



SELF-STUDY VISITING COMMITTEE REPORT

FOR

**POPE JOHN PAUL II
CATHOLIC HIGH SCHOOL**

5608 Pacific Ave. SE

Lacey, WA 98503

Archdiocese of Seattle

February 3, 2013 – February 6, 2013

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Protocol: ENSURING EDUCATIONAL EXCELLENCE

PREFACE

We, the Visiting Committee, would like to thank the JPII Catholic High School Community, including its parents, students, friends, support staff, faculty, and administration for working together to make the school a friendly and nurturing learning environment for the young men and women of Western Washington.

We are especially grateful for the hospitality that has been extended to us throughout the course of our stay here. We found our experience to be not only professionally fruitful but also personally rewarding. To have the opportunity to spend time with the 55 JPII students along with the men and women whose vocation it is to work with young adults in an academic and spiritual setting has been a rich experience for each of us. We shall depart from JPII , knowing that we were able to spend a few days in an amazing, friendly and positive high school atmosphere that supports student learning in a Catholic environment that is ensuring educational excellence.

May God continue to bless all of you, in your very special ministry of teaching and living the Good News.

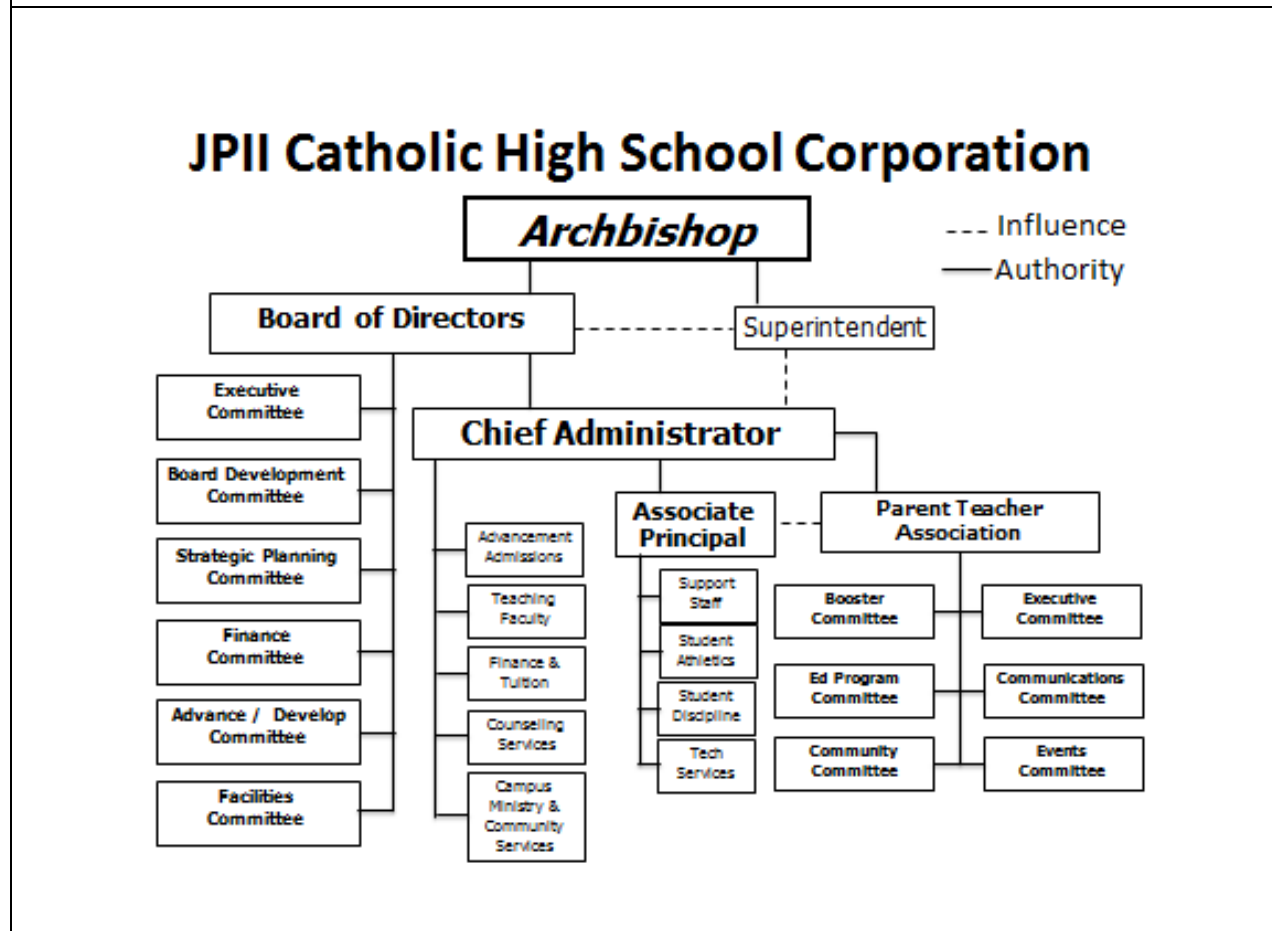
Table of Contents

PREFACE	2
CHAPTER I: INTRODUCTION TO THE SCHOOL	4
A. Introduction	4
B. Student Demographics	5
C. School Personnel Demographics	5
CHAPTER II: SCHOOL'S PURPOSE	7
A. Mission.....	7
B. Philosophy.....	7
C. Integral Student Outcomes	8
CHAPTER III: QUALITY OF THE SCHOOL'S EDUCATIONAL PROGRAM	10
A. OBSERVANCE of the PRINCIPLE of <i>AUTHENTIC CATHOLIC IDENTITY</i>	11
B. OBSERVANCE of the PRINCIPLE of <i>ORGANIZATIONAL EFFICACY</i>	14
C. OBSERVANCE of the PRINCIPLE of the <i>EXCELLENCE OF TEACHING AND LEARNING</i>	17
D. OBSERVANCE of the PRINCIPLE of the <i>VITALITY OF CO-CURRICULAR PROGRAMS</i>	21
E. OBSERVANCE of the PRINCIPLE of the <i>STEWARDSHIP OF MATERIAL RESOURCES</i>	24
F. OBSERVANCE of the PRINCIPLE of <i>COMMITMENT TO IMPROVEMENT</i>	30
G. OBSERVANCE of the INTEGRITY of THE SELF-STUDY PROCESS	32
Visiting Committee EIP Summary Response	34
Areas for Vital Growth - Goal #1 of the current EIP:	35
Areas for Vital Growth - Goal #2 of the current EIP:	36
Areas for Vital Growth - Goal #3 of the current EIP:	37
Areas for Vital Growth - Goal #4 of the current EIP:	38
Areas for Vital Growth - Goals #5 of the current EIP:.....	39
Areas for Vital Growth - Goal #6 of the current EIP:	40

CHAPTER I: INTRODUCTION TO THE SCHOOL

A. Introduction

1. Name of School:	JPII Catholic High School
2. Address	5608 Pacific Ave. SE. Lacey, WA 98503
3. Year of Inception	2010
4. Nature of the School (ownership, gender, educational thrust)	Archdiocesan Level II Archdiocese of Seattle Co-Educational – College Preparatory
5. Governance Structure	Board of Directors – Limited Jurisdiction Reserved powers to the Archbishop of Seattle
6. Administrative Structure	Principal
7. School's Organizational Flow Chart [The information required here may be imported from the school's self-study.]	



