURRICULUM, INSTRUCTION AND ASSESSMENT

After conducting an in-depth study of this domain, the school finds the following:

1. Area(s) of strength:

► The cooperation that exists among the administrators, the faculty and staff, the parents and the students is one of the strengths of this school. The shared Catholic value system is the basis for this cooperation. The faculty are very well trained and dedicated to their teaching. They continue to explore new methods and pedagogy through professional development offered both in the school and from outside sources. The curriculum is reviewed regularly and adjusted as deemed necessary.

2. Area(s) needing improvement or strengthening:

(An area that needs growth/strengthening is one which, while present, could be improved or one which does not meet TCCED standards/policies.)

► The emphasis on more Catholic authors should be pursued. A more formal new teacher mentoring program would help to improve teaching and learning.

3. Action plan:

(List what the school plans to do within the next 3 years to strengthen or enhance the area(s) mentioned above.)

► The school plans to:

- investigate how the language arts program can incorporate more Catholic Authors into the curriculum
- pursue a mentoring program to assist new hires along with reviews of test and the monitoring of student mastery.

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DOMAIN VI: STUDENT SERVICES, RESOURCES AND ACTIVITIES

Student services enhance the curriculum and are an integral part of the learning process.

SUPPORTING DATA MAY INCLUDE:

- Athletic policies
- Child abuse reporting procedures
- Communicable disease procedures
- Enrichment programs
- Extracurricular activities schedules and programs
- Field trip policies
- Health manual
- Immunization records
- List of agencies
- List of student organizations
- Documentation verifying bloodborne pathogens training
- Medication distribution records
- Medication procedures
- Parent/Guardian permission procedures
- Referral procedure / packets
- Regulations to assure confidentiality
- Schedules
- School emergency plan and procedures
- Student cumulative health records
- Student emergency procedures
- Teacher's extracurricular duties list
- Tutorial programs
- Verification of First Aid, CPR and AED training

FOCUS 1: Counseling services are available to students.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Teachers and parents/guardians are familiar with the referral process for counseling services.	YES	X	NO	
2.	Professional counseling referrals are recommended when necessary.	YES	X	NO	
3.	School regulations assure the confidentiality of student records and information.	YES	X	NO	
4.	Approved lists of counselors/counseling service agencies are provided as needed to parents/guardians as needed.	YES	X	NO	
5.	Parent/guardian notification is required prior to student referral for counseling services.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVE:

What counseling services are available to students and parents/guardians in the school?

► Counseling services begin with individual counseling, available on a short-term basis for anyone in the school. The counselor is available for urgent situations or crises demanding immediate attention. In addition, students may be referred by parents, teachers, staff, peers, or self for counseling services. Reasons for referral might include conflict with peers, teachers or parents; academic difficulties; challenges with anxiety, depression, or other psychological issues; or emotional struggles that may be affecting school work. If the counselor determines that more intensive or frequent counseling is appropriate, he will contact the family and share a number of options for outside counseling. Parental

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notification prior to in-school counseling would only occur if a student revealed knowledge of abuse or neglect of a child or elderly person, or if the student posed a risk to self or others.

In addition to individual counseling, the counselor is available for group work with members of a class or other groups as needed. Counselor is also responsible for implementing Second Step curriculum, a program focused on social-emotional learning with core domains of learning skills, empathy, emotional regulation, and problem solving. Counselor will train and assist lower grades, and actually teach the curriculum in the middle school grades.

The counselor is also available to work with parents to solve conflicts and challenges with other students, teachers, or school staff. Parents may utilize phone or email, or set appointments for meetings in person. The community is apprised of counseling programs via email and newsletter.

In the fall of 2013, Rachel's Challenge program will be added to the guidance program. Rachel's Challenge is a series of student empowering programs and strategies that equip students and adults to combat bullying and deal with feelings of isolation and despair by creating a culture of kindness and compassion. The programs are based on the writings and life of 17 year-old Rachel Scott who was the first student killed at Columbine High School in 1999. Rachel left a legacy of reaching out to those who were different, who were picked on by others, or who were new at her school.

Rachel's Challenge was started by Rachel's dad and stepmom, Darrell and Sandy Scott when they realized that the writings and drawings Rachel left not only had an impact on her friends and classmates, but also resonated with students around the world. Although Rachel was a typical teenager who even wrote about her "ups and downs," she had a passion and conviction that she would someday change the world. The Scott family knew her story and passion would inspire others to make their world a better place.

