

# **Report of the Quality Assurance Committee For St. Paul School**

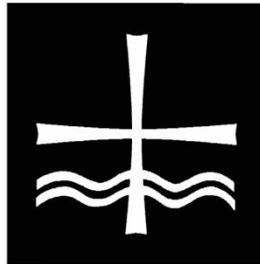
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**Principal: Kevin Brever  
Pastor: Reverend Dismas Veeneman, O.F.M.**

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**Review Dates: November 18- 19, 2010**

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# **Quality Assurance Review Report**

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# Summary of Findings

A Quality Assurance Committee, representing the Archdiocese of Louisville, visited St. Paul School on November 18<sup>th</sup> and 19<sup>th</sup>, 2010. During the visit, the members of Quality Assurance Committee interviewed the Principal, pastor, School Board representatives, students, parents, and teachers. In addition, maintenance staff and support staff were interviewed. The QAC also reviewed documents, student performance data, and other artifacts provided by the school. Specifically, the QAC examined the school's systems and processes in relation to the eight AdvancED standards:

- Vision and Purpose
- Governance and Leadership
- Teaching and Learning
- Documenting and Using Results
- Resource and Support Systems
- Stakeholder Communications and Relationships
- Commitment to Continuous Improvement
- Catholic Identity

The AdvancED standards focus on systems within a school and systematic methods of attaining high student performance and organizational effectiveness. The power of the standards lies in the connections and linkages between and among the standards. The Quality Assurance Committee (QAC) used the AdvancED standards to guide its review of the school, looking not only for adherence to individual standards, but also how the school functions as a whole and embodies the practices and characteristics of a quality school.

Through its examination of the school's adherence to the standards, the Quality Assurance Committee identified the following commendations and required actions:

## Commendations

The Quality Assurance Committee commends the school for the following strengths and accomplishments. While additional strengths are noted in the detailed review of each standard that appears later in this report, the commendations listed below are the strengths that the committee felt most deserving of being highlighted.

- **Catholic Identity is evident throughout the physical building as well as what is expressed by members of all stakeholder groups.**

Through interviews with students, parents, staff members and teachers, it was evident that all stakeholders understood and lived out the mission and vision of St. Paul School. With over one hundred years of operation, St. Paul exhibits a long tradition of commitment to Catholic Identity

through opportunities for students at weekly mass and for their class participation at Sunday mass. Instruction in religion by certified catechists at all grades allows students to gain faith knowledge. Christ – centered living as an integral part of the mission was observable and students and parents talked about the family atmosphere of the school. St. Paul believes that it is the school’s mission to support parents as the first teachers of their children. St. Paul begins and ends the school day with prayer led by students. Statuary and pictures in all classrooms are indicative of the commitment of the school to be a Catholic school.

- **Careful planning, execution and training of personnel in the one-to-one computer pilot in 8<sup>th</sup> grade has allowed students to learn individually and together.**

The one-to-one computer pilot was deemed a success primarily through the efforts of the principal, technology coordinator, and middle school teachers. These key players studied the readiness of the school for a one-to-one program and determined that the middle school teachers could modify their instruction to include the use of tablet pcs by students in all subject areas. Teachers report that students are more focused on their work and through the use of Google Docs are able to collaborate in new ways. This project also ushered in the use of tablet pcs by all faculty K-8.

- **The move to a full-time Special Needs Coordinator addresses student needs in an increased special needs student population.**

St. Paul School employs the services of a Special Needs Coordinator who is charged with organizing and implementing a process and services for students with learning differences. The coordinator works with teachers, students and parents to ensure that appropriate accommodations and modifications are made for students who may need this extra support. In the interview process, stakeholders spoke specifically and appreciatively of all that is being done to support students with learning needs. In addition, the level of support by the teaching staff was also noted. The introduction of team-teaching with various teachers allows the Special Needs Coordinator to model strategies for the teachers and at the same time work with students in their classrooms. In previous years students were pulled out of class for remediation.

- **The “family” atmosphere is evident and provides a comfortable learning environment for students.**

The learning environment observed at St. Paul School presents with a caring and comfortable atmosphere where expectations are clear to students and personal value is paramount. There is an atmosphere of mutual respect expressed between teachers and students. The PeaceBuilders program is evident through bulletin boards and posters as well as the articulation of the program by the students and the behavior of the students. Recently the eighth grade participated in a day-long retreat off site on the topic of “To Save a Life”, a program centered around suicide prevention.