B. Student Demographics

2010 – 2011 Enrollment	21	RACE		Home Language	
Female	11	Native American	0	English	17
Male	10	Asian	1	Spanish	1
Catholic	17	Black	0	German	1
Non Catholic	4	Native Hawaii / Pac Islander	3	Pacific Islander	1
Hispanic	3	White	13	Punjabi	1
Non-Hispanic	18	Multi-Racial	4		

2011 – 2012 Enrollment	41	RACE		Home Language	
Female	21	Native American	1	English	33
Male	20	Asian	3	Spanish	2
Catholic	33	Black	2	Vietnamese	1
Non Catholic	8	Native Hawaii / Pac Islander	4	Pacific Islander	2
Hispanic	4	White	25	Nigerian	1
Non-Hispanic	38	Multi-Racial	6	Punjabi	2

2012 – 2013 Enrollment	54	RACE		Home Language	
Female	23	Native American	1	English	41
Male	31	Asian	4	Spanish	6
Catholic	45	Black	1	Vietnamese	1
Non Catholic	9	Native Hawaii / Pac Islander	4	Pacific Islander	2
Hispanic	10	White	31	Nigerian	1
Non-Hispanic	44	Multi-Racial	13	Punjabi	2

C. School Personnel Demographics

1. Number of Faculty	5.286 FTE
2. Years of Service at the School [See Data Library B.19.b]	1 Yr.: 3 2 Yrs.: 3
3. Catholic Composition [See Data Library A.28]	All of the faculty in 2012 – 2013 are practicing Catholic
4. Gender Composition	F:2 / M:4
5. Racial Composition	All of the faculty are Caucasian / white – Non Hispanic
6. Composition with: [See Data Library B.20]	
a. Credential	All teachers have a valid and current teaching credential
b. Master's Degree	5 of the 6 teachers have a graduate degree
c. Doctorate	0

D. Highlights of School's History

[The information required here may be imported from the school's self-study.]

In the spring of 2004, members of the community began a six year process to resurrect the tradition of Catholic secondary education in the local community.

By the fall of 2007, a Board of Directors was established, the name JP II was selected and a principal and a faculty member were employed. The principal and faculty member developed a rigorous college preparatory curriculum deeply imbued with the charism of Pope John Paul II.

The initial plan was to open the school in temporary buildings on purchased property but these plans were withdrawn the 2008 recession hit and opening the school was postponed. In 2010, the school opened in Lacey, WA in a leased facility that was formerly a fire station. The first students were 20 freshmen and sophomores.

E. Most Significant Developments in School Life since the Last Self-Study

[The information required here may be imported from the school's self-study.]

This is JP II's first self-study and therefore the school has not recorded any significant developments since its last self-study.

However, because 2013 is its third year of operation, significant developments since opening include:

- Establishing a Board of Directors
 - Opening in 2010.
 - Establishing "The Profile of the Graduate at Graduation"
 - The creation and implementation of the school's retreat program that is thematically based on the charisms of JP II and the Profile of our Graduate at Graduation.
 - Hiring the first faculty and staff
 - Hiring an Advancement Director and the creation and implementation of a development plan
-

CHAPTER II: SCHOOL'S PURPOSE

A. Mission

[Include the School's Mission Statement]

Mission:

The mission of JP II High School is to provide a Catholic secondary education within a challenging academic, spiritual, and co-curricular environment that will develop men and women who are intellectually strong, spiritually alive, and committed to serving the needs of others.

Vision:

JP II High School will nurture and challenge every student to be transformed for a lifetime of courageous leadership and service through discovery and development of their God given gifts.

B. Philosophy

[Include the School's Philosophy Statement]

We believe:

1. Education must be a lifelong process that always pursues the truth.
 2. Faith frees reason and gives meaning to life.
 3. A JP II education leads students to pursue the truth, act virtuously and build community.
 4. Teachers must not only be competent but they must also be able to build meaningful and mentoring relationships with students.
 5. The whole person –mind, heart and soul – must be educated.
 6. The core value of a Catholic education is providing students with opportunities to build their personal relationship with Christ – to stand in His light and truth.
 7. That an informed intellect provides the options for action, a loving heart provides the meaning for action and a formed will carries it out.
 8. That each student possess a unique learning style and that their gifts must be individually nurtured.
 9. Technology is a tool to access learning and not an end in itself.
 10. Through experiencing community in the school setting students become better prepared to become leaders in other communities of which they are members.
 11. Education meets students where they are and takes into account the cultural context they live in.
 12. A JP II education guides students to strive for integrity, commitment and excellence in all things.
 13. Education must engage students in real life situations where they are challenged to solve contemporary problems using multiple perspectives and the various academic disciplines.
 14. That students must learn experientially that faith demands a commitment to a just society.
 15. Education must offer students a worldview that has at its center love of God, self and others.
 16. That we are called to share the good news of Christ and build the kingdom of God in our time.
 17. Moral behavior is rooted in our understanding of God's view of and plan for us.
-

C. Integral Student Outcomes

[Include the School's ISOs]

A JPPII Education is inspired by the namesake of the School, JPPII and guided by his wisdom and charisms.

JPPII High School educates students to pursue truth, act virtuously and build community, witnessed in each student because they...

GG1 Intellectually Strong

- GG1.1 Possess fundamental skills and knowledge demanded by each academic discipline
- GG1.2 Pursue educational opportunities beyond high school
- GG1.3 Think logically, critically and creatively in problem solving and self-expression
- GG1.4 Analyze contemporary issues from multiple perspectives
- GG1.5 Respect other peoples, languages and cultures
- GG1.6 Access resources and technology to interpret, evaluate and present information
- GG1.7 Interpret implications and consequences of assumptions behind different points of view

GG2 Spiritually Alive

- GG2.1 Recognize self and others as loved by God
- GG2.2 Understand Catholic Christianity and know major doctrines and practices of the Catholic Church
- GG2.3 Know Christ's Mission and participate actively and fully in the Church's life
- GG2.4 Build personal relationship with Christ through Eucharist, prayer and reflection
- GG2.5 Practice reconciliation with family, friends, Church and God
- GG2.6 See faith in Jesus as an obligation to live life as a person for others

GG3 – Open to Growth

- GG3.1 Accept personal responsibility for their growth
- GG3.2 Strive for integrity, commitment and excellence in all things
- GG3.3 Make life choices based upon Catholic social teachings
- GG3.4 Challenge prejudices and stereotypes
- GG3.5 Seek opportunities to expand their mind, heart, imagination, feelings and consciousness
- GG3.6 Seek aesthetic, artistic and creative experiences through the arts
- GG3.7 Engage in co-curricular activities that develop leadership, interpersonal and collaborative skills

GG4 Loving

- GG4.1 Accept responsibility for building and maintaining loving relationships with others
- GG4.2 Demonstrate empathy, compassion, understanding and respect
- GG4.3 Accept the love of God and others
- GG4.4 Know the moral teachings of the Catholic Church as it relates to sexuality
- GG4.5 Make responsible decisions regarding personal health and well-being
- GG4.6 Listen respectfully and express themselves genuinely

GG5 Committed to Doing Justice

- GG5.1 Recognize service as fundamental to faith
 - GG5.2 Act with generosity toward all
 - GG5.3 Demonstrate compassion for victims of injustice
 - GG5.4 Know the impact of social, environmental and political issues on the human community
 - GG5.5 Understand the contradictions and moral ambiguities between the Church's social teachings and popular culture
 - GG5.6 Know that faith demands active commitment to a just society
-

For each of these, briefly tell

(1) Whether they are responsibly created and reviewed

The Integral Student Outcomes were developed by staff in 2008-09 in response to the mission and vision and in anticipation of the school opening in the fall of 2009. They were approved by the Board of Directors in 2009. The Faculty also references them in their lesson planning. The mission and ISO's are the bases for making decisions regarding policy and program changes.