More than 18 million people have been touched by Rachel's message, and they continue the legacy of making a difference in their communities. Each year at least 2 million more people are added to that number (These are just a couple of the results of Rachel's Challenge). In one survey, 78% more students indicated they would definitely intervene in a bullying incident in their school after seeing Rachel's Challenge. In a recent 24 month period, Rachel's Challenge received more than 450 emails from students who indicated that they changed their mind about taking their own life after hearing Rachel's Challenge.

[Rachel's Challenge is a non-profit, non-political, non-religious organization based in Littleton, Colorado.]

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FOCUS 2: The library provides resource and media support to the school’s instructional program and is available for student use.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The library services and materials support the instructional goals.	YES	X	NO	
2.	Library holdings support the curriculum and are reflective of the requests/requirements of the professional staff and students.	YES	X	NO	
3.	Instruction in the use of the library is provided by the library staff for both teachers and students.	YES	X	NO	
4.	The library is available outside of regular class hours.	YES	X	NO	
5.	The library is adequately staffed for the number of clientele served.	YES	X	NO	
6.	Written policies, procedures, and guidelines have been developed for appropriate use of the library.	YES	X	NO	
7.	The library staff utilizes a variety of techniques to enhance the library program and student learning.	YES	X	NO	
8.	Memberships in library and other associations and agencies are maintained.	YES	X	NO	
9.	Annual inventories of materials and equipment are maintained.	YES	X	NO	
10.	Students have access to various forms of technology for information, access, research, writing, etc.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVES:

A. Describe how/when the services and resources of the library are available to students, faculty and staff.

► The library opens before school at 7:15 and is available throughout the regular school day for students, faculty and staff for research and library circulation. Students in grades 1 to 8 have a regularly schedule library time during the week.

B. How do library programs and services meet the needs of students and personnel?

► The school library provides supplemental information outside of the traditional classroom curriculum. Teachers have access to materials to supplement what they cover in the curriculum. Also available to teachers is a small teachers professional development library and video library in the faculty lounge.

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FOCUS 3: Student health services are provided to ensure that the school is in compliance with all statutory requirements.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1. Indicate the number of personnel certified or trained in:

	First Aid	CPR	Bloodborne Pathogens	AED
Professional Staff	1	13	26	12
Support Staff	0	1	5	1
Before and After School Staff	0	2	4	2
Bus Driver	N/A	N/A	N/A	N/A
Coaching Staff	0	2	2	2

2.	First aid supplies are readily available.	YES	X	NO	
3.	Student immunization records are maintained and in compliance with the Texas Department of Health regulations.	YES	X	NO	
4.	Student health records are maintained and updated; these include vision, hearing, spinal screenings and Texas Risk Assessment for Type 2 Diabetes in Children (acanthosis nigricans).	YES	X	NO	
5.	Provisions are made for students with special health needs.	YES	X	NO	
6.	There are written policies and procedures for the dispensing of medication.	YES	X	NO	
7.	Medications are kept in a secure and locked area.	YES	X	NO	
8.	Records are kept documenting the dispensing of medications.	YES	X	NO	
9.	There are written policies and procedures for:				
	• Reporting of child abuse	YES	X	NO	
	• Handling of life-threatening situations	YES	X	NO	
10.	Faculty and staff know the school’s emergency procedures.	YES	X	NO	
11.	Bloodborne pathogen training is conducted and documented annually for all staff.	YES	X	NO	
12.	There are written procedures regarding communicable diseases that incorporate Texas Department of Health and county regulations.	YES	X	NO	
13.	There are written procedures for care of students and faculty in health emergencies.	YES	X	NO	
14.	Emergency cards are on file for all students.	YES	X	NO	
15.	Emergency cards are on file for all personnel.	YES	X	NO	
16.	Written reports of serious accidents are filed with the principal and reported to insurance and/or Workman’s Compensation.	YES	X	NO	
17.	Parents/guardians are informed promptly when a student is injured or becomes seriously ill.	YES	X	NO	

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18.	Injury, accident and illness notifications are documented in writing for the school records.			YES	X	NO	
19.	Reports required by the Texas Department of Health are filed annually.			YES	X	NO	
20.	Personnel tuberculosis records (<i>if required</i>) are updated as required by the county.	NA	X	YES		NO	
21.	Student tuberculosis records (<i>if required</i>) are updated as required by the county.	NA	X	YES		NO	
22.	Records of regularly scheduled safety drills are on file.			YES	X	NO	
23.	Records of regularly scheduled safety drills for the before/after school program are on file.			YES	X	NO	
24.	An emergency card for each student in the before/after school program is on file.			YES	X	NO	
25.	The emergency cards for the students in the before/after school program are readily accessible to the before/after school staff.			YES	X	NO	
26.	Emergency cards are accessible to school personnel during all field trips and off-campus activities.			YES	X	NO	
27.	Health and safety regulations are followed for athletic events and extracurricular activities.			YES	X	NO	

Comments: ►

- There are emergency cards for faculty and staff for next school year (these will replace the ones currently in use).
- Staff and faculty have been selected to take first aid classes for the next school year.