- **There is a community connectedness with St. Paul through several generations.**

The community of Pleasure Ridge Park and the church members of St. Paul want St. Paul School to be a strong part of their community. In the interviews with stakeholders from School Board members to maintenance staff, the overwhelming concern for the school and its academic programs was evident. The Men's Club provides financial support for the school as well as works on special projects. Several stakeholders could trace their family history at St. Paul School through their parents' generation and before. It was evident to the QAC that St. Paul School is a ministry of the parish of St. Paul and the stakeholders are thankful to have the last parish school in the area.

## **Required Actions**

In addition to the commendations, the Quality Assurance Committee identified the following required actions for improvement. The team focused its required actions on those areas that, when addressed, will have the greatest impact on improving student performance and overall school effectiveness. The school will be held accountable for addressing each of the required actions noted in this section. Following this review, the school will be asked to submit a progress report on these required actions.

- **Create a School Improvement Committee with membership including teachers and parents representing each standard.**

The School Improvement Committee that prepared for the Quality Assurance Committee visit consisted of the principal and occasionally a few others. For this reason, the balance that the school hopes to achieve of input from all stakeholders was minimal. While most stakeholder groups articulated similar areas of success and concern, very little was based on student data. A strong School Improvement Committee will allow parents and teachers to help determine the course of action for the school based on data.

- **Pursue more training for staff in project-based learning models incorporating differentiated instruction.**

St. Paul teachers need more training in project-based learning models that incorporate differentiated instruction. Through interviews with teachers the QAC realized that with such a small school, the opportunity to participate in extended training during the school year is very difficult. However, teachers need to be familiar with a variety of possibilities for grouping and instruction that will facilitate better student learning.

- **Examine the effectiveness of technology instruction in light of increased use by middle school students.**

With the hope of incorporating one-to-one computer use for students in at least the middle school grades, students will be using computers more often than their 45 minute computer class they currently have. Their ability to collaborate with other students on projects and learning tasks will inevitably require an acceleration of their use of applications currently presented through their weekly computer class. In addition, younger students will need to prepare for the use of one-to-one computing so that they will be ready to use the computers in the classroom environment.

- **Study the feasibility of adding foreign language to the curriculum by all stakeholders including the principal, teachers, and parents.**

In interviews with the principal and parents it was clear that they felt that the lack of a foreign language program was limiting the students when they moved on to high school and perhaps affecting enrollment. Parents expressed frustration that foreign language was not offered at St. Paul and speculated areas of “belt tightening” that could be used to eke out a salary for a foreign language teacher. The principal’s perspective was somewhat different. He has considered foreign language as a favorable addition to the curriculum but hesitates to add an area that will be difficult to staff and maintain. The QAC recommends that there be a formal study by all stakeholders to determine the feasibility of adding foreign language to the curriculum.

## **Review of AdvancEd Standards for Quality Schools**

The team reviewed the school’s adherence to each of the AdvancEd standards. The findings from this review are provided in the next section of the report.

## **Next Steps**

The school should:

1. Review and discuss the findings from this report with all stakeholders.
2. Ensure that plans are in place to embed and sustain the strengths noted in the commendations section to maximize their impact on the school.
3. Develop action plans to address the required actions made by the team. Include methods for monitoring progress toward the required actions.
4. Use the report to guide and strengthen the school’s efforts to improve student performance and school effectiveness.
5. Following the Quality Assurance Review, submit the Accreditation Progress Report detailing progress made toward the required actions. Lack of progress can result in a change in accreditation status.
6. Continue to meet the AdvancEd accreditation standards, submit required reports, engage in continuous improvement, and document results.

## **Summary**

The accreditation process engages the school in an ongoing journey of continuous improvement. The next steps in this journey are to build on the strengths and address the required actions noted in this report. Doing so will enable the school to advance in its quest for excellence and deepen the fulfillment of its mission for all students.

# Standards for Accreditation

## Standard 1: Vision and Purpose

**Standard :** The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

St. Paul School has established a Vision and Purpose (Mission) statement. These statements are posted in various locations.