(2) Whether they are sufficiently promulgated

The mission and Integral Student Outcomes are promulgated through our website, marketing documents, admissions documents, parent & student handbook and specifically to students during Community Periods. In addition, the Faculty references them in their lesson planning and they are basis for making decisions regarding policy and program changes

CHAPTER III: QUALITY OF THE SCHOOL'S EDUCATIONAL PROGRAM

A. OBSERVANCE of the PRINCIPLE of AUTHENTIC CATHOLIC IDENTITY

This principle of WCEA accreditation holds that a school's Catholic identity ought to be authentic. Here, 'authentic' means that in all its understandings and operations the school is oriented toward: God; the teachings of the Catholic Church; and the prayers, ritual, and practices of the Catholic Faith.

Number of Standards that Constitute this Principle: 8

-
- This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s: #6
 - This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s: .
 - This Principle is NOT involved in the School's EIP.
-

Visiting Committee's Discernment regarding the School's Observance of Principle A:

- THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**
Degree of its Observance: Commendably Sufficiently
- THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**

SCHOOL'S OBSERVANCE of PRINCIPLE A

Rationale for the Visiting Committee's Discernment regarding Principle A (Authentic Catholic Identity):

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages)

JPII High School (JPII) has a mission statement, vision, philosophy and Integral Student Outcomes (ISO's) that clearly highlight the centrality of its Catholic Identity. The school's crest is commendable in reflecting the charism of its patron and drawing students closer to Christ as the source of light and truth. The principal is very intentional and experienced in promoting the Catholicity of the school. Current school board members are all Catholic and strongly support the Catholic character of the school. The Board of Directors may find it beneficial to developing a committee to further support the school's mission for all involved stakeholders (A29).

The ISO's incorporate the Six Tasks of Catechesis: 1) Knowledge of the Faith, 2) Liturgical Education, 3) Moral Formation, 4) Learning to Pray, 5) Community Living and 6) Missionary Service. There is a focus on developing students' understanding of how the Catholic faith provides a strong sense of countercultural witness and foundation for moral decision-making in a world that often opposes principles of Catholic Social Teaching.

The student population at JPII is 80% Catholic. Students are encouraged to attend Sunday Mass at the home parish with their families. All of the teachers are practicing Catholics and some have been sponsors for JPII students being Confirmed (A1). Non-Catholic students are also encouraged to participate in religious practices and receive orientation on Catholic rituals. Survey data from parents and instructional staff support the perception of a strong Catholic Identity at the school (A22). However, student perception of how Catholic Identity is demonstrated throughout the school environment is an area the school has identified for future growth (A32-33).

At JPII, each class begins with a prayer that concludes with a short refrain asking Blessed John Paul II to pray for them. All meetings and co-curricular events begin with prayer. The school offers a retreat program for each grade level that is based on the charisms of its founder (A2). Retreats are planned by the school's religion teacher, who is also the campus minister. The principal and other faculty members assist with retreats. Freshmen and Sophomores have a one-day retreat and students in the upper classes participate in an overnight retreat experience. The retreat formats offer a rich variety of experiences for the spiritual and personal lives of each student (A6).

Mass is celebrated monthly and the sacrament of Reconciliation is offered twice annually (A4). Increasing opportunities for the sacraments is a key growth area for the school. The school does not have a chaplain and sacramental access is dependent on the availability of priests from the deanery and/or St. Martin's University (A5). The school also does not have a spiritual director; however, the sisters at the nearby priory have provided spiritual formation experiences for faculty retreats (A7).

Four years of religion are required of all students (A10). Students have a moderately high perception of religious instruction as catechesis (A9). The curriculum is aligned with the USCCB Doctrinal Framework and textbooks are from the approved list from the Archdiocese (A14). The philosophy of the Religion Department reflects a rich understanding of Catholic theology. The school is not currently using a standardized test to measure student performance with religious education (A12). Based on its few years of existence, there is not sufficient data to measure student performance over a four year time

period (A13) and the religion teacher has not significantly modified the curriculum based on student feedback (A14). The school staff are aware of ACRE (Assessment for Catechetical Religious Education) and have indicated a willingness to include it as part of their standardized academic assessments.

The school has one person teaching the religion classes. This teacher has a graduate degree in Theological Studies, is a certified catechist for the Archdiocese (A16) and is in the fourth year of teaching experience (A15). In school documents, all faculty members are considered teachers of Religion and many of them intentionally incorporate Catholic doctrine as part of their lesson plans (A31). Lesson plans submitted by the instructional staff included how principles of Catholic Social Teaching are relevant in Math, Science, Social Studies, Spanish and English (A30).

Although all of the school personnel are Catholic (A28), they have not participated in catechetical/theological formation programs as adult learners. School personnel are aware of the Archdiocesan sponsored Catechist Certification Program that will be offered this summer in Lacey (A17). The school promotes spirituality with its annual faculty retreats and the work of the Board of Directors to bring a national speaker on Catholicism for their Gala.

JPII demonstrates and perceives a strong commitment to collaborate with parents (A20). Survey data reflects that parents feel they are partners with the school (A21). The school offers several opportunities for parents to meet with the school administrators and staff, who are also well regarded for being available to parents. Parents indicated that the school encourages their participation in all spiritual activities and liturgies. At this time, the school does not provide an adult program designed for parents to deepen their faith. The principal's newsletters frequently contain a faith reflection component for parents (A18).

The school currently offers a wide range of community service activities for the students and requires a cumulative reflection paper during the senior year. This school year, upperclassmen will participate in an urban immersion project for the homeless. However, the faculty realizes that student experiences within community periods are not standardized and increased communication across disciplines would help students maximize connecting service to their vocations as disciples of Christ (A23-24).

The school's logo is a clear reflection of its Catholic Identity and its patron, Blessed Pope John Paul II. The rich images of Blessed Pope John Paul II, the presence of crucifixes throughout the school and its Campus Ministry reflection room are visible signs of its Catholicity (A26). The school celebrates the feast day of its patron (A27) and includes quotations of Blessed JPII with a picture of each faculty member on the outside of each classroom door.

The intention to reflect, live and share the Catholic faith within all aspects of the school environment is clearly portrayed in the foundational documents of JPII. Survey data indicates the strong support for this mission with school administrators, faculty and parents. Student engagement with evangelization is an area of ongoing growth for the school. Their participation with community service projects and visiting elementary schools to promote the school are strengths in this area. This year's Gala features a well-known speaker on Catholicism which underscores the priority JPII holds for promoting the Catholic faith across this region of the Archdiocese.