DESCRIPTIVE NARRATIVES:

- A. Describe the process used for acquiring and maintaining health records. Include a description/title of the records that are kept and how they are used.

► Health records are required at the time of enrollment in order for a student to be enrolled at this school. The records are kept in the main office.

- B. Describe the frequency and type of safety drills conducted by the school.

► Fire Drills are held monthly, other disaster drills, such as Tornado drills take place during the season in which an event may occur. The school practices it Lockdown and shelter in-place procedures during the school year.

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FOCUS 4: The school sponsors extracurricular activities, including athletics and student organizations, to meet the special interests of the students.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The extracurricular activity program reflects the school’s mission, philosophy, goals and objectives.	YES	X	NO	
2.	The extracurricular activity program provides opportunities for student leadership, decision making and cooperation within the groups.	YES	X	NO	
3.	A strong service component is incorporated into extracurricular activities.	YES	X	NO	
4.	The extracurricular activity program assists students to experience a sense of loyalty and commitment to the school.	YES	X	NO	
5.	Schedules for extracurricular activities and events are developed with a concern to minimize conflicts.	YES	X	NO	
6.	Extracurricular activities are supported by school policies and the school budget.	YES	X	NO	
7.	Extracurricular activities are actively supported by the parents/guardians.	YES	X	NO	
8.	Extracurricular activities are sponsored by the school and are under the supervision of school personnel.	YES	X	NO	
9.	Activity sponsors gain administrative approval of proposed events and follow the school’s money management policies.	YES	X	NO	
10.	Trips are taken only with administrative approval and with written parent/guardian consent.	YES	X	NO	

Comments: ►

DESCRIPTIVE NARRATIVE:

A. Describe the school’s extracurricular activities and indicate how they meet the special interests of the students.

► St Ignatius Martyr School offers a wide variety of extracurricular activities to the students to help the school reach its mission statement for the students, enrich the lives and interests of the students and offer outside activities that enhance an incorporate the students’ differing needs and talents.

St Ignatius Martyr school offers athletics, clubs and organizations, outreach/after school programs, and other groups of special interests. The list below highlights the many extracurricular activities that are offered to the students.

SPORTS

Fall

Volleyball

Flag Football

Cross Country

Golf

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Winter

Basketball

Spring

Soccer (co-ed)

Track and Field

Tennis

Golf

Summer

Basketball Camp

Volleyball Camp

Yearbook

Journalism

Technology

Environment/Eco-Club

Private Schools Interscholastic Association (PSIA) Competitions

Guitar

Choir

Theatre Production/Drama

Student Government

National Junior Honor Society (NJHS)

Strength and Conditioning

Altar Servers

Squires Circle

Be a Future Bobcat

Outreach/After School Program

Rock Band

Wee Little Arts

Kinder Dance

Hip Hop Dance

Mad Science

Golf in Schools

St. Ignatius Martyr School believes that students need to develop their intellectual, spiritual, emotional, and physical attributes. The school believes that its extra-curricular programs offer the students the opportunity to develop them. Through the athletics program, St. Ignatius Martyr School has incorporated the *Play Like a Champion Today*TM (A Copy of manual is in the file for this Domain.)

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philosophy, which is a research-based Catholic program developed by the University of Notre Dame. This addition has helped the coaches, students and parents to create an atmosphere that allows the students to enhance their intelligence, spiritual, emotional and physical attributes. Students also develop a strong sense of leadership, teamwork, and community skills.

The clubs and organizations offered at St. Ignatius Martyr School, not only enhance similar attributes, but also lean heavily toward teaching citizenship, stewardship, and community outreach help. There are strong implications for service to the community with the school's NJHS and Student Government clubs, and in a broader, world encompassing focus with the Ecology/Environment Club.

Overall, St. Ignatius, Martyr, Church offers many different activities through the extra-curricular activities. The various programs meet the special interests of the students and help them choose activities that meet individual and group needs.

B. Describe how the school's extracurricular activities incorporate Christ-like attitudes and behaviors among students, coaches, sponsors and parents/guardians.

► St. Ignatius Martyr School and its extra-curricular activities incorporate Christ-like attitudes and behaviors throughout the community of students, coaches, teachers, staff, sponsors and parents/guardians. Prayer is offered before all games, practices and other events throughout the activities.