Each classroom has the mission and purpose posted near the exits of their classroom door. The statements are clearly written and visible. The Mission is also posted in a prominent location on the school's website and the faculty handbook. The school publishes a Parent/Student handbook and on the opening pages the Mission and Purpose are shared.

When interviewing the various groups a common theme was stated to the visiting team. St. Paul School is a Christ-centered community.

The pastor and Principal Brever shared a common vision on the importance of spiritual development of their students. Mr. Brever stated that the Vision and Purpose are periodically reviewed and that he makes a yearly presentation to his parents on St. Paul's school philosophy. Enrollment trends were discussed and the principal and pastor stated that their goal was to increase enrollment by 25-30 students over the next few years.

The parent's stated they are proud of their school and community. Parent's also stated that they feel connected by family tradition to the school. They felt their children were safe because of the fact they knew all families, the faculty and their principal. Parents also mentioned that they feel their opinion is valued and sought out.

Teachers were very clear that their mission was to teach all students to become moral, responsible, and self motivated members of their church and school community. It was evident that the teachers were proud to be Catholic school teachers. The **teachers** mentioned the opportunities they have to develop age appropriate liturgies. The teachers have also implemented the Peace Builders Program and a House system to nurture student respect and leadership skills.

Enrollment charts were provided by St. Paul School and show a declining trend in student enrollment. The school has purchased tablet computers this school year for the eighth grade class to develop their technology program. During our interviews students expressed a genuine

excitement for this technology program. This program is a positive step to counter recent declining enrollment and the committee believes a wise use of finances. A new special needs teacher was also hired this year. Compliments came from parents and teachers about the effectiveness and need for this staffing decision. It could also improve the enrollment trend.

**Strengths-**The team noted the following successful practices deserving of recognition:

- 1) Vision is clearly stated in various locations/venues and is articulated very well by parents, teachers, students and administration.
- 2) Catholic Identity is a major element of the school vision and is a strength.
- 3) A new special needs teacher has been effectively incorporated into the staff.
- 4) The one-to-one computer program is very popular and has teachers, students, and parents excited about technology and possible increase in enrollment.

**Opportunities-** The team offers the following opportunities for improvement for consideration by the school.

- 1) An enrollment tracking tool could be utilized in more depth for tracking potential students.
- 2) Create early contact with parish families with young children.

**Finding:** St. Paul School has earned the overall assessment level of “Highly Functional” and has met this standard for accreditation.

## **Standard 2: Governance and Leadership**

**Standard:** The school provides governance and leadership that promotes student performance and school effectiveness.

The Quality Assurance Committee noted how the school met the intent of the standard based on the preponderance of evidence.

The leadership establishes policies and procedures that provide for the effective operation of the school as indicated by the development/presence of handbooks and by-laws (parent, student, teacher, school board, parent organization, Archdiocesan policy book, personnel handbook) and through discussions with the different stakeholder groups.

It is evident the school community recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school through discussions with the pastor and school board members, and teaching and support staff. Compliance with applicable

local, state, and federal laws and regulations is maintained through the establishment and mandating of same by stakeholders in policies handbooks.

School leadership employs a system that provides for analysis and review of student performance and school effectiveness. This is documented in on-going standardized test results, comparing same to previous results of this school as well as comparing their results to comparable schools; regular meetings and discussions directed by the principal, involving teaching staff who review these results for school effectiveness. Thus, the school leader encourages collaboration through shared vision and responsibility in a climate of respect, evidenced by the mention of respect at all levels in our discussions with stakeholders. The stakeholders are provided the opportunity to take a meaningful role in the decision making process by being part of the school board, which includes parents and an ad hoc faculty member. However, the principal notes that volunteerism is low.

Curricular and extracurricular activities sponsored by the school are controlled by the principal and school leaders by adherence, under the oversight of the principal to stated policies regarding differing activities: Quick Recall guidelines, CSAA rules regarding sports, Boy Scout/Girl Scout by-laws.

Leadership response to community expectations and stakeholder satisfaction is evidenced in goal setting and planning based on survey results, an "open door" policy as noted in parent interviews, a listening session for students directed by the principal to allow students to express their ideas for helping St. Paul.

Personnel are evaluated on a regular basis as seen through documentation such as a summary of walk-throughs, annual formal observations and feedback, self- evaluations based on their professional growth plan, and the encouragement by the principal to attend professional development sessions.