B. OBSERVANCE of the PRINCIPLE of ORGANIZATIONAL EFFICACY

This principle of WCEA accreditation holds that a Catholic School ought to be systematically and carefully organized and effectively managed.

Number of Standards that Constitute this Principle: 5

- This Principle is involved in the School’s Educational Improvement Plan (EIP), via Standard/s: #2 & #6

 - This Principle is involved in what the Visiting Committee has added to the School’s EIP, via Standard/s: .

 - This Principle is NOT involved in the School’s EIP.
-

Visiting Committee’s Discernment regarding the School’s Observance of Principle B:

- THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**
Degree of its Observance: Commendably Sufficiently

- THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**

SCHOOL'S OBSERVANCE of PRINCIPLE B

Rationale for the Visiting Committee's Discernment regarding Principle B (Organizational Efficacy):

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages)

JPII has a Board of Directors that is responsible for the school. It is the same governing board that was created as the school was formed and assisted in the opening of the school in a leased space, as well as, hiring its founding staff (B3). The Board of Directors is now transitioning from an initial planning-Board of Directors to a fully recognized Board of Directors with 1-B status through the Archdiocese of Seattle (B3-4). The Board of Directors is currently setting up Standing Committees and Ad-Hoc committees, as well as setting up a protocol for recruiting new members while others step out, using an internal designed matrix and vetting process from the Archdiocese. The Board of Directors is working to transition into a policy-making Board of Directors with school leadership supervision and evaluation. The Board of Directors has been efficient in working to fulfill the mission and philosophy of the school. It also perceives JPII fulfills its mission and works well with the Archdiocese of Seattle. (B6-7)

JPII has two administrators who have been with the school for 5 years. Both educators have master's degrees and administration credentials (B11). The administration is perceived to uphold the mission and philosophy and collaborates with the Board of Directors to a great degree (B10-13). They are effective in exercising stewardship of the school's philosophy and mission and have a collaborative working relationship with the faculty. When hiring faculty and staff, the administration use the *AppliTrak System* utilized by the Archdiocese of Seattle (B22). Faculty feel supported by the administration and are comfortable with the school's efforts to provide opportunities for professional development (B27). Currently, JPII's two administrators often take on more duties beyond traditional roles of school administration, including but are not limited to, teaching assignments, school registrar, technology facilitator, and some counseling duties.

JPII has eight instructional personnel, including two school administrators. All faculty have at least a teaching credential and majority of them have master's degrees (B20). Faculty members are evaluated (formally and informally) by a system, internally designed, but based on Danielson and Marzano models (B23). However, there is a noted disconnect between policy and practice of observation. JPII's Handbook states that faculty will be formally observed twice a year, while discussions with faculty and administration have noted one formal observation per academic year. While professional development is offered during the beginning of the school year and during faculty meetings, faculty often take the initiative to explore professional development opportunities beyond what is offered at the school (B26-B27). JPII has a committed faculty and staff but there is an expressed concern about the amount of preps taught by each member and emerging time management issues with the impending growth of the school (B18).

JPII has two support personnel: one is the office manager and the other is the advancement director. They have been with the school 4-6 years and 1-3 years respectively (B30). There is a system designed for evaluating support personnel that hasn't been put into formal practice (B33). The faculty and staff perceive the support personnel as significant to the school's mission/philosophy and are counted on for a variety of purposes (B34). JPII also has contracted an accountant who reconciles the

financial books which has alleviated an aspect of the workload that was previously held by a support staff member.

The organizational structure and operations of JPII (offices, departments, schedules, modes of communication) promote accountability among its administration and faculty (B35). However, it was noted that workflow, in order to maximize leadership capacities for the advancement of JPII should be investigated.

Faculty and students believe the current block schedule is conducive for optimum learning and utilized well by most disciplines and is taught by certificated teachers, both inside and outside their professionally trained areas (B36). The school utilizes internal and external modes of communication, which take a variety of forms both electronic and paper. Faculty, students, and families rely on *PowerSchool*, email, and a monthly newsletter, all of which are deemed sufficient (B38).

C. OBSERVANCE of the PRINCIPLE of the EXCELLENCE OF TEACHING AND LEARNING

This principle of WCEA accreditation holds that the school's teaching and learning ought to be of the highest quality. Here, 'teaching and learning' refers to the classroom context and dynamic. By 'excellence' (or 'highest quality') is meant that an exemplary curriculum is delivered and the maximum learning capacity of each student is realized.

Number of Standards that Constitute this Principle: 4

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- This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s:**

 - This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s:**

 - This Principle is NOT involved in the School's EIP.**
-

Visiting Committee's Discernment regarding the School's Observance of Principle C:

- THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**
Degree of its Observance: Commendably Sufficiently

- THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**

SCHOOL'S OBSERVANCE of PRINCIPLE C

Rationale for the Visiting Committee's Discernment regarding Principle C (Excellence of the Teaching and Learning):

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages)

JPII offers a comprehensive academic program for grades 9-12. Students at JPII follow state and college requirements in core classes such as English, Mathematics, Social Studies, Science, World Language, Fine Arts, and PE/Health. All students at JPII are required to complete four years of study in Theology. Incoming 9th grade students complete grade level appropriate placement exams for English, Math and Science. JPII administers the ACT 8th grade Explorer Test and writing sample. Results of the Explorer Test and subject placement exams combined with middle school teacher recommendations are compiled for incoming 9th grade students for their spring registration night. The Associate Principal acts as a registrar for student class placement. Students are placed in one of three tracks: Emerging Scholars, College Prep, or Honors College Prep (C.2). All three tracks meet requirements for matriculation to state colleges or universities. Student performance and teacher recommendation may determine if a student may move from one track to another (during their four years), or for placement and consideration in Honors courses.

Due to enrollment size, JPII is currently not utilizing the Emerging Scholars track in classes other than English 9. Students in the College Prep and Honors tracks are blended together (C.2). Teachers provide accelerated instruction (with supplementary materials) for the Honors students. Students in the Honors courses are graded using a higher standard and receive additional homework, questions and project expectations. Students who are in the Honors courses may follow an AP curriculum and take the exam in May, which has been the case AP World History and AP US History (C.4). The class does not report as an AP class on the student transcript. Teachers who are interested in developing AP courses are eligible for professional development opportunities such as the AP Institute.

The academic program at JPII follows Common Core and national standards as well as ACT college readiness standards (C1). Scope and sequence information by content area is recorded within the teacher calendar and resources on their individual School Center pages on the school website. Course syllabi references teaching standards and the school posts the 16 Habits of Mind standards throughout the building. The JPII Board of Directors has included curricular standards in the school Strategic Plan. JPII has started conversations with partner parish schools regarding articulation between 8th grade and 9th grade instruction and the school administration is interested in developing a more formal articulation conference as more students matriculate from the partner parish schools.

Freshmen and sophomore students take the ACT Explorer and PLAN test, and juniors take the PSAT exam (C.31). Test results for the ACT Plan Test reveal JPII students score above the US Average in Composite, Science, Reading, Math, and English (C32). PSAT results reveal JPII students score above the US Average and WA Average in Writing Skills, Math and Critical Reading (C32). One student from the class of 2013 at JPII qualified as a National Merit Semi Finalist.

JPII offers a diverse series of courses throughout their academic program, including five foreign language options. As a "One-to-One School", JPII has embraced technology and encourages students and teachers to explore content using a myriad of technology and instructional methods. The emphasis on technology is part of the Technology Unlimited Program through elective courses offered by Giant Campus - an online program.