In the athletics program and along with the *Play Like a Champion Today™* philosophy, you will find that athletics are centered around Christ-like living. All coaches are responsible for being EIM (Ethics and Integrity through Ministry) certified and also *Play Like a Champion Today™* certified. To become certified each coach attends different courses and remains certified for three years. The *Play Like a Champion Today™* program also incorporates a *Parent Like a Champion Today™* component that allows the athletic director to teach the parents how to be more Christ-like through their parenting skills and how that relates to their child's athletic Career.

St. Ignatius Martyr School and its all of its extra-curricular programs mandate EIM Certification. These activities strongly focus on being Christ-like through prayer and dialogue and by the example of the Christ-like leader

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FOCUS 5: The school provides additional services for students as needed.

DESCRIPTIVE NARRATIVE:

- A. Describe any additional services that your school provides for the students (*e.g., school lunch and/or breakfast, transportation services, before school and/or after school, summer school care, summer school, etc.*).

► The Diocese of Austin offers monthly development meetings with the other diocesan schools. They also host CCS (Celebrating Catholic Schools) event annually where each school is able to come together and honor volunteers as well as listen to a speaker. Each month the diocese publishes the Catholic Spirit newspaper with parish and diocesan information. Each school is also provided with professional development at faculty meetings. The school offers morning enrichment centers for drawing, math, spelling, reading, exercise, and dancing, among others at various times before school. The morning assembly often has presentations related to historic and religiously significant events presented by student organizations. Professional and local amateur acting groups and lectures are presented for the school community. Occasionally breakfast items are available. After School Care give study guidance to the students and a structured play time. There are after school enrichment courses available in art, music, dance, cheerleading, technology as well as a full array of sports programs. Summer school offers sports camps, high interest camps, music camps, and Bible study camps.

- B. Explain how your school's mission and philosophy impacts the services offered to your students.

► As part of the St. Ignatius community, the pastor is very active in the school, as well as the other priests. They visit the classrooms, help teach religion class (for 2nd grade), perform sacrament of Reconciliation regularly to all students, and assist with morning assembly prayer. They preside over the weekly school mass and 2nd graders First Communion. The pastor serves on the school board and is the chair of the Catholic Identity committee. He also attends PTO meetings throughout the year and actively participates in the annual fundraisers. The pastor ran a marathon two years ago to raise money for new ceilings for the school and will be running a marathon on a tread mill this year to raise money for a new sign for the school and church.

The school and the individual classes participate in parish fundraisers (like Fall Fest where each class helps to staff a booth). Classes also help to stock the St. Vincent De Paul Food Pantry with a food drive (Legacy of Giving), and participate with Respect Life Month activities (baby banks in each class to raise money for Gabriel Project). The PTO and the school monthly newsletter (Illuminations) provides staff and parents with parish activities.

St. Ignatius Martyr School has close relationship with the Diocese with classes, training, and retreats for school staff to help with faith formation. All teachers have received the religion certification offered from the diocese. The diocese also provides the religion curriculum for faith formation for students and Theology of the Body class training to teach students and parents.

DOMAIN SUMMARY

DOMAIN VI: STUDENT SERVICES, RESOURCES & ACTIVITIES

After conducting an in-depth study of this domain, the school finds the following:

1. Area(s) of strength:

► For a school of this size, there are many opportunities for students to succeed. The counseling program appears to be effective. The in school nurse is able to take care of minor emergencies, and has instituted a very complete emergency health information system. The in school athletic and extracurricular activities strengthen the entire child toward her/his holistic Catholic education. Yearbook and other similar activities provide for those students with interest in that direction. Religious Education is integrated into the curriculum and tops off the educational experience for the students with morning prayer assemblies, prayer in class, Eucharistic Adoration, and weekly masses.

2. Area(s) needing improvement or strengthening:

(An area that needs growth/strengthening is one which, while present, could be improved or one which does not meet TCCED standards/policies.)

► Areas in need of growth/strengthening are:

- the continued enhancement of the counseling program
- more consistency in the scheduling of lockdown and tornado drills
- the continued development of the school's anti-bullying curriculum (the addition of Project Rachel).

3. Action plan:

(List what the school plans to do within the next 3 years to strengthen or enhance the area(s) mentioned above.)

► The school plans on reinforcing the programs put into place during the 2012-2013 school year (school nurse, school wide bullying programs, and school counselor/counseling program).

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DOMAIN VII: PLANT AND FACILITIES

The physical plant and facilities of the school are adequate, safe, well designed for instruction, and conducive to learning. The indicators take into account the various groups served, i.e., early childhood, elementary, middle school, before/after school program.