**Strengths-** The team noted the following successful practices deserving of recognition:

- School leadership believes, supports, and promotes the school vision.
- The principal is very accessible to all stakeholders.
- The school exhibits the characteristics of a strong, viable community, strongly Catholic and familial.

**Opportunities-** The team offers the following opportunities for improvement for the consideration by the school:

- Provide a greater variety of stakeholders with opportunities to participate in vision development, and school policy development and approval (school board).
- Consider and implement shared majority stakeholder concerns, if appropriate (i.e. foreign language instruction).

**Finding:** The school has earned the overall assessment level of "Highly Functional" and has met the standard for accreditation.

### **Standard 3: Teaching and Learning**

**Standard :** The school provides research-based curriculum and instructional methods that facilitate achievement of all students.

Teachers fulfill the expected professional development established by the Archdiocese of Louisville. When speaking with the teachers they stated that they attend summer PD seminars, have attended curriculum Alliance meetings, and that money is made available by the school for occasional conferences and activities.

Teachers were very pleased to have a full time Special Needs Coordinator. They were glad to have the assistance to answer the needs of all of their students.

When observing the teacher classrooms the visiting team witnessed the following teaching strategies: collaboration with the special needs teacher, technology use such as United Streaming, higher order thinking skills in questioning techniques, a classroom play, centers utilized in the kindergarten rooms, varieties of student grouping, movement and hands-on activity in PE and Art. Teachers stated that they have access to the Archdiocesan curriculum guide.

Teachers gave examples of how they meet in levels and discuss Terra Nova, ACRE, and 504 plans. There is no common planning time so much of this dialogue takes place before and after and in between classes. Planning time and meeting time is at a premium.

Teachers stated that the PTA is very strong and supports their classrooms with \$250 for each room for items needed to enhance learning.

In the summer of 2010 the staff of St. Paul School was provided LCD projectors and laptop computers. This was a major investment of \$70,000 for the school. All teachers attended technology training for several days. The teachers stated that the training was very valuable and allowed them to build their knowledge as a team.

**Strengths-** The team noted the following successful practices for recognition.

- Teachers, students and parents complimented each other on how much they enjoy being a part of St. Paul School. They stated many times that it is a community, and a family.
- Teachers attended summer PD on technology to provide expertise to utilize the new technology equipment.
- The principal, PTA, and Men's Club work together to provide the essential funds needed to equip each classroom.

**Opportunities-** The team offers the following opportunities for improvement for the school.

- Grow the One-to-One personal computer program to include another class each year.
- Expand the role of the Special Needs Coordinator and assist teachers to grow in differentiating the classroom.

**Finding:** The school has earned the overall assessment level of “Operational” and has met this standard for accreditation.

## **Standard 4: Documenting and Using Results**

**Standard:** The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

The school establishes performance measures for student learning that yield information that is reliable, valid, and bias free. Students in grades 5 and 8 participate in ACRE testing with the Archdiocese of Louisville and students at all grade levels participate in standardized testing through Terra Nova; these scores are published on the school web-site. Incoming kindergarten students take a readiness test as do first graders. Classroom assessments are ongoing; SuccessMaker for all grade levels and the new One-to-One computer availability make on-line recording of assessment available.

Data is gathered from these sources and discussions are held periodically (annually in the case of TN and ACRE results) to analyze same and set goals for teaching and learning based on identified strengths and weaknesses. This also applies to special needs students within the entire student population.

School leadership conducts a systematic analysis of instructional effectiveness using standardized test results and on-going classroom assessments plus e-walk results and formal observations to build goals for improved student performance and school effectiveness. Teachers, as a whole and in levels, and administration meet to determine objectives. Growth toward these goals is monitored through comparisons with past standardized scores and with Archdiocesan school comparisons. Grade-level assessments are monitored and recorded and maintained through Ed-Line.

**Strengths** – The team noted the following successful practices deserving of recognition:

- Gathering, maintaining, and analyzing data from standardized testing is thorough.
- A variety of assessments are used to determine student progress: Terra Nova, ACRE, Simple Assessment, and summative classroom assessments.

**Opportunities** – The team offers the following opportunities for improvement for the consideration by the school:

- Increase use of e-walks for monitoring classroom and instructor efficacy.