The administration and faculty at JPII have invested time and energy to promote diverse methods of instruction and assessment. The principal has incorporated a review of best practices into teacher observation and evaluation, and has promoted Professional Learning Communities and professional development in service time for faculty to receive training and support in these areas (C11). Teachers share best practice strategies with technology at in service meetings throughout the year (C21). New teachers receive two weeks of in service training for technology (Power School, Naviance, Promethean smart boards, document cameras, School Center page on website) in August. Returning teachers receive one week of training in August (C21).

Student and teacher surveys reveal a high degree of differentiation in instructional methods and assessment practices as well as diversity in the use of technology. The administration evaluation model includes a professional goal established by each teacher at the beginning of the school year, followed by a pre-observation meeting and a formal classroom observation. The evaluation process involves the administration collaborating with teachers to differentiate instruction methods and use the technology and eBooks to diversify their instruction and engage their students (C11). Students see their JPII teachers as people who use interactive resources and never teach "out of the book." One student said: *"The teachers give us hard work and give us the tools to help us succeed."* Students feel academically challenged and because of the smaller class sizes and low teacher to student ratio, feel they have highly attentive teachers and are held accountable for their performance in class (C17). The students said: *"The teachers strive for us to succeed"* (C14). Students were favorable towards the One-to-One use of laptops (C22) appreciative of the accessibility to information and organization it provides. Students feel on-line resources and teacher webpages promote efficiency, especially with homework and note taking (C18). Teachers utilize DYKNOW to help with laptop management as well as resource distribution (file and resource transfer).

As students move through their respective grade levels and content areas, reports of achievement are communicated to parents, faculty and board members using Power School reports, school assemblies recognizing achievement, Board of Directors reports and the Eagle Family Newsletter (C.34-36). Parents and students commented favorably on the timely response time of administration and faculty regarding email communication. Students who receive a grade lower than C- are not awarded academic credit and are either enrolled in a credit retrieval course or retake the course the following semester (C7). Community Period (CP) teachers do regular grade checks with their grade level students (C9). CP teachers are very knowledgeable about what is happening in the lives of their students, which is seen by parents and students an important personal touch. The Associate Principal prepares mid-term grade reports (C9). Students have access to meet with teachers for extra instruction during tutorial time during the CP, or before or after school. When needed, JPII will hold an after school study hall, monitored by staff member. Students who are experiencing academic concerns may also take a guided study hall class (C7). JPII does not currently have an academic resource program or an ELL class (C6). JPII hosts a Parent/Teacher conference during each semester. Parents and students receive up to date grade reports on Power School throughout the school year, and report cards at the end of each semester (C34-36).

As students matriculate through to their senior year, they strive to reach the standards developed into the Profile of the Graduate. This document is contained within the student/parent handbook and is included by faculty in their syllabi and lesson plans. It is the culminating expectation for all JP II graduates. In the future, the school plans to develop a senior reflection paper to correspond to this profile with guidance from their CP teacher. Students would tie in the 16 Habits of Mind and their community service experience. The parents and students feel strongly about the community service program as one which educates the whole person. Students commented on the program: *“They prepare us to be well-rounded people. Not just scholars but people for others”* (C14). The Board of Directors holds the Profile of the Graduate as an essential component to the school and expects it will become the standard for all graduating seniors (C15). As every student matriculates through to their senior year at JP II, they strive to reach the standards developed into the Profile of the Graduate. This document is contained within the student handbook and is revisited by faculty at the beginning and end of the senior year and communicated at graduation as the culminating expectation for all JP II graduates.

D. OBSERVANCE of the PRINCIPLE of the VITALITY OF CO-CURRICULAR PROGRAMS

This principle of WCEA accreditation holds that the co-curricular or ancillary programs (i.e. in addition to the classroom) should add vitality to the overall school program. By 'vitality' it is understood that the school has programs and activities which complement the classroom education and are conducive to the development of students as whole persons.

Number of Standards that Constitute this Principle: 4

-
- This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s: #3
 - This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s:
 - This Principle is NOT involved in the School's EIP
-

Visiting Committee's Discernment regarding the School's Observance of Principle D:

- THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.**
Degree of its Observance: Commendably Sufficiently
- THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.**

SCHOOL'S OBSERVANCE of PRINCIPLE D

Rationale for the Visiting Committee's Discernment regarding Principle D (Vitality of Co-Curricular Programs):

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages)

The vision statement of JP11 states that the school “will nurture and challenge every student to be transformed for a lifetime of courageous leadership and service through discovery and development of their God given gifts.” In this statement, JP11 recognizes that it is the job of the school to do more than just teach the typical student. It is the responsibility of the school to teach the whole person – which is included in its Philosophy Statement – and to serve to the best of its ability every student who attends. Principle D of the WCEA focuses on the Vitality of the Co-Curricular (and Support) Programs.

JP11 High School demonstrates a commitment to the safety of all those who are on campus. Each room in the building has a copy of the Emergency Procedures (D1). Students, faculty, and staff are drilled in one of these procedures at least quarterly (D2). The school provides Safe Environment training for staff annually, students during their freshman year, and parents as an option (D3). The Student and Parent Handbook contains a harassment policy and a technology use policy of which, both references the personal safety of students. Survey data display students, parents, and teachers perceptions that the school is an emotionally safe place for students (D4 – D6).

Survey data suggests that students, parents, and teachers believe the school does a commendable job of establishing a climate of learning and achievement, and is an intellectually safe place for students (D4 – D6, D10 – D12). Student standardized test scores suggest that students are living the high academic standards of the school compared to state and national averages. Given the grading scale, where grades less than a C- do not receive credit, there are clear academic expectations of the school.

Given high academic expectations, the school is making intentional steps to ensure the academic needs of all students are being served. Within the Community Period class, students have the opportunity to perform grade checks, receive help from teachers, and formulate plans for improving performance in classes. Teachers are available to students at least 30 minutes before and after school to offer academic support (D13). Students who travel long distances to attend JP11 have found ways of receiving help through the use of technology such as email, Skype, and Google Docs. This is made easier because it is expected every student at the school owns a laptop computer.

Two students at the school are identified as having special needs (D16) and accommodations have been made to serve their needs. These accommodations come in the form of extended time, digital assessments instead of hand written, and oral exams (D17). Accommodations for students are decided by an analysis of an evaluation by a doctor or learning specialist, as well as a discussion between the parent(s) or guardian(s) of the student and the administration. Special needs – socially and academically – are considerations for admitting students into the school, recognizing the limitations based on staffing for accommodating some students' needs.

In order to discover and serve the God given gifts of every student, the co-curricular component of the school is vital. JP11 High School has done an impressive job – given its youth and size – of providing co-curricular options for students. The majority of students participate in at least one co-curricular activity – 46% in the arts, 63% in athletics, 24% in student government, and 39% in other clubs and activities (D24). Based on survey data, student perception regarding the quality of the school’s co-curricular programs was sufficient. This is also an illuminated area for growth (D25). Parent and school perception of the co-curricular programs were comparatively better based on survey data (D26). Budgeting money and human resources towards the development of its co-curricular program is an item on the Educational Improvement Plan for the school.