SUPPORTING DATA MAY INCLUDE:

- Facilities assessment
- Floor plans, blue prints, etc.
- Health laws
- Asbestos Management Plan
- Long term goals for improvement
- Maintenance schedule
- Safety drill records
- Safety procedures/regulations
- Short term and long term plans for maintenance and repairs
- Short term goals for improvement

FOCUS 1: The physical facilities and outdoor area(s) are designed for their functions.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The school’s physical facilities are adequately designed for instructional purposes.	YES	X	NO	
2.	Outdoor space is provided for physical activity.	YES	X	NO	
3.	The school’s physical facilities provide for additional needs, e.g., total school gatherings, physical education classes.	YES	X	NO	
4.	The school’s facility includes parking.	YES	X	NO	
5.	Classroom space allows for various types of activities.	YES	X	NO	
6.	Areas for special classes are available, e.g., music, band, art, etc.	YES	X	NO	
7.	Areas for individualized instruction are available, including remediation and enrichment.	YES	X	NO	
8.	Furnishings are appropriate for the age and activities involved.	YES	X	NO	
9.	The library space meets the needs of the school.	YES	X	NO	
10.	Space is designated for serving student health needs.	YES	X	NO	
11.	Faculty/staff and administrative areas meet their needs.	YES	X	NO	
12.	The cafeteria size meets the needs of the student body.	YES	X	NO	
13.	Storage space is available for student and faculty/staff needs.	YES	X	NO	
14.	Space for science lab activities is provided.	YES	X	NO	
15.	Supplies for science lab activities are provided.	YES	X	NO	

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16.	Space, resources and equipment are available to meet the technological needs of the school. Describe, if necessary.	YES	X	NO	
17.	Chapel and/or prayer space is available.	YES	X	NO	

Comments:▶ The availability of hot water to the science lab is something that needs to be addressed along with the need for more and current scientific equipment and materials and adequate ventilation systems to enable more types of experimentation. (A copy of our **Strategic Plan** is included in the file for Domain VII.)

DESCRIPTIVE NARRATIVES:

A. Describe any additional features of the facility that were not addressed above.

▶ Generally, the school facility is keeping up with the needs within its facility and budgetary constraints. Of course if things were ideal, there would be much more available.

Although the facility is older, efforts have been undertaken to improve the environment that are conducive to educational pursuits. New ceilings have been added which greatly improved lighting and sound characteristics. New desks and chairs have been recently purchased for K – 8th grades. White boards and bulletin boards have been installed for communication. The school has a dedicated computer and Chrome Book lab, and have instituted Chrome Books for grades 5 and above beginning in 2011-12. Fifth grade is also our first smart classroom with an interactive projector and a full array of ChromeBooks.

The building was painted in 2011 and 20-12. New privacy and iron security fencing has been installed, as well as the city moving the bus stop from directly in front of the school to the far corner of the block for safety concerns.

Special classes are facilitated by utilizing the classrooms, library, and computer lab as well as other areas such as the Family Center/Gym and other open areas in the buildings. In an ideal situation, there would be designated spaces. Our space limitation has not limited our offerings.

There are areas available for special needs such as tutoring. Often times the spaces are used for other activities when not being used for tutoring. The areas are multi-purpose areas. Creative scheduling is employed.

Storage space is available but scarce. Again this is the result of the age of the building, and the space needs deemed necessary when the facility was built. Storage closets are available, as well as some storage areas in campus garages. There is sharing of spaces. For example, both the 4th grade and the science room share storage of science materials.

B. Does the facility meet Americans with Disability Act (ADA) requirements? If no, please explain.

- ▶ Most of our facilities were built in 1955, prior to the current ADA requirements.
- The school do not have an elevator or lift but are looking into the possibility of adding a lift due to our current needs. The availability of funds has stalled the instillation at this time.
 - The science classroom area needs up-to-date ventilation, a permanent eye wash fountain, and a safety shower.
 - Currently the teacher resource room houses our school nurse and an infirmary area.