**Finding:** The school has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## **Standard 5: Resource and Support Systems**

**Standard:** The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Through certification records, performance data, and interviews, St. Paul recruits and employs a professional staff. Teachers are assigned to classes based on the school need and then particular certification. Teachers continuously update their professional knowledge and skills through workshops offered by the school and the Archdiocese of Louisville. Teachers reported that needed materials were either available or could be requested and obtained through the principal.

St. Paul evaluates teaching positions based on school needs among the teaching and support staff. By examining artifacts and through interviews it was determined that in the 2010-2011 school year the position of part-time school counselor was eliminated and the position of Special Needs Coordinator was made full-time after ascertaining that the enrollment of students with special needs had moved from 6% to 11%. Teachers and the Special Needs Coordinator monitor academic success through referral, assessment, and academic support. The principal indicated throughout his interview that the addition of a foreign language to school offerings is a future consideration. Based on certification, none of his existing staff is prepared to take on teaching a foreign language.

The recent addition of a one-to-one computer pilot in the eighth grade is one indicator that the school budgets sufficient resources to support its educational programs and to implement its

plans for improvement. The three-year budget and the Technology Plan indicate that the school will phase-in netbooks for the other middle school students.

Through observation, the actual school structure though sixty years old, is well maintained. This creates a welcoming, clean and safe environment for students and staff. The long-range maintenance plan provides the support staff with direction for current and proposed projects. Replacement windows are being installed on a staggered timeline to accommodate the budget.

A written security and crisis management plan exists and training is held for appropriate personnel. Emergency and evacuation information is posted in every classroom.

There is no financial support flowing from the parish. Data indicates that tuition and fees cover 85% of the education cost per child. The remaining funds come from fund-raising events.

**Strengths-** The team noted the following successful practices deserving of recognition:

- The school building and grounds are well-maintained and safe.
- Teachers are provided opportunities to use the latest technologies within their classrooms. Teachers are trained to use these technologies.
- Staffing is an on-going process dictated by the data trends of the student body.

**Opportunities-** The team noted the following opportunities for improvement:

- Provide guidance services for counseling, appraisal, mentoring, staff consultation and referral for students.
- Require teachers to update certification and earn advanced degrees in subject areas taught.

**Finding:** The school has earned the overall assessment level of “Operational” and has met this standard for accreditation.

## **Standard 6. Stakeholder Communication and Relationships**

**Standard:** The school fosters effective communications and relationships with and among its stakeholders.

The school fosters collaboration with community stakeholders to support student learning through its welcoming atmosphere and strong family and community sense, evidenced in discussion with every interview group. The principal maintains **and** "open door" policy. Students affirm that teachers spend extra time with them when needed and work hard to help them improve. Faculty meetings, parent organizations, and student forums as well as Ed-line and annual surveys provide formal channels for listening to and communicating with stakeholders. The school also has an informative, welcoming web site and expectations for student learning and goals for improvement are communicated to all stakeholders through these venues. There is evidence that the parish, through the pastor and specific parish organizations support the school through active involvement and financial support.

**Strengths** – The team noted the following successful practices deserving of recognition:

- The welcoming, peaceful atmosphere of the school community and the family feeling engendered by it.
- The principal's and teachers' openness to issues and concerns of stakeholders.

**Opportunities** – The team offers the following opportunities for improvement for the consideration by the school:

- Seek further opportunities for marketing by soliciting stakeholder input/volunteerism.

**Finding:** The school has earned the overall assessment level of "Operational" and has met the standard for accreditation.

## **Standard 7: Commitment to Continuous Improvement**

**Standard:** The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

The instructional improvement plan was presented as evidence of the self-study the school conducted. The instructional improvement plan contained two goals focused on teaching and learning. The plan focuses on two areas of growth. The first is religion, particularly faith knowledge. The supporting documentation from ACRE results supported this goal.

The second goal was in the area of mathematics. Low Terra Nova scores in mathematics combined with the adoption of new textbooks make this goal reasonable. The current School Improvement Team was very small and did not include any teachers.

Professional development opportunities do exist, especially in terms of the Summer Institute sponsored by the Archdiocese of Louisville. As the school improvement plan is further developed, professional development opportunities should directly align with the goals and objectives of the plan.