JP11 recognizes the importance of “educational opportunities beyond high school,” as is referenced in the ISOs. Because JP11 has not had its first graduating class, data and perceptions regarding graduation and graduate perceptions of the school are not available (D33 – D36). JP11 provides college information and application services through the use of Naviance, Community Periods, colleges that visit JP11, and JP11 student attending a college fair. Based on survey data, the students and parents perceive that JP11 provides college guidance at a sufficient level (D30, D31).

One challenge that faces the school is its lack of a counselor (D14, D29). Identified as an item in and EIP, the school acknowledges its limitations to provide appropriate personal and academic counseling, which contributes to the personal safety of the student (D7 – D9). JP11 is facing many challenges in its first years of operations. However community observations and perceptions note the excellent job the school is doing to address its needs and maximize student opportunities with its Co-Curricular (and Support) Programs.

E. OBSERVANCE of the PRINCIPLE of the STEWARDSHIP OF MATERIAL RESOURCES

This principle of WCEA accreditation holds that the management of a school's material resources ought to be carried out responsibly, for the well-being of others, i.e., primarily students. The 'responsible management' is stewardship. In the Catholic high school context, they who manage a school's material assets or resources are stewards. They ought to do so in a spirit of care and accountability.

Number of Standards that Constitute this Principle: 7

This Principle is involved in the School's Educational Improvement Plan (EIP), via Standard/s: #4 & #5

This Principle is involved in what the Visiting Committee has added to the School's EIP, via Standard/s: .

This Principle is NOT involved in the School's EIP.

Visiting Committee's Discernment regarding the School's Observance of Principle E:

THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.

Degree of its Observance: Commendably Sufficiently

THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.

SCHOOL'S OBSERVANCE of PRINCIPLE E

Rationale for the Visiting Committee's Discernment regarding Principle E (Material Resources Stewardship):

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages)

In three years of operations, JP II's enrollment has increased from 21 students to 55 students. The school had established a goal of 60 students for the current year and has projected an enrollment goal of 70 students for 2013-2014 and 80 students for 2014-2015. Estimates from an unpublished survey suggest that the communities of Lacey and Olympia could support a Catholic high school of approximately 400 – 500 students.

The school enrollment operations at this time are well run, with limited resources and personnel. Currently the Office of Advancement and Admissions markets the school to prospective students and families, as well as operates the fundraising events and benefactor relationships. There are seven schools listed as "partner schools" that feed or have the potential to feed 8th grade Catholic school graduates to JP II, which in time, could amount to more than 100 incoming students. However and at this time, the high school is able to attract a few students from each of its partner schools(E2) due to the newness of JP II, the competition from Bellarmine Catholic High School in Tacoma (E5b) and effective public high schools in the region. Given these challenges coupled with limited resources, enrollment will be a consistent challenge until a comprehensive enrollment plan, based on a study with partner schools and parishes is effectively implemented.

The classrooms at JP II are sufficient in quantity for the current and three-year enrollment goal of 80 students. The present facility, in its current state, can accommodate approximately 100 students without altering the physical plant. The school is technologically wired and provides a learning environment for students that is cutting edge, using Promethean Boards in every classroom, providing wireless internet access, and having high expectations for both students and faculty to integrate technology into the learning / teaching environment (E9). Collapsing tables and chairs are the preferred student desk, which is sufficient for the student enrollment size. The plant has adequate restroom accommodations though lacks adequate showering facilities and a gymnasium for HPE classrooms. A question was raised regarding the appropriateness of the plastic tables used in the Chemistry Lab / Classroom (E8).

JP II plant was built for and functioned as a Lacey Fire Station until it sold a few years ago to a property developer. The school two, 5 year renewal leases options for a portion of the property and the main fire hall. . The office and residential area of the station have been remodeled to accommodate the school operations, while the fire truck bays remain in a "garage-like" state, currently acting as a storage facility for St. Martin's University. Plans exist to expand the school learning environment into these bays, should enrollment increase. The school also has access to a small parking lot and a small yard near adjacent to the main building. There is a large garage and more open space land that may be added to the lease, for an additional expense. The school community understands the limitations of the existing facility plant and campus regarding its real impact limiting current and future student enrollment.

JPII's funding sources and operations (tuition, the Annual Fund, the annual Gala), and third source income are able to offset its annual expenses. The per capita cost had decreased significantly in three years but remain extremely high (\$20,342) due to the low enrollment numbers (E15). To meet the gap between the cost to educate one child and the tuition per student, JPII hosts one significant fundraiser (Light and Truth Gala Dinner Benefit) conducts an annual appeal, and relies on generosity of benefactors and supporters of the school (E22 / E23). There is expressed concern that the fundraising office has maximized its ability to raise funds on behalf of the school, within its current structure and with its funding.

The school is an excellent steward of its fiscal resources. The Business operations, including budgeting and accounting have excellent oversight, are well prepared, and reported at each Board of Directors meeting. Under board direction, the school converted its accounting to an accrual-based accounting process (E38). They are in compliance with FASB standards, and have completed a formal review of their books (E39).

The school relies heavily on internet technologies to effectively promote school operations and to communicate the school news (E10). With limited funds, coupled with a new school in its start-up years, marketing efforts are emerging, as are comprehensive public relations (E44).

A strategic plan for the school exists for JPII, which includes sections dedicated to Resource Development and Finance & Facilities. This plan is a goal-driven document, articulating goals, strategies, responsible person(s), resources, performance indicators, and a timeline(E51). Within Resource Development, the school has a three-year goal of increasing enrollment by increasing the local and Catholic community awareness of JPII High School through significant marketing efforts. The school also has a goal of increasing its effectiveness with fundraising and grant writing, as well as broadening the basis of financial support for the school (E52).

Regarding the School's Attainment of Standard F.1

[To be included in the Visiting Committee Report]

Standard F.1 Conscientious Implementation of the Improvement Plan from the Prior Accreditation

The educational improvement plan (EIP) at the time of the prior accreditation full visit—including any improvement goals that were adopted by the school upon the recommendation of the visiting committee then— has been implemented.

The School attains Standard F.1.

To this extent:

Commendably

Sufficiently

The School does not sufficiently attain Standard F.1.

Rationale for this Evaluation

Directions: Provide **a rationale** for the evaluative judgment of the Visiting Committee concerning the School's attainment of **Standard F.1**. Include citations from the Data Library, if pertinent.

Standard F.1 does not apply. This is JPII's first self-study and accreditation process.

Regarding the School's Attainment of Standard F.2

[To be included in the Visiting Committee Report]

Standard F.2 Ongoing Improvement

School improvement is an ongoing obligation. This standard requires the school to be continuously planning and implementing for more effective operations.

The School attains Standard F.2.

To this extent:

Commendably

Sufficiently

The School does not sufficiently attain Standard F.2.

Rationale for this Evaluation

Directions: Provide **a rationale** for the evaluative judgment of the Visiting Committee concerning the School's attainment of **Standard F.2**. Include citations from the Data Library, if pertinent.

Standard F.2 does not apply. JP II is a school that is in its third year of operations and is necessarily focused on establishing consistent Catholic school operations. At this time in the school's existence, it is not possible for the school to engage in a continuous improvement process. However, it would be expected that within its next self-study, JP II will be able to address continuous improvement as intended by this standard.