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FOCUS 2: The school facility projects a positive image and environment for teaching and learning.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The school building and grounds demonstrate an aesthetic quality.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
2.	The general appearance of the exterior of the building encourages student cooperation in maintenance.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
3.	The general appearance of the interior of the building encourages student cooperation in maintenance.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
4.	Classrooms are well lighted.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
5.	Marker/chalk/bulletin/interactive boards are installed at an appropriate level.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
6.	The learning environment is positive and attractive to students.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
7.	Stairways, halls, and ramps are clean.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
8.	Stairways, halls, and ramps are well lighted.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
9.	Restrooms are clean and sanitary.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
10.	Restrooms are well lighted.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
11.	Classrooms, restrooms, cafeteria, etc. are properly ventilated.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
12.	Restroom facilities are provided for the needs of:				
	◆ Faculty/Staff	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
	◆ Female Students	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
	◆ Male Students	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
	◆ Wheelchair/physically handicapped accessible	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
13.	The cafeteria is clean and sanitary.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
14.	The cafeteria is well lighted.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
15.	The kitchen and food service areas are thoroughly cleaned and sanitized on a regular basis.	NA <input type="checkbox"/>	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
16.	The storage areas are maintained in an orderly and sanitary manner.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>

Comments: ► There is one restroom designated for faculty and staff. As Diocesan regulation prohibits faculty from using the student restrooms, the only other facilities available are in the Family Center restrooms.

The school has plans for a chairlift installation in the Family Center Stairway adjacent to the main doors, but are currently waiting for funding availability.

Due to the shortage of storage areas, the areas require constant straightening in order to keep them organized.

DESCRIPTIVE NARRATIVES:

A. Give examples of how the facility constitutes a positive environment for teaching and learning.

► The faculty and staff are all dedicated to their jobs and assist in individual classrooms and in the school as a

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whole to make the school as appealing, positive environment as is evidenced by the creative use of space in the classrooms and the friendly appealing bulletin boards and announcements throughout the building. Many organizations within the parish work to help with the aesthetics of the entire campus by doing landscaping and landscaping maintenance work, holding weekend campus cleanups that extends to the surrounding neighborhoods and thus keeps trash from blowing onto campus.

B. Give examples as to how students participate in the maintenance of the exterior and interior of buildings.

► Our students and families participate in PTO sponsored yearly clean ups and beautification days thought out the school year. Before school begins each year volunteers and alumni come and help with painting of interior halls and classrooms.

C. Describe the custodial and maintenance plan(s).

► The school has a contract with an outside custodial company. There is a copy of the contract in our supporting documents. Maintenance for the building is under the control of Tony Ross our Parish Administrator, teacher and staff can send Mr. Ross requests for maintenance but he facilitates all of the repairs for the entire parish and school.

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FOCUS 3: The school plant and facilities are properly maintained.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	The grounds are satisfactorily landscaped and maintained.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
2.	Desirable standards of sanitation are maintained throughout all restrooms.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
3.	Exterior lighting is provided for night use of facilities and as safeguard against vandalism.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
4.	The school is kept in good repair and satisfactorily maintained.				
	◆ Painting	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
	◆ Plastering	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
	◆ General Repair	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
	◆ Daily Cleaning	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
5.	The school budget provides for maintenance personnel.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
6.	The school budget provides for building repairs.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
7.	The budget provides for depreciation cost.	NA	<input checked="" type="checkbox"/>	YES	<input type="checkbox"/>
8.	The budget provides for capital improvements..	NA	<input type="checkbox"/>	YES	<input checked="" type="checkbox"/>

Comments: ►

DESCRIPTIVE NARRATIVE:

What improvements are needed in school plant maintenance to support the mission of the campus?

-
1. The ladies garden club takes care of most of the facilities landscaping. The school families volunteer care of maintenance of the area immediately around the school and classroom areas. The grassy area is hard to keep healthy due to our drought and water conservation in our area. The parking lot needs to be repaved and restriped to help with aesthetics and safety but it is not something that the school maintains, that is under the purview of the parish.
 2. With young children on both floors, the restrooms may become littered. As the plumbing is old and constantly being repaired, there may be an occasional leak. As soon as this is reported, it is corrected. Our maintenance workers come and clean or at least dry the floors to keep down the possible growth of mold.
 7. The school do not own the facility, therefore the school do not have a depreciation schedule for the facility. The church may have this as a scheduled item for the parish.

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FOCUS 4: The school provides a safe and healthy environment.

INDICATORS: (Please comment on all “NO” answers including plans for future alignment.)

1.	Facilities are organized to provide smooth and safe flow of pedestrian and vehicular traffic.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
2.	All building entrances are carefully monitored.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
3.	All building exit doors open outward and are equipped with panic hardware.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
4.	All exits are clearly marked and have exit lights as required by law/code.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
5.	Access to outdoor play area is secure, e.g. area is fenced.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
6.	An emergency exit plan is prominently displayed in each room.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
7.	Crisis management plans are on file, easily accessible and are reviewed periodically with faculty/staff and students.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
8.	Records are on file as to the type and frequency of safety drills and emergency evacuation drills, e.g., fire, tornado, chemical leaks or spills, suspicious person in the school vicinity, etc.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
9.	The heating unit/boiler room is properly maintained.		<input checked="" type="checkbox"/>		<input type="checkbox"/>
10.	Electrical outlets are of safe design and are properly located.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
11.	Outlet covers are in place in the Early Childhood area.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
12.	All control switches (i.e. electrical, water, gas) are accessible and can be easily located by faculty/staff, including staff of the before/after school care program.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
13.	Fire and other emergency signals are distinctive.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
14.	Heating/cooling units provide for proper ventilation and clean air circulation.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
15.	Sanitary, lead-free drinking fountains are provided in sufficient numbers and locations to meet the needs of the students and faculty/staff.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
16.	An asbestos management plan is on file.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
17.	The requirements specified in the asbestos management plan have been implemented.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
18.	The school is inspected by qualified persons and at specified intervals as a precaution against fire and explosion.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
19.	The school is in compliance with city fire ordinances.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
20.	Fire extinguishers (appropriate to the area) and other fire fighting equipment are readily accessible with updated inspection stickers.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
21.	Personnel are trained in the use of fire extinguishers and fire safety equipment.	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
22.	Science labs have necessary safety equipment:				
	◆ Goggles	YES	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>

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◆ Eyewash			YES		NO	X
◆ Gas cut-off valve	NA	X	YES		NO	
◆ Blankets			YES		NO	X
23. First aid kits are present and accessible in appropriate areas.			YES	X	NO	
24. Bloodborne pathogen guidelines are observed in handling and disposing of waste materials.			YES	X	NO	
25. Provision is made for the care and safe storage of all combustible materials.			YES	X	NO	
26. The kitchen and service areas are furnished with equipment that meets local and state sanitation standards.	NA		YES	X	NO	
27. Security devices are installed as needed.			YES	X	NO	
28. Safety hazards are removed from the premises.			YES	X	NO	
29. Students are supervised during arrival at school, including drop off areas.			YES	X	NO	
30. Students are supervised during dismissal from school, including pick up areas.			YES	X	NO	
31. Students are supervised in all areas, instructional and non-instructional.			YES	X	NO	
32. Students in the before/after school program are supervised in all of the above mentioned areas.	NA		YES	X	NO	
33. The space provided for students in the before/after school program is appropriate and safe.	NA		YES	X	NO	

Comments: ►

22. The science lab is short two pairs of safety goggles to meet the needs of our current 8th-grade class.
 22. The science lab does not have an eye-wash station (fixed or portable) in the MS science lab (Room 209).
 22. The science lab does not have fire blankets available in the lab (Rm 209).

DESCRIPTIVE NARRATIVES:

A. Briefly describe your school's plan regarding:

1) Inclement weather

► Inclement weather that will require students to stay indoors for recess will be determined by the principal or vice-principal. All students will use the Family Center if available for indoor recess. All playground rules will apply for recess in the family center. However, due to limited space students will not be allowed to play ball type games. There may be some situations which will not allow recess to be conducted in the family center. If that is the case each homeroom teacher will be responsible for their classroom.

The school has an alarm system in the offices to alert us of any incoming weather hazards. Our hallways, for the most part do not have glass that is exposed to the exterior for tornado safety.

In the event of a weather related closure, the school notifies the families using it's SchoolReach phone notification (phone call and text messages), via email using RenWeb, by posting to social media (Facebook fan page, Twitter account, and Google+ Page).

2) Safety procedures (*i.e., extent to which faculty and staff have been trained to handle fire extinguishers,*

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emergencies and ensure the safety and protection of all students; precautions taken to protect students from outsiders/strangers before, during and after school)

► St. Ignatius School has a closed campus and all visitors must register at the front office and sign in through School Sign-in system (School CheckIn). The system does a background check at each scan to see if the person entering is on any offender databases, also, if the name is a close match it will alert us to take a closer look at the driver's license and verify the person's identity. The school has video cameras in place that monitor both hallways, the lobby and the office. The only point of access to the school building is via the main office, visitors to the school before, during, and after school must be buzzed in via the door system to enter the building.

3) Crisis situations (i.e., suicide, sudden death of school member, weapon)

► The school's Crisis Management Plan (enclosed as an artifact in the file)

4) Monitoring of campus visitors

► The office personnel monitors visitors entering, and the main entrance does have a camera at the door for us to see who requesting entrance is. Also there is a camera recording who comes in and leaves the building. All visitors must sign in using the School CheckIn system.

B. Does the school have a written school plant/capital improvement plan? If "No", is one being developed? Explain.

► School Strategic Plan is in the file for Domain VII.

C. Provide documentation of student supervision during:

1) Arrival/Dismissal Times

► **Arrival:** Two teachers are assigned to monitor students in the family center from 7:15 am to 7:45 am.

This duty is alternated on a regular basis. There is an outside adult guard at the entrance to the school until 8:00 am. All Students in PreK3-8th grade walked into the Family Center by their parents. The teachers assigned to the family center conduct morning duty as a quiet time for students. Student do not run around, rough house, or other wise engaged in prohibited behavior.

Dismissal: Homeroom teachers bring their students to their designated pick-up location in the Family Center promptly at 3:15 pm/3:30 pm. Students are only released to a parent/guardian or other designated person. **PreK-3 students are picked up at Andre House in the afternoon.** Teachers are required to stay with their students until the last student has been picked-up or until 3:45 pm. Students who have not been picked-up by 3:45 pm are escorted to after school care.

2) Recess/Free Times

► A minimum of two faculty/staff members are assigned to monitor the students during recess/free times. This duty is alternated on a regular basis. Students are encouraged to enjoy their time at recess and are not allowed to engage in rough play (i.e. pushing, pulling, or grabbing on another).

3) Lunch

► Faculty/staff members are assigned to monitor the cafeteria during lunch. Lunch is a time for students to eat. Students are allowed to talk at lunch; however, noise is kept to a minimum. Students are to remain seated during the duration of lunch, until dismissed. Students are asked to raise their hand if they need assistance, to use appropriate table manners, and to leave the table and surrounding areas clean.

4) Before/After School Programs

► The National Junior Honor Society has a before school tutoring program that they run in the Family Center/Gym before school. There are also other before school activities at various times such as the PALs Nrgy mornings. The school runs an after school care program until 6:00 pm. The after school program is After Care which is run by two faculty members dismisses the students through the same procedure that is used of a parent

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wishes to enter the school and is subject to the same rules and regulations.

[A copy of the handbook is in the file for this Domain.]

DOMAIN SUMMARY

DOMAIN VII: PLANT & FACILITIES

After conducting an in-depth study of this domain, the school finds the following:

1. Area(s) of strength:

► The creative use of materials and space by the teachers and the staff is a strength of this school. While the facility is older and in need of space, the personnel make excellent use of what is available.

2. Area(s) needing improvement or strengthening:

(An area that needs growth/strengthening is one which, while present, could be improved or one which does not meet TCCED standards/policies.)

► Areas needing improvement or strengthening are: to update things such as, a chair lift, accessibility to all areas, and really could use more classroom and storage space. The science classroom could use more equipment for experimentation, and for safety purposes.

3. Action plan:

(List what the school plans to do within the next 3 years to strengthen or enhance the area(s) mentioned above.)

► The school needs to work toward better meeting ADA standards. Continued maintenance is needed, and the overriding element funding need to be pursued. Areas to be added to the future capital improvement plan are:

- a hot water for the science lab sink
- a new set of safety goggles
- a new safety blanked
- a permanent eyewash fountain
- a safety shower
- a new adult restroom in the building
- a chair lift for the family center stairs.

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CUMULATIVE SUMMARY

In order to give direction to the overall efforts of the school community for the next 3 years, use the information recorded in the seven Domain Summary forms to prioritize the area(s) needing improvement/strengthening. (In other words, what action(s) will be addressed first? What action(s) might be delayed dependent upon other factors?)

► After conducting the self-study process St. Ignatius Martyr Catholic School has identified the following areas as needing improvement/strengthening:

- The School Advisory Board and School Administration will work to improve the Strategic Planning process, to insure the participation of all stakeholders as well as to improve communication of the Strategic Planning process with the stakeholders.
- Continue to cultivate the endowment fund and expand the grant base, so that St. Ignatius Martyr Catholic School can have the resources it needs to further develop both the faculty/staff and the academic programs.
- Work to continuously improve communication to all stakeholders of the school community.
- Better integrate our Catholic identity throughout all content areas.
- Work to provide more support and mentoring opportunities for new hires.
- Better document and monitor student mastery throughout all content areas.
- Build systems within the structure of the school to continuously monitor progress and improvement.
- Work with the Parish to update the physical plant (i.e. new roof, ADA compliance, better utilization of storage space, updated science lab equipment, and preventive maintenance).

Working together the School Advisory Board, School Administration, and the Parish will include and prioritize the areas listed above in a revised Strategic Plan to be adopted at the beginning of the 2013-2014 School Year and to put in place more defined systems to monitor implementation and progress.