**Strengths-** The team noted the following successful practices deserving of recognition:

- The vision and purpose is aligned with the expectations for student learning.
- Much data exists from which to analyze and prioritize what is needed to improve the instructional program.

**Opportunities-** The team offers the following opportunities for improvement for consideration by the school:

- Incorporate more stakeholders in the School Improvement Plan to ensure buy-in from teaching staff and parents regarding changes.
- Plan Professional Development opportunities around the formalized School Improvement Plan.

**Finding:** St. Paul School has earned the overall assessment level of “Operational” and has met the standard for accreditation.

## **Standard 8: Catholic Identity**

**Standard :** Catholic Identity is evident in all facets of the school and in the school’s relationships with its constituencies.

The school exhibits a Catholic environment throughout the school in the following manner:

Students present daily prayer on the morning and afternoon announcements. Student artwork displayed in the hallways and classrooms was spiritual and beautiful. Pictures of church figures were present in the classrooms and the school building was decorated with many statues and pictures of Mary, Joseph, and Jesus.

The members of the Quality Assurance Committee were aware of an atmosphere of Catholic values in the school building. Students were very polite and courteous; the teachers were involved with planning the school and grade liturgies. The music director was highly involved. He was very pleased with the support he receives in the form of equipment and the school/church has several choirs for the students to be a part of.

Students not only identify with St. Paul but middle school students also belong to a House System whereby every middle school student is placed in one of four houses. The students in each house are aware of the charism of the saint that the house was named for and practice that charism.

Teachers of religion are catechist-certified and follow the Archdiocesan curriculum for religion classes. Through interviews with teachers and students we learned about service projects that the school and classes are involved in throughout the school year such as: Blanket Louisville, St. Vincent DePaul, Dare to Care.

The pastor was very pleased with the recent hires made by the principal. He regularly says mass twice a week for grade levels. He is very enthusiastic about sharing the Catholic faith. With the assistance of the pastor, the school has established weekend liturgies that are sponsored and organized by classes. This was stated as a clear strategy to bring the parents to church and that it is very effective on those weekends.

Eighth grade students were taken on a retreat this fall with a focus on bullying and acceptance of each other's talents and gifts and the Peace Builders Program. It was a retreat for 8<sup>th</sup> graders in addition to their confirmation retreat. The 8<sup>th</sup> graders then created presentations to present to the intermediate classes on what bullying is and what it looks like. The teachers expressed in their interviews that they were very pleased with the success of this activity for both the 8<sup>th</sup> graders and the younger students.

During interviews with school board, school improvement team and parents a great emphasis was placed on the value of community. The parents expressed that they feel the school has an open door policy. The principal is very accessible.

The principal and the teachers were very committed and believed in the principle that the parents are the primary educators of their children. The staff also felt that financial resources are utilized in a judicious manner and that requests for materials are distributed fairly.

**Strengths-** The team noted the following successful practices deserving of recognition:

- **The school has a strong Catholic identity in both the physical space and the actions of principal, teachers and students.**
- **Stewardship is incorporated into each grade.**

**Opportunities-** The team offers the following opportunities for improvement for consideration by the school:

- **Strengthen the House system and provide stewardship tasks for these teams.**

**Finding:** The school has earned the overall assessment level of "Highly Functional" and has met this standard for accreditation.

## **Conclusion**

The commendations and required actions in this report are designed to focus the school on those areas that will have the greatest impact on student performance and school effectiveness. While this is powerful in potential, the commendations and required actions only have meaning when acted upon by the school. The strength of this report lies in the school's commitment to continuous progress. The key is action. The school is encouraged to use the report as a call to action, a tool to sustain momentum in the ongoing process of continuous improvement.

The team identified required actions for improvement that the school will need to address. Following this review, the school will be required to submit a progress report summarizing its progress toward addressing the required actions.

The Quality Assurance Committee expresses appreciation to the school administration, members of the professional staff, students, parents, and other school community representatives for hosting the QAC. The team wishes the school and its students much success in the quest for excellence through accreditation.

After careful consideration of interviews of all stakeholders, observation in classrooms, and examination of artifacts, the Quality Assurance Committee verifies St. Paul School's self-study.

### **Quality Assurance Committee Members**

Donna Brown, Chair  
Mr. Michael Bickett  
Ms. Sandy Grawe