Regarding the School's Attainment of Standard F.3

[To be included in the Visiting Committee Report]

Standard F.3 Development of an Educational Improvement Plan (EIP)

As an outcome of its self-study, the school creates an Educational Improvement Plan (EIP). This plan addresses the vital areas in which the school needs to grow or improve. The elements or details of each plan for vital growth include (identification of): the vital growth area; the goal of the growth plan for this area; the rationale for the plan; the constitutive action steps of the plan; the acting agents; the necessary resources; ways of assessing progress; ways of reporting progress; and a timeline for completion.

Principle to which Standard F.3 is attached (abbreviated form thereof): Commitment to Improvement

Regarding each major improvement goal that constitutes the current overall Educational Improvement Plan (EIP) that the school has conceived, the following is required:

(identification of . . .)

- A. the major improvement goal, centered on the area for vital growth
- B. the rationale for this goal: (i.e., Why was this goal conceived?)
- C. whether the details by which to implement this goal are well conceived?
- D. a brief rationale for the preceding evaluation of the details of the goal
- E. whether the visiting committee has suggested any amendment(s) to this goal. If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

(They are ____ conceived.)

Commendably

Sufficiently

Insufficiently

ALSO

Were the visiting committee to discern an area for vital growth that the school itself did not discern, it is necessary for the committee to identify this area according to the following format: (identification of)

- A. The area for vital growth
- B. The major improvement that is needed
- C. The rationale for the major improvement [Evidence from the Data Library is a requirement!]
- D. The school's capacity for accomplishing this improvement.

F. OBSERVANCE of the PRINCIPLE of COMMITMENT TO IMPROVEMENT

This principle of WCEA accreditation holds that a school ought to be committed to improvement, in whole and in parts. What is meant by ‘improvement’ begins in a school’s estimation of itself and its operations. ‘Improvement’ requires a school to strive for a better fulfillment of its mission..

Number of Standards that Constitute this Principle: 3

Visiting Committee’s Discernment regarding the School’s Observance of Principle F:

THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.

Degree of its Observance: Commendably Sufficiently

THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.

SCHOOL'S OBSERVANCE of PRINCIPLE F

Rationale for the Visiting Committee's Discernment regarding Principle F (Commitment to Improvement):

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages)

Although JP II is in its first years, the school and its staff have consistently demonstrated a strong commitment to growth and improvement. There is evidence that the Integral Groups were concerned with how to maintain a school AND how to improve on what they had. There is evidence that the employees are constantly looking to do better and to improve their Catholic Identity. And the students also were interested and vested in JP II's growth and interest to be better. There is certainly a culture and character of JP II that is synonymous with school improvement. Members of the Visiting Committee encountered many students, parents, employees, and documents that emphasized continuous school improvement for JP II.

G. OBSERVANCE of the INTEGRITY of THE SELF-STUDY PROCESS

This principle of WCEA accreditation holds that a school’s self-study process must demonstrate integrity—i.e., inclusivity, honesty, and thoroughness—throughout the whole of the process.

Number of Standards that Constitute this Principle: 3

Visiting Committee’s Discernment regarding the School’s Observance of Principle G:

THIS PRINCIPLE of WCEA ACCREDITATION IS OBSERVED BY THE SCHOOL.

Degree of its Observance: Commendably Sufficiently

THIS PRINCIPLE of WCEA ACCREDITATION IS INSUFFICIENTLY OBSERVED BY THE SCHOOL.

SCHOOL'S OBSERVANCE of PRINCIPLE G

Rationale for the Visiting Committee's Discernment regarding Principle G (Integrity of the Self-Study Process):

Directions: Include a rationale for the discernment of the Visiting Committee regarding the observance of this Principle. This rationale ought to be informed by the Committee's prior discernments regarding the discrete standards that constitute this Principle. (Do not exceed two pages)

In some respects, to conduct an accreditation visit for JP II at this early stage in their existence has a knack of unfairness. The school is learning to operate and has daily challenges that are unique only to a small high school, housed in a fire station, with an enrollment of 55 students. Between driving the bus and coaching a basketball team or between teaching calculus and setting up a college counseling event, the administrative team and its support staff facilitated a self-study as best they possibly could, with the limited resources of time, money, and people.

Moreover, the irony that JP II is a pilot Catholic high school, conducting a pilot self-study is tangible. Just as they have no "template" for new Catholic schools in Western Washington from which to use as examples, they did not have the advantage of using a WCEA accreditation self-study as an example as well. Hence, JP II is in its normal operating mode of breaking ground in all that it does.

With this in mind, the JP II self-study was appropriate for the school in the context of its current stage of existence. The Visiting Committee understands that it is not possible to assess the Integral Student Outcomes when they have been only recently designed. In addition, it is not possible to collect information from graduates regarding the effectiveness of the school's academic program, when the school has yet to graduate a cohort of students. However, it is important to recognize that JP II studied itself, with what limited data was available, in the context of where they are and who they are, and established a valid and reasonable Educational Improvement Plan. In that light, the school's self-study process demonstrated integrity, i.e., inclusivity, honesty, and thoroughness — throughout the whole of the process.

Visiting Committee EIP Summary Response

Areas for Vital Growth - Goal #1 of the current EIP:

The school engage in developing and implementing a more clearly formulated, four year sequence for Community Service to include uniform, formal, scripturally-based written reflections leading to a final senior reflection to encourage lifelong Gospel-based service

A. Rationale for **Areas for Vital Growth - #1**

Survey information from students (Appendix A #67 & 68) indicate that they do not feel that their current journal reflections during Community Period (CP) on service activities are providing them with a stronger understanding of the works of mercy and how they apply to their lives.

Additionally, faculty members report that there is a lack of cohesiveness among CP teachers regarding how service projects and journal requirements are implemented across grade levels.

B. Whether the details by which to implement **Areas for Vital Growth - #1** are well conceived?

(They are ____ conceived.)

Commendably

Sufficiently

Insufficiently

C. A brief rationale for the preceding evaluation of the details of **Areas for Vital Growth - #1**

Through its self-study, JP II recognized that its community service program was not meeting the expectations of student and staff. The visiting committee commends the school for addressing its community service program, including its uniformity, formality, and basis in Scripture which will culminate in a final project for students in the Senior class.

D. Whether the visiting committee has suggested any amendment(s) to **Areas for Vital Growth - s #1**.

If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

Suggested Amendment: The goal should include the ISO's, in the Senior reflection piece, e.g.,
" ... *scripturally-based written reflections, referencing mastery of the ISO's / Grad at Grad, leading to a final senior reflection to...*

Rationale: The JP II Board of Directors, administration, and faculty have expressed the importance of "the Grad at Grad" and the vision that these "GG Criteria" become the standard by which JP II graduates are measured. In order to realize this vision, the Visiting Committee suggests that they become an integral component of the final Senior reflection piece.

Areas for Vital Growth - Goal #2 of the current EIP:

The School identify critical needs for support staff in development, administration, and technology and increase staffing to meet those needs. The goal is to decrease work load on current staff and provide increased services to JPll families.

A. Rationale for Areas for Vital Growth - #2

JPll is in its beginning stages of school operations. To a certain degree, based on necessity and limited resources, school personnel has been experimenting with staffing priorities, which requires many school employees, including support staff, faculty, and administration to wear many hats. Administrators are also performing counseling, teaching, and janitorial duties as a part of their regular work day. In addition to teaching, faculty are coaching and directing campus ministry program. And the two working support staff members are picking up any and every loose end to maintain a productive work environment. In summary, JPll employees have all the necessary ingredients for personnel burn-out and could use effectively placed support staff help that would also be designed to improve services to the JPll families.

B. Whether the details by which to implement Areas for Vital Growth - #2 are well conceived?

(They are ____ conceived.)

- Commendably Sufficiently Insufficiently

C. A brief rationale for the preceding evaluation of the details of Areas for Vital Growth - #2

The rationale behind this need for increased need for support staff is noted in the self-study and in Appendix F (B.29). The multifaceted employee work related assignments are highly significant to the accomplishment of the school’s mission (B.34). The level of workload that exists in development, administration, and technology is substantial. In addition, the vice principal is currently responsible for administrative duties as well as the technology needs of the school (among other responsibilities) (Appendix F Item 6). In order to maximize leadership capacities to see advancement of JPll as an instructional institution, the school should seek to organize responsibilities in such a way that ensures institutional sustainability. This goal is an important step in that direction.

D. Whether the visiting committee has suggested any amendment(s) to Areas for Vital Growth - s #2.

If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

Suggested Amendment:

Rationale:

Areas for Vital Growth - Goal #3 of the current EIP:

The School assess the need for a school counselor and establish a student population threshold to address this need.

A. Rationale for Areas for Vital Growth - #3

Currently, student counseling services are conducted by the school administrators and teachers, as they have time. As a college preparatory school with an emphasis on caring for the individual student, JPII does not have an educated or licensed counselor to provide students with personal, career, or post-secondary education counseling.

B. Whether the details by which to implement Areas for Vital Growth - #3 are well conceived?

(They are ____ conceived.)

Commendably

Sufficiently

Insufficiently

C. A brief rationale for the preceding evaluation of the details of Areas for Vital Growth - #3

Presently, the Associate Principal is responsible for significant counseling duties, particularly in the area of college guidance. Community period teachers are responsible for other counseling tasks relating to college guidance and scheduling. The employment of a counselor with duties relating to college guidance, career planning, and personal counseling services addresses some of the workload concerns that are a part of the rationale for this EIC. There is some ambiguity in the timeline for completion, and in the manner in which the population threshold will be determined. It appears that a portion of action step 1 has already been completed with the Faculty Work Load Levels document in the Appendix of the Data Library.

D. Whether the visiting committee has suggested any amendment(s) to Areas for Vital Growth - s #3.

If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

Suggested Amendment: JPII hire a part-time school counselor for the 2013 – 2014 school year.

Rationale: As a college preparatory school coupled with a school that emphasizes caring for the individual student, it would be prudent to engage the services of a part time counselor. This person may also be able to fulfill another need of the school on a part time basis, such as a Math or science teacher to relieve workload of the administration and faculty; or campus ministry to relieve workload of the religion teacher. This amendment would serve the purpose of balancing responsible spending with workload reduction.

Areas for Vital Growth - Goal #4 of the current EIP:

The School budget monetary and human resources towards co-curricular offerings to meet student interests, broaden participation options and enhance school visibility in the broader community.

A. Rationale for Areas for Vital Growth - #4

In interviews and observations of JP11, students, faculty, parents, and staff stated that the lack of participation options was a determining factor for many students who chose to not attend JP11. In addition to providing more options to increase enrollment, to do so will improve the total education program for Catholic high school students, supporting the mission of the school, “to provide a Catholic secondary education within a challenging academic, spiritual, and co-curricular environment”.

B. Whether the details by which to implement Areas for Vital Growth - #4 are well conceived?

(They are ___ conceived.)

- Commendably Sufficiently Insufficiently

C. A brief rationale for the preceding evaluation of the details of Areas for Vital Growth - #4

JP11 has done an admirable job of expanding co-curricular options in the current fashion given the student body population. There is a recognized desire on the part of the student body to continue to develop the options that students have in co-curricular offerings. This development serves not only to provide a more robust experience for the students at the school; it also serves as an expansion of marketable services provided by the school for prospective students.

D. Whether the visiting committee has suggested any amendment(s) to Areas for Vital Growth - s #4.

If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

Suggested Amendment:

Rationale:

Areas for Vital Growth - Goals #5 of the current EIP:

The School complete its long term facilities plan for its current location in light of projected population growth, academic and programmatic needs.

A. Rationale for Areas for Vital Growth - #5

Currently, JP11 is located in a building designed as a fire station and retrofitted to accommodate basic high school operations. Observations and interviews indicate that the facility is definitely a temporary place for JP11 and that as the school enrollment continues to increase, the school will need to address its facility needs.

B. Whether the details by which to implement Areas for Vital Growth - #5 are well conceived?

(They are ____ conceived.)

Commendably

Sufficiently

Insufficiently

C. A brief rationale for the preceding evaluation of the details of Areas for Vital Growth - #5

The school projects an increase in student enrollment, which is reflected in the current freshman class that has 20 students. While there is space in the current facility available for adding additional classrooms, space on the current campus for athletics, visual and music arts, and a chapel / gathering space is not ideal.

D. Whether the visiting committee has suggested any amendment(s) to Areas for Vital Growth - s #5.

If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

Suggested Amendment: The Visiting Committee recommends amending the goal to read: “The School complete its long term facilities plan for its current or alternative location in light of projected population growth, academic and programmatic needs”.

Rationale: Observations and interviews provided evidence that the current “Fire House / School House” facilities may not be sufficient for a comprehensive Catholic high school plant and campus. The Visiting Committee believes facilities such as a chapel, a gymnasium, athletic fields, sufficient science labs, and appropriate performing, visual, and music arts are necessary for the JP11 student. With this in mind, the current facilities have serious limitations that may not be possible to adapt for the future needs of the JP11 community.

Areas for Vital Growth - Goal #6 of the current EIP:

The Board and administration assess board processes for transitioning to new responsibilities within the board and/or for new board members in order to more effectively engage and support each other and fulfill board responsibilities to the school.

A. Rationale for Areas for Vital Growth - #6

The rationale for this goal is the sense of efficacy the Board of Directors has in its own operations (B.4). According to the goals the Board of Directors has for itself, the JP II Board of Directors needs to assist in the promotion of the school to the community and to increase enrollment at the school (Appendix F-Strategic Plan).

B. Whether the details by which to implement Areas for Vital Growth - #6 are well conceived?

(They are ____ conceived.)

Commendably

Sufficiently

Insufficiently

C. A brief rationale for the preceding evaluation of the details of Areas for Vital Growth - #6

As the Board of Directors transitioned from an initial startup entity for the school to a financially responsible Board of Directors, some of the responsibilities and roles have changed. The Board of Directors is looking to fulfill its role to the betterment of JP II therefore, ongoing, board development is necessary. The current Board of Directors has begun its first set of transitions and as the school continues to evolve, it will be important to prepare new members to understand the charisms of the school and what responsibilities they will need to assume. Clarity of expectations will be critical for future leadership in governance of JP II.

D. Whether the visiting committee has suggested any amendment(s) to Areas for Vital Growth - s #6.

If so, a brief explanation of the suggested amendment(s) is included, along with the rationale for such.

Suggested Amendment:

Rationale: