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

**EXCELLENCE BY DESIGN
2016 Edition**

A Self-Study for Accreditation by the Middle States Association

**Academy of Our Lady of Mount Carmel
Tenafly, New Jersey**

May 10-12, 2021

Ms. Barbara Verdonck - Principal

**INTERNAL COORDINATORS
Ms. Jacqueline Edelmann
Mrs. Barbara Izzard**

ORGANIZATION FOR SELF-STUDY

In this section of the school's self-study, the school is asked to ensure it has the organizational elements and processes that are necessary for the school to be successful in achieving its Plan for Growth and Improvement. The school has or has developed the organizational elements and processes described below:

Leadership

A.   Internal Coordinators

The Internal Coordinators for the self-study and accreditation process are:

Name	Role in the School
Ms. Jacqueline Edelmann	**Teacher - PreK-3 - 8 Science and STEM**
Mrs. Barbara Izzard	**Teacher - 6-8 Math**

How and why were the Internal Coordinators selected?

The Internal Coordinators were initially identified based on their organizational and project management skills. In addition, their extensive experience in teaching and coordinating academic departments was considered. Finally, additional consideration was placed on their dedication to Our Lady of Mount Carmel and its focus on providing vibrant Catholic and academically excellent experience.

Ms. Edelmann and Mrs. Izzard are both seasoned and well-respected teachers, who enthusiastically accepted the opportunity to coordinate the various requirements of this reaccreditation process.

How did the Internal Coordinators fulfill their role and responsibilities?

The internal coordinators met to outline responsibilities and to delegate specific roles to the faculty members based on their strengths. The internal coordinators guided and oversaw the process of gathering data and information, updating, and revising the reaccreditation materials. They met with faculty as needed and as a result all were informed of the project.

What kinds of support and assistance were provided to the Internal Coordinators to enable them to fulfill their responsibilities?

Support from administration was provided in terms of time, feedback, and resources as necessary. Faculty meetings were held and time was allotted to discuss and plan for Middle States.

B. The Planning Team

The members of the Planning Team are:

Name	Role in the School
Ms. Barbara Verdonck	Principal (Ex Officio)
Mrs. Adriana Mysliwiec	School Advisory Board
Ms. Jacqueline Edelmann	Science & STEM Teacher, and Internal Coordinator
Mrs. Barbara Izzard	Math Teacher, and Internal Coordinator
Mrs. Dana Falcicchio	Teacher – Grade 5
Ms. Dominique Cornetta	Teacher – PreK-3 and PreK-4
Mrs. Tracey Hulse	Teacher – Grade 3
Mrs. Nikki O'Farrill	Teacher - Technology
Mr. Rory Solga	Parishioner

What charge was given to the Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the school's planning for growth and improvement in student performance and organizational capacity?

Faculty meetings and planning meetings were held to prime the Planning Team members for their roles in gathering data and information, assessing current status and future goals, and working together to complete the documentation for the re-accreditation process. The Planning Team members were given access to all documents pertinent to their areas of expertise and guided by the Internal Coordinators, and were asked to verify and edit information. All members are personally vested in the success of the school.

How does the membership of the Team reflect the diversity within the school's community of stakeholders?

Our Planning Team covers a wide range of grade levels and responsibilities, in addition to including a parent and parishioner. Some of the teacher members teach a single grade level while others teach in three or more different grade levels.

How were the members of the Planning Team selected?

All Members of the committee were selected based on their commitment to the school and its traditions. Consideration was given to their organizational skills, attention to detail and accuracy, and their willingness to invest in the process. Most members of the committee live in the area and/or are members of the Parish.

How does the Planning Team function and make its decisions?

The Planning Team members gather evidence and documents and internal coordinators review, update, and incorporate the data. Time is then provided for the team members to discuss and create goals for the team. The internal coordinators divide the faculty into teams so that sections of the report can be completed within these smaller teams, in order to complete the self-study on a timely basis.

How often did the Planning Team meet? (Provide a list of the Planning Team's meetings and minutes in the Visiting Team's workroom.)

The Planning Team has met on various occasions throughout the Middle States process. These occasions include regular monthly staff meetings. At other times the team members have communicated via informal personal meetings, email or Zoom.

What is the Planning Team's relationship to any other groups in the school, if any, responsible for planning for growth and improvement in student performance?

Planning Team members include members of the School Advisory Board and/or Parents Guild. OLMC faculty and staff are responsible for student growth and development in alignment with our student performance objectives. The Planning Team will continue to meet regularly to review progress and results.

What is the Planning Team's plan for rotating membership and identifying new members? What is the plan for training and orienting new members to the work of the Team?

An action plan will be developed to rotate faculty and staff members, parents, and parishioners involved on the Middle States Planning Team. Members from previous years will be seen as mentors and will help newer members become familiar with the process.

How will the Planning Team function after the visit of the Visiting Team and during the implementation of the Plan for Growth and Improvement?

The Planning Team will continue to act in an advisory capacity, and to assist in determining if we are adhering to the plans and the actions that should be implemented accordingly.

C. Role of the School's Leadership and Governance

What role has the school's leadership and governance played in the self-study process and the planning for growth and improvement in student performance?

The Principal and the School Advisory Board were asked to provide input during the self-study process and to assist in ensuring that complete and correct information was gathered. They will continue to provide input and will also provide oversight as we work toward the growth and improvement of student performance.

How has the leadership provided support for the self-study and accreditation processes?

OLMC Leadership has made time, support, and resources available for the self-study and re-accreditation process. Alerts were posted in the Warrior Weekly newsletter and class time was provided during the school day in the interest of allowing both parents and students to complete their respective surveys. Data and information has been made readily available to all members of the Planning Team and to the smaller, more specialized teams working alongside.

If the school is part of a larger system of schools, what role did the leadership and governance of the system play in the planning process? What kind of support did that leadership and governance provide for the school's planning efforts?

Due to Lighting the Way, the RCAN Schools Office has taken control of the schools finances and some aspects of governance from the local Parish. In terms of leadership and oversight, the pastor's role has been more limited compared to previous years.

D. Implementing a Planning Ethic

We will continue to use our faculty meetings to discuss ideas, share concerns and develop solutions to any problems that may arise. Our internal coordinators have designated smaller, more specialized teams to ensure all aspects of the Middle States self-study process is completed thoroughly and accurately.

Educational benchmarks, progress and achievement of measurable goals will be outlined by and overseen by the faculty. We will continue to allot time as needed to discuss, monitor, and further implement our action plans in order to reach our goals and objectives.

Recognition of our growth, progress, and successes will continue to be celebrated by the school on a regular basis. This recognition includes in-school postings and announcements. Also our current families, prospective parents, faculty, and parishioners will see recognitions on the school's website, brochures and marketing materials, Facebook and Instagram.

E.   A Plan for Communication and Awareness

The Middle States self-study and re-accreditation process was introduced at OLMC's virtual "Back to School Night" in the fall of 2020. Parents and caregivers were invited to share their talents and interests with the school community in order to further enhance the school.

The school will continue to communicate with our families and other stakeholders twice weekly through the Warrior Weekly and the Warrior Update, the OLMC website, Facebook, Instagram and church bulletins. In addition emails, phone blasts and Zoom meetings will be used as appropriate for further communication.

F.   A Plan for Periodic Reviews of the Plan for Growth and Improvement

The Planning Committee will continue to meet regularly to review the benchmarks established for the Middle States self-study and re-accreditation process. During these meetings the committee will be tasked with reviewing progress toward implementation of action plans, analyzing progress and results toward our goals, and considering possible revisions to the action plans as necessary.   Time will also be allotted during regular faculty meetings in order to solicit input from teachers and staff as we work toward our goals.

THE SCHOOL'S FOUNDATION DOCUMENTS:
MISSION, BELIEFS, AND PROFILE OF GRADUATES

The first major task of the self-study process is establishing a preferred future for the school. This is done by developing or reviewing/revising the school's Foundation Documents, which include: Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

These statements are the cornerstone of the school's long-range planning and day-to-day decision-making.

A. MISSION & PHILOSOPHY

What are the school's Mission and Philosophy?

Mission:
The Academy of Our Lady of Mount Carmel is an educational community with roots in the Roman Catholic faith that teaches gospel values. Within our Carmelite tradition we are dedicated to helping students see God in themselves, in each other, and in the world around them. We strive to educate the whole person – intellectually, spiritually, physically, socially and emotionally – while building a strong foundation of ethical and moral ideals.

Philosophy:
We, the community of the Academy of Our Lady of Mount Carmel, are committed to the Catholic education of our youth. We strive to provide a comprehensive education of experience that develops the spiritual awareness, intellectual talents, personal responsibility and social consciousness of each child. We endeavor to foster the values of servant leadership in our students and staff, and are dedicated to educating the mind, heart and spirit of each child with a deep appreciation of each person's uniqueness.

How and by whom was the school's Mission reviewed/revised?

Our Mission and Philosophy were reviewed in the Fall of 2020 by the faculty, staff, and the School Advisory Board. At that time it was unanimously felt that no revisions were necessary.

How does the school ensure that its community of stakeholders understands and supports its Mission?

The parents and students of Our Lady of Mount Carmel are made aware of the school's Mission through its prominent inclusion in our Parent/Student Handbook, given out to each family in September. It is also reviewed and discussed at the first school meeting of the year. In addition, our OLMC Mission is posted on our website, included in our marketing materials, and is displayed in each classroom and throughout the building.

The faculty is made aware of the school's mission through the Faculty Handbook, and it is reviewed at the annual opening faculty meeting held in the beginning of September before school starts. Students and visitors to the school are encouraged to view the school's mission statement displayed throughout the building.

What is the date of the most recent revision/adoption of the school's Mission? Who approved the most recent revision/adoption?

Our Mission was reviewed in the Fall of 2020 by the faculty, staff, and the School Advisory Board. At that time it was unanimously felt that no revisions were necessary, and the current version remains in place.

Where is the Mission formally published?

The Mission statement is published in the Parent/Student Handbook, the Faculty Handbook, our school website, our marketing materials, and it is posted in each classroom and throughout the school building..

B.   BELIEFS

What are the school's Beliefs?

1. We believe the primary responsibility of the Academy of Our Lady of Mount Carmel is to form our children in our Catholic/Christian faith and values so that they can become the children that God wants them to become.
2. We believe All children are a gift from God and have a right to be educated in a safe and nurturing environment.
3. We believe All children should participate in, take ownership of, and be accountable for their educational success.
4. We believe All children are unique; their gifts, talents and cultural traditions are to be celebrated with respect and dignity.

5. We believe The Academy administrators, faculty and staff can serve as mentors and role models while encouraging and motivating students to act responsibly and make good decisions while responding to the needs of others.

How and by whom were the school's Beliefs developed/reviewed/revised?

Our Beliefs were reviewed in the Fall of 2020 by the faculty, staff, and the School Advisory Board. At that time some revisions were considered to be necessary in order to align them better with our Mission and Philosophy, and the current version has been updated accordingly.

How does the school ensure that its community of stakeholders understands and supports its Beliefs?

The parents and students of Our Lady of Mount Carmel are made aware of the school's Beliefs through our Parent/Student Handbook, given out to each family in September. They are also reviewed and discussed at the first school meeting of the year.

The faculty is made aware of the school's mission through the Faculty Handbook, and it is reviewed at the annual opening faculty meeting held in the beginning of September before school starts.

C. PROFILE OF GRADUATES

What is the school's Profile of Graduates?

A graduate of OLMC is grounded in the Catholic tradition and succeeds in Academics and servant leaderships, to that end OLMC graduates should:
1. Be firmly grounded in the Catholic traditions, its Gospel Values, commitment to service and stewardship of the world.
2. Be fully prepared academically, socially, and emotionally; with a strong sense of social justice and virtue, to succeed in high school and beyond.
3. Be fully able to incorporate effective study habits and time management skills to excel in leadership roles in any situation.
4. Be able to utilize technology in a proficient, responsible and ethical manner.
5. Be able to foster an appreciation of the arts in music, fine and performing arts by understanding its multi-cultural history and meaning.

How and by whom was the school's Profile of Graduates developed/reviewed/revised?

Our Profile of Graduates was reviewed in the Fall of 2020 by the faculty, staff, and the School Advisory Board. At that time some revisions were considered to be necessary in order to align them better with our Mission, Philosophy, and Beliefs and the current version has been updated accordingly.

How does the school ensure that everyone understands and supports its Profile of Graduates?

We work together with the families of OLMC to create an atmosphere of support for the development of our graduates. The parents and students of Our Lady of Mount Carmel are made aware of the school's Profile of Graduates through our Parent/Student Handbook, given out to each family in September. They are also reviewed and discussed at the first school meeting of the year.

The faculty is made aware of the school's Profile of Graduates through the Faculty Handbook, and it is reviewed at the annual opening faculty meeting held in the beginning of September before school starts.

THE PROFILE OF THE SCHOOL

The Profile of the School includes information and data that 1) describe the community(ies) the school serves and in which it exists, 2) help to develop an understanding of the school's Mission, and 3) describe the opportunities & challenges the school faces as it seeks to achieve its Mission.

A.   THE COMMUNITY

Provide a description of the community. Describe its history and major characteristics, including geographic location and socioeconomic and demographic makeup.

The Academy of Our Lady of Mount Carmel is located in Tenafly, New Jersey and draws the majority of its students from Bergen and Hudson Counties. The town offers easy access to New York City, and many of our parents and caregivers are employed in the city. For the most part, our students come from middle-class and upper-middle-class families. While Tenafly has highly rated public schools, it does not have a public preschool program.

We offer classes from preK-3 through 8th grade, focusing on excellent academics and a dedication to educating the entire student through faith-based instruction. Our school is built on Catholic and Carmelite traditions. Most of our students are Christian, but we do serve students from other religions as well.

OLMC welcomes a wide range of races and ethnicities into our school. Originally representing a predominantly Western European-based demographic, the Academy now includes many students from Asian, Latin, African, African-American, and European backgrounds. These changes in our student population are a direct reflection of recent increases in Bergen County's Asian population.

Describe any changes in the community occurring over the last five years that have had an impact on the school. Indicate any changes that are expected to occur during the next five years.

Last Five Years:

Over the past five years, there have been many changes in our school community which have resulted in major impacts. We have had four different pastors and three principals in this span of time. We have experienced changes in our school faculty members and numbers due to leadership changes, Catholic school closures in the area, and as a result of adapting to the realities of teaching and staffing during a Pandemic year.

In March of 2020, all learning was shifted to remote education and the faculty and staff was up to speed and running classes from home within the space of a few days. Meanwhile OLMC has continued to update its facilities and technology infrastructure as it prepared for hybrid learning -- a combination of limited numbers of in-person students and virtual learners

working together. In the academic year 2020-2021, the hybrid model of learning has proven successful and we have gradually increased our percentage of in-person students over the year. Classrooms have been reconfigured and/or updated.

In Tenafly, there has been a dramatic increase in residents of Asian descent, with the majority coming from South Korea. A significant increase in the number of Jewish families moving to the area has resulted in the expansion of special Jewish day schools.

Next Five Years:

In the immediate future we will be focusing on recovering from the effects of the Pandemic and getting ready to welcome back all of our students in person in Fall 2021. At the same time, we will be watching population trends, anticipating whether or not we need to increase our capacity going forward. This could include repurposing current classrooms, staffing changes, etc.

Describe the major challenges currently faced by the community—social, economic, political.

Our community is economically and politically very stable. However, the Pandemic has ravaged local businesses, changed the entire rhythm of education and employment, challenged everyone in new and unforeseen ways. Virtual learning and hybrid learning are in place, and are working satisfactorily but there will be a long road back to normalcy for both our local community and our school community.

List the major educational and cultural programs and facilities in the community that are available for use by the school and its students.

Many local businesses have welcomed the students over the years and/or have sent personnel to OLMC to talk with students. These include the Post Office, NVE Bank,Tenafly Public Library, the Police Dept., and the Fire Dept. In addition, students have access to the Tenafly Nature Center, Flat Rock Nature Center, and the Meadowlands Environment Center. The Liberty Science Center, the Challenger Center, and local historical sites and parks in the area are also available for use by the school.

B.   SCHOOL INFORMATION

B.1.   HISTORY OF THE SCHOOL:

Provide a brief history of the school. Include key milestones and developments in the life of the school.

An Ancient Tradition

From crusaders who became hermits on a mountain called Carmel in the deserts of northern Palestine to the founding of communities in the great cities of Europe, and eventually in the Americas and around the world, the history of our Carmelite order is intimately connected to the lives and stories of individual souls who sought out prayerful solitude together in the world.

Unlike most religious orders, the Carmelites have no founder. Instead, we trace our beginning to some hermits who settled on Mount Carmel a thousand years ago. That is a long way from Tenafly, NJ! Our story begins after the Civil War when Catholics began to move into the Northern Valley of Bergen County.

A Humble Origin

Dutch and English Protestants inhabited this area. An Irish Catholic from Pennsylvania, John Harrold, was hired to construct some new luxury homes for New York bankers and stockbrokers wishing to move out into the country. Harrold recruited Irish emigrant workers by waiting outside the Castle Garden Immigration Center in lower Manhattan. As the immigrants arrived Harrold asked if any of them were carpenters and were looking for a job. He hired men on the spot and brought them to a boarding house in Tenafly. This was the beginning of the Catholic presence in Tenafly.

In 1873 a group of these Catholic families under the leadership of John Harrold petitioned Bishop Corrigan to start a Catholic parish. On July 5, 1873 the Parish of Our Lady of Mount Carmel was formally organized. The first mass was celebrated in a wooden barn. Soon the families bought a piece of land on the Faley Reservation and built a humble wooden chapel. The parishioners were proud of their church but the bishop was not impressed. He was quoted on his visit as saying, "This is not a fit place to bring a Bishop."

Father Paganini was the first pastor followed by Father Cornelius Cannon. In 1878 the Bishop entrusted the parish to the Carmelite Fathers of Englewood. The Carmelites have served in Tenafly ever since.

Finding Our Roots

Father Theodore McDonald, O.Carm. became the third pastor. He immediately requested the Sisters of Charity to help establish a school. A strong believer in Catholic education Fr. Theodore told the parishioners, "If I must sell my own coat we shall have Sisters in a very short time, and we shall have our own school." In October of 1879 Mount Carmel School opened with 30 students. Two Sisters of Charity arrived each morning by train from Englewood and walked from the depot one mile to the school through mud and water, heat and cold. The Sisters of Charity stayed in the parish for 99 years and left in 1978. The school, now an Academy, is still flourishing and was recently awarded a Blue Ribbon of Excellence by the Department of Education.

On the Move

Newly arrived Italian families joined the original Irish Catholic families in the 1890's. Both groups were working people, mostly carpenters or stone masons or servants. Both groups struggled to be accepted. In 1905 Father Benedict O'Neill, O.Carm. bought a plot of land in the center of town. It was the site of the Huyler estate, an old Dutch farm. The little wooden church was moved from an obscure side street to this new prominent site. Some boro citizens were shocked at having a Catholic Church so visible in the center of town. Yet by the 1920's the Catholic presence in Tenafly greatly increased.

During 1917 and 1918 Mount Carmel parish could boast the largest Catholic congregation in the United States. Camp Merritt was operating those years within the parish boundaries. Each day the camp's population was about 50,000 and it was estimated that 40% of the soldiers were Catholic. On many nights thousands of the soldiers were ordered to embark for Europe and the pastor Father Fidelis Paulding, O.Carm. would go to the camp in the night for Confessions and Communion.

A New Way Forward

During the first half of the 20th century parish families prospered. Then in the 1950's the East Hill of the borough was developed with large and beautiful houses. Young Catholic professionals moved into the parish from New York and from Union and Jersey Cities. What was once called a "swamp mission" became a very desirable location.

In 1952 Father Gregory Bergin, O.Carm built the current Church and School. In the 1960's Father James McGill built the rectory, convent and new school wing. Father Campion Doyle, O.Carm guided the parish into the new Church of Vatican II.

As an active and progressive parish, Fr. Ashley Harrington, O.Carm. began updating the parish and in the late 1990's modernized the facility by building an elevator and memorial giving wall.

An Ancient Tradition in a New Century

In 2009, the Very Reverend Father Leonard J. Gilman, O.Carm oversaw the largest renovation project to our parish and school facilities since the 1960's; our school has been transformed into an Academy and a nationally recognized Blue Ribbon School of Excellence since 2012.

Over 140 years later, the same determination continues at OLMC with a primacy of faith, and through the lens of love. Our vision forward is informed by our shared past. OLMC faculty understands that teaching is a vocation and that lifelong learning is a vocation. The Academy is always evolving to anticipate and to meet the changing needs of our school community. Whether it means building and furnishing a Makerspace, adding a new STREAM curriculum, or incorporating a Diversity, Equity & Inclusion Council, we are looking toward the future and preparing to embrace it and the needs of our changing student body.

With waiting lists for most of our classes, and alumni attending the best high schools and universities in the country, OLMC is viable and vital in the 21st century. Fr. Theodore's vision has expanded in ways even he could never imagine. Near the same grounds where Fr. Theodore made his bold announcement, our students now confidently say, "We are Mount Carmel!"

B.2. SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

Is the school incorporated?		Yes
	X	No
If yes, name of corporation:		

Is the school licensed to operate as an educational school?	X	Yes
		No
If yes,		
In what state(s) is the school licensed to operate?	New Jersey	
In what country(ies) is the school licensed to operate?	The United States of America	
If no, explain the school's authority to operate:		

Is the school licensed to grant diplomas or certificates?	X	Yes
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	New Jersey	
Type(s) of diplomas or certificates offered	Elementary School Diploma	
If no, explain the school's authority to grant diplomas or certificates:		

Religious Affiliation:	Catholic

B.4. SCHOOL INFORMATION: ALL SCHOOLS

B.4.a. Enrollment Trends

FOR THE ACADEMIC YEAR:	20	18	to	20	22

Grades Included in This School	PAST				PRESENT		PROJECTED	
	BOYS/GIRLS Two Years Ago 2018-2019		BOYS/GIRLS One Year Ago 2019-2020		BOYS/GIRLS This Year 2020-2021		BOYS/GIRLS Next Year 2021-2022	
PK3	9	6	7	5	1	4	7	5
PK4	9	15	10	9	7	5	8	8
Kindergarten	11	9	13	11	4	8	10	10
Grade 1	15	12	11	10	17	16	10	10
Grade 2	13	11	14	13	13	11	15	15
Grade 3	12	13	15	9	10	14	12	12
Grade 4	10	17	7	13	15	9	10	15
Grade 5	12	14	10	16	9	14	15	10
Grade 6	12	15	10	15	9	21	10	15
Grade 7	15	12	7	9	14	17	10	20
Grade 8	8	18	12	12	16	17	15	16
TOTALS	126	142	116	122	115	136	122	136

B.4.c. Size of The Professional and Support Staffs:

FOR THE ACADEMIC YEAR:	20	20	to	20	21

	Full-Time	Part-time[1]	Total Full-Time Equivalent
ADMINISTRATIVE STAFF:			
Administrators	1		1
INSTRUCTIONAL STAFF:			
Classroom teachers-elementary/lower school	8		8
Classroom teachers-middle school	6		6
Classroom teachers-high school/upper school			
Special needs teachers			
STUDENT SERVICES STAFF:			
Guidance/college/ career counselors			
Specialists and consultants		5	1

[1]

Record using FTE. For example, if a staff member works one of five days, he/she would be considered 0.2.

Technology services personnel	1		1
Information resources/ library personnel			
Health services personnel	1		1
SUPPORT STAFF:			
Paraprofessionals and aides	3		3
Secretaries and clerks	2		2
Custodial personnel	1		1
Maintenance personnel	3		3
Food services personnel			
Security personnel	1		1
Other: Physical Education	1		1
Other: Theater	1		1
Other:		1	0.6

Describe significant trends in size of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Due to recent changes in enrollment and as a result of the Pandemic, the size of the faculty and staff has changed to meet the needs of our student body.

B.4.d.   Experience of The Staff:

FOR THE ACADEMIC YEAR:	20	20	to	20	21

Years	0-1	2-5	6-10	11-20	over 20
Administrative Staff					
● Women		1			
● Men					
Instructional Staff					
● Women		3	5	3	3
● Men		1	1	1	
Student Services Staff					
● Women		6			2
● Men					
Support Staff					
● Women			2		3
● Men					

Describe significant trends in experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

The school has experienced multiple turnovers in the last five years due to leadership changes, the stress of teaching during the Pandemic, and because of competitive salaries offered by public schools. However 75% of our teachers currently have more than five years of experience in the classroom.

B.4.e.   Academic Preparation of The Professional Staff:

FOR THE ACADEMIC YEAR:	20	20	to	20	21

	Associate's or No Degree	Bachelor's Degree	Bachelor's Degree plus hours	Master's Degree	Master's Degree plus hours	Doctorate
Administrative Staff						
● **Women**					1	
● **Men**						
Instructional Staff						
● **Women**		5	3	2	4	
● **Men**		2			1	
Student Services Staff						
● **Women**		2		2		
● **Men**						

Describe significant trends in the academic preparation of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Several faculty members are continuing their post-graduate education toward higher-level degrees and certifications.

B.4.f.   Professional Certifications of the Professional Staff: .

FOR THE ACADEMIC YEAR:	20	20	to	20	21

	No Certificate	Emergency Certificate	ECE Certificate	Elementary Level Certificate	Middle Level Certificate	Secondary Level Certificate	Administrative Certificate
Administrative Staff							
● **Women**				1			
● **Men**							

Instructional Staff							
● Women		1	3	11	4	4	
● Men	1				2	2	1
Student Services Staff							
● Women							
● Men							

Describe significant trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Today, many newer teachers complete advanced degrees and higher education programs that include special certifications. New Jersey public schools require specific certifications, and most teacher training programs have incorporated this requirement inter their basic programs. The Academy of Our Lady of Mount Carmel benefits from this change, even though advanced degrees are not required.

B.4.g. **Staff Demographic Trends**:

FOR THE ACADEMIC YEAR:	20	20	to	20	21

Race/Ethnicity	Percent of Staff in Current Year	Percent of Staff Two Years Ago
African-American	5%	5%
Asian	5%	5%
Caucasian/White	76%	76%
Hispanic	14%	14%
Native American Indian	0%	0%
Other:	0%	0%
Other:	0%	0%
TOTAL	100%	100%

Describe significant trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

There are no changes in the demographics of the staff in the past two years.

B.4.h. **Staff Mobility:**

Indicate the number of each category below that were new hires in the year indicated.

FOR THE ACADEMIC YEAR:	20	18	to	20	21

	Number New Hires Three Years Ago	Number New Hires Two Years Ago	Number New Hires One Year Ago
Administrative Staff			1
Instructional Staff	1	3	
Student Services Staff			
Support Staff			
TOTAL	1	3	1

Indicate the percentage of each category below of staff turnover in the year indicated.

	Percent Changeover Three Years Ago	Percent Changeover Two Years Ago	Percent Changeover One Year Ago
Administrative Staff	0%	0%	100%
Instructional Staff	6%	18%	0%
Student Services Staff	0%	0%	0%
Support Staff	0%	0%	0%
TOTAL	5%	14%	5%

Describe significant trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.

Four new teachers were hired for the academic year 2020-2021 due to changes in enrollment, and changes in staffing due safety requirements related to the Pandemic. Because of these additions, OLMC was able to accommodate in-person learners at the start of the 2020-2021 academic year, even with social distancing and other safety measures in place.

C.   STUDENT PERFORMANCE

This profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments.

Results of Assessments of Student Performance—All Schools
(Standardized Assessments, SAT/Advanced Placement, International Baccalaureate, MAP testing, etc)

FOR THE ACADEMIC YEAR	20	20	to	20	21

Math: Math K-12

Academy of Our Lady of Mount Carmel

Gender: Female

Growth: Math 2-5 NJ 2016
NJ Student Learning Standards Mathematics: 2016

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2020-2021	2	8											
Winter 2019-2020	2	13	187.6	10.9	185	185.1	13.9	186.4	10.8	191.0	12.7	188.3	11.9
Fall 2020-2021	3	8											
Winter 2019-2020	3	8											
Fall 2019-2020	3	7											
Spring 2018-2019	3	11	198.2	10.6	201	198.8	11.5	196.2	11.0	198.5	14.1	198.7	10.7
Fall 2020-2021	4	1											
Winter 2019-2020	4	13	197.0	12.8	197	200.2	13.5	200.1	12.7	*193.2*	14.4	195.5	15.0
Fall 2019-2020	4	13	200.3	10.3	199	198.6	10.6	201.0	13.1	202.4	11.9	199.2	10.6
Fall 2020-2021	5	5											
Winter 2019-2020	5	16	220.3	10.1	222	218.6	8.3	222.1	14.8	218.5	10.6	221.9	13.3
Fall 2019-2020	5	16	220.3	11.1	222	218.8	11.5	221.5	9.4	217.4	14.4	223.2	13.4
Spring 2018-2019	5	15	228.7	17.1	220	227.0	17.6	228.7	19.2	228.0	19.4	231.1	15.8

Math: Math K-12

Academy of Our Lady of Mount Carmel

Gender: Female

Growth: Math 6+ NJ 2016
NJ Student Learning Standards Mathematics: 2016

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2020-2021	6	7											
Winter 2019-2020	6	14	230.6	15.9	230	231.3	16.4	230.4	16.2	228.6	18.5	232.1	16.4
Fall 2019-2020	6	15	229.0	15.3	228	228.1	18.3	230.3	19.5	228.8	15.1	228.7	14.6
Fall 2020-2021	7	3											
Winter 2019-2020	7	9											
Fall 2019-2020	7	9											
Fall 2020-2021	8	9											
Winter 2019-2020	8	12	235.2	18.2	235	237.0	19.8	238.3	19.8	231.9	15.1	234.7	22.1
Fall 2019-2020	8	12	237.1	14.0	235	240.1	16.1	239.3	17.4	234.1	14.2	234.8	13.0

Growth: Math K-2 NJ 2016
NJ Student Learning Standards Mathematics: 2016

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2019-2020	2	13	188.5	19.9	179	**193.8**	18.1	188.0	20.3	185.7	21.2	186.5	25.0

Math: Math K-12

Academy of Our Lady of Mount Carmel

Gender: Male

Growth: Math 2-5 NJ 2016
NJ Student Learning Standards Mathematics: 2016

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2020-2021	2	4											
Winter 2019-2020	2	14	192.8	13.4	194	194.1	12.4	192.8	15.0	190.6	16.3	193.4	16.2
Fall 2020-2021	3	5											
Winter 2019-2020	3	16	201.8	11.7	200	203.1	12.0	201.7	12.6	203.3	13.3	198.8	14.4
Fall 2019-2020	3	16	198.6	13.1	200	198.0	12.0	200.1	15.0	199.5	16.4	197.1	12.4
Spring 2018-2019	3	10	204.2	10.9	206	205.4	13.9	205.7	9.0	203.1	17.0	202.7	11.5
Fall 2020-2021	4	5											
Winter 2019-2020	4	6											
Fall 2019-2020	4	7											
Fall 2020-2021	5	4											
Winter 2019-2020	5	10	214.6	12.3	215	214.5	11.3	216.2	14.0	215.8	14.8	211.6	16.3
Fall 2019-2020	5	10	214.4	10.1	215	214.9	11.4	**219.8**	11.4	*208.2*	10.6	214.3	14.7
Spring 2018-2019	5	12	234.7	9.5	232	234.1	9.2	236.8	10.1	234.7	14.0	233.5	12.8

Math: Math K-12

Academy of Our Lady of Mount Carmel

Gender: Male

Growth: Math 6+ NJ 2016

NJ Student Learning Standards Mathematics: 2016						Goal Performance							
						Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2020-2021	6	6											
Winter 2019-2020	6	10	230.5	11.8	227	229.8	14.1	228.9	10.6	233.1	12.2	230.5	16.1
Fall 2019-2020	6	10	226.5	12.5	227	226.3	13.0	228.5	9.9	226.8	13.1	225.2	18.2
Fall 2020-2021	7	8											
Winter 2019-2020	7	7											
Fall 2019-2020	7	7											
Fall 2020-2021	8	8											
Winter 2019-2020	8	12	249.3	17.3	249	254.8	15.5	254.9	21.5	240.7	17.5	246.1	18.7
Fall 2019-2020	8	12	247.8	15.3	250	250.4	12.2	250.3	16.5	244.3	20.1	246.3	14.5

Language Arts: Reading

Academy of Our Lady of Mount Carmel

Gender: Female

Growth: Reading 2-5 NJ 2016 V2

NJ Student Learning Standards Language Arts: 2016						Goal Performance									
						Literary Text: Key Ideas and Details		Literary Text: Language, Craft, and Structure		Informational Text: Key Ideas and Details		Informational Text: Language, Craft, and Structure		Vocabulary: Acquisition and Use	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2020-2021	2	8													
Winter 2019-2020	2	12	192.7	12.8	193	194.4	13.2	194.3	16.7	193.7	15.3	189.5	16.6	191.9	10.9
Fall 2019-2020	2	13	186.2	11.4	182	185.0	14.5	187.0	13.7	184.9	14.6	184.3	14.8	189.5	10.2
Fall 2020-2021	3	9													
Winter 2019-2020	3	8													
Fall 2019-2020	3	8													
Spring 2018-2019	3	11	192.8	13.5	196	193.9	17.1	188.7	10.1	189.6	17.4	195.5	15.7	195.6	16.2
Fall 2020-2021	4	1													
Winter 2019-2020	4	13	198.7	9.0	201	203.4	10.1	197.9	11.8	197.2	7.4	197.4	15.2	199.4	8.8
Fall 2019-2020	4	13	192.6	14.7	191	193.8	15.6	193.3	16.9	190.8	16.7	191.6	14.1	192.8	15.6
Fall 2020-2021	5	5													
Winter 2019-2020	5	16	220.1	10.1	221	220.9	16.3	223.0	12.5	217.9	10.1	218.4	10.3	221.0	12.2
Fall 2019-2020	5	16	216.4	8.7	217	216.0	9.4	219.8	13.4	211.7	11.6	215.1	13.9	219.5	9.3
Spring 2018-2019	5	14	219.1	11.8	219	222.4	13.5	220.6	11.9	213.1	19.1	218.0	13.9	220.4	13.8

Language Arts: Reading

Academy of Our Lady of Mount Carmel

Gender: Female

Growth: Reading 6+ NJ 2016 V2

NJ Student Learning Standards Language Arts: 2016						Goal Performance									
						Literary Text: Key Ideas and Details		Literary Text: Language, Craft, and Structure		Informational Text: Key Ideas and Details		Informational Text: Language, Craft, and Structure		Vocabulary: Acquisition and Use	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2020-2021	6	7													
Winter 2019-2020	6	14	221.1	13.2	221	219.5	15.4	222.0	13.5	219.9	13.5	220.6	15.8	223.1	14.8
Fall 2019-2020	6	15	222.6	11.4	222	224.7	10.7	222.7	12.6	220.5	14.0	220.9	18.4	224.8	13.0
Fall 2020-2021	7	3													
Fall 2019-2020	7	9													
Fall 2020-2021	8	9													
Winter 2019-2020	8	12	228.5	10.5	231	229.7	14.8	228.1	11.2	226.4	16.4	225.6	9.7	232.8	9.1
Fall 2019-2020	8	12	229.8	8.3	228	229.8	12.6	228.2	10.4	230.4	6.9	230.2	13.8	230.9	8.0

Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.

Educational aides will push into 1st through 3rd grade classes to offer academic support for those students who need it. Students identified through standardized testing and classroom performance will receive assistance from visiting Bergen County Special Services staff. As

needed, referrals will be made to the Bergen County Child Study Team. Students will regularly utilize IXL and/or Classworks to improve performance.

C.1.b Evidence of Student Learning- Assessments

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Final Exams	6 - 8	Major Subjects	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Curriculum-based Assessments	All Grades	All Subjects	X		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Final Showcase, Performance, or Exhibit	All Grades	Specific Art Disciplines	X		

C.2 ACADEMIC PERFORMANCE DATA—ALL SCHOOLS

C.2.a. Retention in Grade:

FOR THE ACADEMIC YEAR	20	19	to	20	20

Grade Level	Percentage Retained in Grade
	0%

C.2.b   Honor Roll:

FOR THE ACADEMIC YEAR	20	19	to	20	20

Grade Level	Percentage Earned Honor Roll
Grade 8	35%
Grade 7	56%
Grade 6	51%

C.4.   CITIZENSHIP PERFORMANCE DATA—ALL SCHOOLS

C.4.a.   Attendance:

FOR THE ACADEMIC YEAR	20	20	to	20	21

Grade Level	Percentage Absent 10 or More Days[2]
Grade 8	6%
Grade 7	3%
Grade 6	0%
Grade 5	0%
Grade 4	8%
Grade 3	4%
Grade 2	4%
Grade 1	9%
Kindergarten	0%
PreK-4	15%
PreK-3	67%

C.4.b.   Tardiness:

FOR THE ACADEMIC YEAR	20	20	to	20	21

Grade Level	Percentage Late to School 10 or More Days
Grade 8	3%
Grade 7	3%
Grade 6	3%
Grade 5	10%
Grade 4	17%

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[2] The school may change this standard to meet the generally accepted standard for the school.

Grade 3	29%
Grade 2	8%
Grade 1	6%
Kindergarten	15%
PreK-4	0%
PreK-3	0%

C.4.c.   Suspensions from School:

FOR THE ACADEMIC YEAR	20	20	to	20	21

Grade Level	Percentage Suspended One or More Times
All Grade Levels	0%

C.4.d.   Expulsions:

FOR THE ACADEMIC YEAR	20	20	to	20	21

Grade Level	Percentage Expelled
All Grade Levels	0%

THE PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The profile consists of the results of a self-assessment of the school's adherence to the 12 Middle States Standards for Accreditation.

Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation

A. By Standards Surveys

X	YES		NO	The self-assessment was conducted using the surveys provided by the Middle States Association.

Total Number of Surveys Returned	
The results represent surveys completed by:	
▪ **Students**	84
▪ **Parents**	14
▪ **Faculty and Staff**	19
▪ **Administrators**	1
▪ **Board Members**	2
▪ **Business/Community Representative**	N/A

B. By a Committee

X	YES		NO	The self-assessment was conducted by a committee for all the Standards.

If the school used a single committee to conduct the self-assessment, explain below how all of the school's community of stakeholders were given opportunities to provide input into the self-assessment.

The Planning Team set up and administered the surveys. Students, parents, faculty and staff, and School Advisory Board members were all given opportunities to complete the survey using Google Forms. Students were given class time to complete their surveys. Other stakeholders were invited through the OLMC website, and through email invitations.

The school must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the "Other" section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. **Does Not Meet**	The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator.
2. **Partially Meets/In Need of Improvement**	The evidence indicates that the school **PARTIALLY MEETS** the expectations of this Indicator and is **IN NEED OF IMPROVEMENT**.
3. **Meets**	The evidence indicates the school **MEETS** the expectations of this Indicator.
4. **Exceeds**	The evidence indicates the school **EXCEEDS** the expectations of this Indicator.

THE MISSION STANDARD FOR ACCREDITATION
(Indicators 1.1-1.6)

A.   ISSUES Related to This Standard

B.   Self-Assessment of Adherence to the INDICATORS OF QUALITY

THE MISSION STANDARD FOR ACCREDITATION

The Standard: The school has a Mission that conveys clearly and concisely the school's vision of a preferred future for the school's students and its expectations for student learning. The Mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The Mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

Indicators of Quality for all schools

Indicator of Quality	1	2	3	4	N/A
The school's statement of mission:					
1.1 Clearly aligned with the school's beliefs and Profile of the Graduate.			X		
1.2 Communicated widely, understood and supported by the students, their families, and (if appropriate) the school's community of stakeholders.			X		
1.3 Developed using a process that considered input by appropriate stakeholders of the school.			X		
1.4 Reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.			X		

Indicators of Quality for faith-based schools[3]

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[3] The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose Mission and educational program are defined wholly or in part by their particular faith.

Indicator of Quality		1	2	3	4	N/A
The school's religious identity is:						
1.5	Integrated into its school-wide goals and objectives.				X	
1.6	Visible in symbols and artifacts throughout the school.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	• Faculty and staff live our mission each and every day. •
Governing Body	• •
Teachers	• The school is actually working with the staff, students and families to maintain the best practices that will benefit the students. •
Support Staff	• Always room for improvement. •
Students	• •
Parents	• Disappointed with religious training. •
Community Stakeholders	• OLMC carries out its mission in word and deed. •

C.   Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for PLANNING

List the school's significant strengths in meeting the Mission Standard.

- The school carries out our Mission in word and deed.
- Faculty and staff live the Mission every day, and work to instill its values in our students.

List the school's significant areas in need of improvement in meeting the Mission Standard.

- More Professional Development opportunities relating to religious training are needed.
- More in-class community service opportunities are needed.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to the Mission that should be included in the action plan in the Plan for Growth and Improvement.

- Develop and implement more opportunities for the community - Church, Parish and school - to stay connected through our Christian faith.

E.   EVIDENCE to Support the Assessment of This Standard

Evidence	School
School website link, with link to the the school's Mission statement https://academyolmc.org/about/mission-philosophy/	X
Mission statement	X
Profile of the Graduate	X
Samples of publications that communicate the Mission to the school's community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Faculty Handbook	X
Student Handbook	X

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION
(Indicators 2.1-2.39)

A. ISSUES Related To This Standard

TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

1. Is the school incorporated?		Yes
	X	No
If yes, name of corporation:		

2. Is the school licensed to operate as an educational school?	X	Yes
		No
If yes,		
In what state(s) is the school licensed to operate?	NEW JERSEY	
In what country(ies) is the school licensed to operate?	UNITED STATES OF AMERICA	
If no, explain the school's authority to operate:		

3. Is the school licensed to grant diplomas or certificates?	X	Yes
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	NEW JERSEY	
Type(s) of diplomas or certificates offered	ELEMENTARY SCHOOL DIPLOMA	
If no, explain the school's authority to grant diplomas or certificates:		

For religious schools:

Religious Affiliation:	CATHOLIC

TO BE COMPLETED BY PUBLIC SCHOOLS

4. Is the school part of a larger school system or corporation?	X	Yes
		No
If yes, name of system/corporation:	**ARCHDIOCESE OF NEWARK**	

B.   Self-Assessment of Adherence to the INDICATORS OF QUALITY

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

The Standard: The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates**.** There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's Mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
The school's governing body ensures that the school:						
2.1	Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates.				X	
2.2	Has no legal or proprietary ambiguities in ownership, control, or responsibility.			X		
2.3	Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements.				X	
2.4	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.			X		
2.5	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.				X	
2.6	Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.			X		
The school's governing body ensures that it:						
2.7	Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's Mission.			X		
2.8	Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.			X		

2.9	Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.			X		
2.10	Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.				X	
2.11	Works cooperatively with the school's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's Mission, are implemented at all times, and reviewed regularly.			X		
2.12	Has and implements written policies and/or procedural guidelines that define for the governing body: ● Its proper roles and responsibilities; ● Qualifications for its members; ● Its composition, organization, and operation; ● Terms of office for its members; and ● Provisions for identifying and selecting new board members when vacancies occur.			X		
2.13	Implements a process for reviewing/revising its policies regularly.			X		
2.14	Evaluates systematically and regularly its own effectiveness in performing its duties.				X	
2.15	Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.			X		
2.16	Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.			X		
2.17	Includes members that represent constituencies served by the school.				X	
2.18	Maintains appropriate and constructive relations with the school's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.			X		
2.19	Recognizes the accomplishments of staff members and students.			X		
2.20	Adheres to appropriate guidelines concerning confidentiality in communications.			X		

The school's leadership:

2.21	Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement.			X		
2.2\2	Maintains a relationship with the school's governing body characterized by mutual trust and cooperation.			X		
2.23	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.			X		
2.24	Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process.			X		

		1	2	3	4	N/A
2.25	Ensures that professional and support staff members stay well informed about educational developments.			X		
2.26	Undertakes operational, long range, and strategic planning aimed at accomplishing the school's Mission and goals.				X	
2.27	Stays well informed of and implements proven practices identified in educational research and literature.			X		
2.28	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.				X	
2.29	Adheres to appropriate guidelines concerning confidentiality in communications.				X	

Indicators of Quality for faith-based schools

Indicator of Quality	1	2	3	4	N/A
The school's governing body and leadership:					
2.30 Articulate and model the religious tenets of the school.				X	
2.31 Maintain the religious identity of the school as a priority.				X	
2.32 Use the school's religious values and identity to inform its policies, procedures and decisions.			X		
2.33 Accept the authority of the sponsoring religious institution.			X		
2.34 Engage the school's community of stakeholders in setting direction and planning for the future of the school as a faith-based institution.			X		
2.35 Include an assessment of candidates' understanding of and commitment to the religious beliefs and Mission of the school when hiring the school's leadership and members of the staff.			X		
2.36 Promote respect and collaboration among all members of the school's "faith" community.				X	
2.37 Give appropriate attention to building a respectful and collaborative "faith" community among the faculty and staff.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	● The governing body adequately communicates with the administration on a regular basis.
Governing Body	● ●
Teachers	● Members of the Advisory Board do not know who teachers are. ●

Support Staff	● ●
Students	● ●
Parents	● Leadership should be strong in looking for a quality education. ● OLMC provides a well rounded education with religious principles to its students and teachers. Leadership groups communicate clearly and work well together.
Community Stakeholders	● The school's governing body works transparently to ensure all stakeholders play an active role in the growth of the institution.

C.   Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for PLANNING

List the school's significant strengths in meeting the Governance and Leadership Standard.

● Lots of constant communication throughout the year among staff and faculty.
● Use of the school website, phone, chats, and emails communicating issues to be identified, worked on and solved by the team in a timely manner.

List the school's significant areas in need of improvement in meeting the Governance and Leadership Standard.

● In order to improve the communication between the staff and the School Advisory Board, a liaison should be assigned. This person's main purpose would be to attend all Advisory Board meetings and share the information and/or outcomes with all parties.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to governance and leadership that should be included in the action plan in the Plan for Growth and Improvement.

● Prepare and establish a quality improvement plan.
● Benchmarks should be set with reasonable criteria in order to measure improvement.

- Results will bring feedback to the Administrator, School Advisory Board, parents and staff.
- Regular assessments will help redirect efforts to focus on areas where improvement is still needed, and will provide the team with control over the methodology utilized and any changes to be implemented.

E.   EVIDENCE to Support the Assessment of This Standard

Evidence	School
Organizational Chart	X
Description of the process used by the governing body to evaluate its own performance	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Ministerial Conduct	X
Letter from Archdiocese regarding Catholic Identity	X

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION
(Indicators 3.1-3.8)

A.   ISSUES Related to this Standard

SCHOOL PLANS

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	X		In Progress School Advisory Board	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Financial Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Facilities Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Technology Plan	X		2020	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Professional Development Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Staffing Plan		X	N/A Archdiocese		Satisfactory
					Needs Improvement
					Unsatisfactory
Institutional Advancement and Development Plan		X	N/A Archdiocese		Satisfactory
					Needs Improvement
					Unsatisfactory
Curriculum Review/Revision Plan		X	N/A Archdiocese		Satisfactory
					Needs Improvement
					Unsatisfactory
					Needs Improvement
					Unsatisfactory
Student Enrollment Plan	X			X	Satisfactory
					Needs Improvement
					Unsatisfactory
Other: Strategic Reopening Plan for Covid-19	X		Summer 2020	X	Satisfactory
					Needs Improvement
					Unsatisfactory

B.   Self-Assessment of Adherence to the INDICATORS OF QUALITY

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

The Standard: The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its Mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals.

Indicators of Quality for all schools

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:						
3.1	Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school's community of stakeholders.			X		
3.2	Bases its strategic plan on longitudinal data regarding the achievement and performance of the school's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.			X		
3.3	Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and the results being achieved by implementing the plan.			X		
3.4	Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.			X		
3.5	Takes into consideration the school's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.			X		
3.6	Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the school's Mission and the strategic plan's goals.			X		
3.7	Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.			X		

Indicator of Quality for faith-based schools

Indicator of Quality	1	2	3	4	N/A

	The governing body and leadership ensure that the school:					
3.8	Maintains as a priority in all planning activities the spiritual life of the school and its community.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	● We are working with our SAB on updating our strategic plan. ●
Governing Body	● ●
Teachers	● I have not seen any strategic plan so I cannot comment. ● To my knowledge, the school is making great strides towards improvement and planning.
Support Staff	● ●
Students	● ●
Parents	● The school should have better communication with parents. ● Strategic plan implementation continues to evolve as the needs of the school change.
Community Stakeholders	● The governing body of Mount Carmel successfully implements opportunities for all stakeholders to participate in the success of the strategic plan. ● The school and the community it serves are constantly pursuing ways to improve.

C.   Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for PLANNING

List the school's significant strengths in meeting the School Improvement Planning Standard.

● The school continues to evolve as the needs of the school change.   ● The school continues to evolve as the school community grows.

List the school's significant areas in need of improvement in meeting the School Improvement Planning Standard.

- The School Advisory Board and Administrators need to improve communication with faculty and staff, so that all are aware of planning.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school improvement planning that should be included in the action plan in the Plan for Growth and Improvement.

- Joint meetings of the School Advisory Board, Administrator, faculty and staff are recommended.
- Designating a liaison to attend SAB meetings and report to the faculty and staff is another option.
- Access to group meeting minutes is recommended.

E.	**EVIDENCE to Support the Assessment of This Standard**

Evidence	School
The school's strategic and/or long-range plan to improve student performance	X
The school's long-range technology plan (See Technology Plan in "Information Resources" evidence folder)	X
Continuity of Education Plan (Referenced in "Self-Study Addendum" in Governance evidence folder)	X

FINANCES STANDARD FOR ACCREDITATION
(Indicators 4.1-4.17)

A. ISSUES Related to this Standard

A.2. For Non-Public, Independent And Proprietary Schools

FINANCIAL RESOURCES:

INCOME SOURCE	Current Year	Last Year
% from tuition	83%	75%
% from fees	2%	3%
% from fund-raising and other special activities	9%	14%
% from annual giving	1%	1%
% from grants	0%	0%
% from interest/investments/rental income	0%	0%
Before-Care, After-Care, Cafeteria, Other:	5%	7%
TOTAL	100%	100%

ANNUAL PER PUPIL COSTS:

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Early Age School/Center	$8339	$9511
Elementary School/Lower School	$8339	$9511
Middle School	$8339	$9511

INSURANCE FOR THE SCHOOL:

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
General Liability				X
Workers Compensation and/or Long Term Disability	X			
Director & Officers Liability and/or Educators Legal Liability				X
Property Insurance	X			
Business Interruption	X			
Theft/Fraud/Deceit	X			

Travel and Field Trip Insurance	X			
School Owned Vehicle Insurance				X

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

Indicate any anticipated major capital expenditures within the next three years.

Expected capital expenditures include the renovation of early childhood classroom, renovation of outdated student bathrooms, and the purchase of updated technology.

A.3. For All Schools—Financial Assurances

The financial viability and stability of a school is a primary requirement for accreditation by the Middle States Association.

Therefore, if the school is not able to provide the results of a full external audit completed within the last 18 months, the head of the school and the head of the governing body (if applicable) must assure, by their electronic signatures below, that the financial information and data reported in this Self-Study Report are true and accurate.

I give my assurance that the financial information and data in this Self-Study Report are true and accurate.

Signed electronically by: Ms. Barbara Verdonck
Printed Name of the Head of the School: Ms. Barbara Verdonck

Signed electronically by: Ms. Barbara Verdonck
Printed Name of the Head of the Governing Body: Ms. Barbara Verdonck

B.   Self-Assessment of Adherence to the INDICATORS OF QUALITY

FINANCES STANDARD FOR ACCREDITATION

The Standard: The school has financial resources that are sufficient to provide its students with the educational program defined in the school's Mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school's ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school:						
4.1	Is free of any contingent financial liabilities or ongoing litigations that could affect the school's ability to continue operation.			X		
4.2	Maintains levels of income and expenditures that are in appropriate balance.			X		
4.3	Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school's finances and all financial operations.			X		
4.4	Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.			X		
4.5	Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.				X	
4.6	Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.				X	
4.7	Responds appropriately to the results and recommendations of financial audits or reviews.			X		
4.8	Gives stakeholders appropriate opportunities to provide input into financial planning.				X	
4.9	Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.			X		
4.10	Informs families enrolling students in the school about any financial obligations for attending the school.			X		
4.11	Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.			X		
4.12	Has and implements written, reasonable, and equitable tuition, collection, and refund policies.			X		

4.13	Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner).			X		
4.14	Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.			X		
4.15	Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.			X		

Indicators of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
The school's governing body and leadership ensure that the school:						
4.16	Has the financial resources necessary to support and enhance the religious nature of the school.			X		
4.17	Considers the religious values of the school when making decisions regarding the use of its financial resources.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	● The administration works closely with the Business Manager (hired by the Archdiocese) to monitor all finances. ●
Governing Body	● ●
Teachers	● As a teacher I have no knowledge of the school's financial condition. ● Although there are areas in which I am not knowledgeable, I can assume just by observing how things run that everything is handled accordingly.
Support Staff	● ●
Students	● ●
Parents	● OLMC is likely the only financially independent school in the archdiocese. ● OLMC is very upfront about its finances and how it benefits the students.
Community Stakeholders	● OLMC is fiscally responsible and is secure in its finances. ● OLMC is fortunate to be located within a community tat values education of both the mind and spirit.

C.   Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for PLANNING

List the school's significant strengths in meeting the Finances Standard.

● The school has a large financial reserve in savings.

List the school's significant areas in need of improvement in meeting the Finances Standard.

● N/A

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to finances that should be included in the action plan in the Plan for Growth and Improvement.

● N/A

E.   EVIDENCE to Support the Assessment of this Standard

Due to their proprietary nature, the items of evidence marked with an asterisk can be reviewed in the school's Main Office with the assistance of office staff.

Evidence	School
* Current operating budget (for main campus and each branch campus)	X
* Reports of external audits or reviews of the school's finances conducted within the last two years (for main campus and each branch)	X
* Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution's ability to continue operation	X
* List of grants and other funding sources obtained in the last calendar year	X
* Publications provided to students outlining students' financial obligations	X
* Summary of the institution's insurance coverage	X
* Policies related to finances, financial aid, and refunds	X
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
PPE Loan Forgiveness Letter	X

FACILITIES STANDARD FOR ACCREDITATION
(Indicators 5.1-5.14)

A.   ISSUES Related to This Standard

A.1.   PHYSICAL FACILITIES.

Facility	Location	Year Constructed	Most Recent Renovation	Ownership
Upper Classes and Gym		1961	2017	Owned
Lower Classes		1951	2021 (PK3)	Owned
North Parking Lot		1951		Owned
South Parking Lot		1962	2018 Redid Blacktop	Owned
Church		1951	1951	Owned

A.2.   ADEQUACY OF FACILITIES.

Facility	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Furnishings	X			
Provisions for Disabled				X
Variety of Instructional Spaces	X			
Laboratories	X			

Counseling Spaces	X			
Health Services Space	X			
Library Learning/ Media Center	X			
Administrative and support	X			
Office & planning space for Faculty	X			

Heating and Ventilation	X			
Electrical, Water	X			
Energy Conservation		X LED		
Security System	X			
Storage Spaces	X			
Parking Spaces	X			
Athletic Field				X
Indoor Athletic Space (Gym)		X (Ventilation)		
Auditorium	X			
Dormitories				X
Cafeteria	X			
Chapel	X			
Maintenance and Cleaning	X			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Research into energy conservation, systems in place, and potential changes and updates is scheduled in the next year. Currently, the Gym needs to have its ventilation system updated as was discovered during our return to school analysis and preparations for Fall 2020.

A.3. MAINTENANCE AND CLEANING STAFF:

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance	2	X	Satisfactory
			Needs Improvement
			Unsatisfactory
Clothing	N/A		Satisfactory
			Needs Improvement
			Unsatisfactory
Grounds	2	X	Satisfactory
			Needs Improvement
			Unsatisfactory

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

FACILITIES STANDARD FOR ACCREDITATION

The Standard: The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school's Mission. The facilities provide a physical environment that supports delivery of the school's educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

Indicators of Quality for all schools

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					

			1	2	3	4	N/A
5.1	Provides sufficient and appropriate facilities for all aspects of the school's educational programs, activities, and services including:				X		
	5.1.a.	Instructional areas/classrooms				X	
	5.1.b.	Administrative offices			X		
	5.1.c.	Conference rooms			X		
	5.1.e.	Health services			X		
	5.1.f.	Student activities			X		
	5.1.g.	Student services			X		
	5.1.h.	Safe and secure storage of school property, equipment, official records, and materials (e.g., cleaning supplies and chemicals).			X		
	5.1.i.	Safe and secure storage of student belongings			X		
5.2	Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching.				X		
5.3	Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.				X		
5.4	Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.				X		
5.5	Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.				X		
5.6	Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning.				X		
5.7	Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.				X		
5.8	Has adequate and appropriate lighting throughout its facilities.				X		
5.9	Has sufficient space for entering, exiting, and traffic flow within its facilities.				X		
5.10	Makes safe drinking water available for the students, the staff, and visitors to the school.				X		
5.11	Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy.				X		

Indicators of Quality for schools with early childhood education programs

Indicator of Quality	1	2	3	4	N/A

	The governing body and leadership ensure that the learning environment:					
5.12	Includes interest centers that have materials in an orderly and accessible arrangement.			X		
5.13	Has sufficient space for the number of children involved in the early childhood learning activities.			X		
5.14	Includes appropriately sized furniture designed to assure accessibility to children.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	● Administration regularly meets with the facilities manager to make repairs and improvements where necessary. ●
Governing Body	● ●
Teachers	● We are lucky to have a full time facilities manager in addition to a full time janitor and cleaning crew. ● Clean and safe environment.
Support Staff	● Our school meets the standards but there are some areas that need to be repaired.
Students	● ●
Parents	● No sports this year while other schools in surrounding towns offered safe, outdoor space alternatives to students. ● The pandemic has proven that the administration has properly prepared for all facilities related matters. The care with which this tremendous societal hardship has been addressed, is strongly astounding.
Community Stakeholders	● Maintaining a clean school has always been a priority but even more so now (COVID), ● Ensures safe facilities for all stakeholders.

C.   Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for PLANNING

List the school's significant strengths in meeting the Facilities Standard.

- Because of the on-site facility manager and janitor, safety, cleanliness, and upkeep have always been top priorities.
- The response to COVID has been superb, with the sanitizing, PPE and cleaning supplies provided, and schedule changes as needed.

List the school's significant areas in need of improvement in meeting the Facilities Standard.

- Although satisfactory, heating should be updated soon as the system is very old.
- Some student bathrooms have been updated and modernized, but that work needs to continue.
- The ventilation must be updated in the Gym.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to facilities that should be included in the action plan in the Plan for Growth and Improvement.

- Discussions must be held with the Church, School Advisory Board, etc. in order to move capital improvements forward.

E.   EVIDENCE to Support the Assessment of This Standard

Evidence	School
Video tour of school	X
Floor plan of facilities	X
Maintenance/repair schedules	X
Janitorial contract	X
Fire Inspection documentation	X
Property management documentation	X

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION
(Indicators 6.1-6.37)

A.   ISSUES Related To This Standard

Not applicable in this section. See School Information in the Profile of the School.

B.   Self-Assessment of Adherence to the INDICATORS OF QUALITY

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

The Standard: The school's organization facilitates achievement of its purposes and core values as expressed in its Mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school's Mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school's leaders and staff demonstrate collegial and collaborative relationships.

Indicators of Quality for all schools

	Indicator of Quality	1	2	3	4	N/A
*The governing body and leadership ensure that the school's organization promotes:*
6.1	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.			X		
6.2	Commitment to the school, dedication to their work, and pride in the outcome of their efforts.				X	
6.3	Professional satisfaction and good general morale.			X		
*The governing body and leadership ensure that the school's organization:X*
6.4	Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.			X		
6.5	Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school's students.			X		
*The governing body and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:*
6.6	The day-to-day operation of the school.			X		

6.7	Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.			X		
6.8	Evaluating staff members' performance.			X		
6.9	Handling complaints/ grievances by members of the staff.			X		
6.10	Orienting and mentoring of new staff members.			X		
6.11	Appropriate orientation and supervision for service providers not employed by the school.			X		
6.12	Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.			X		
6.13	Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.			X		
6.14	Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children.			X		
The governing body and leadership ensure that the school's staff:						
6.15	Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.			X		
6.16	Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting.			X		
6.17	Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the school's success.			X		
6.18	Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.			X		
6.19	Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.			X		
6.20	Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s).			X		
6.21	Is provided opportunities to offer input into the content of professional development experiences.			X		
6.22	Is encouraged by the leadership to affiliate with professional organizations.			X		
6.23	Feels safe in the school.			X		
6.24	Enforces the student code of conduct fairly and uniformly.			X		
6.25	Demonstrates a commitment to, pride in, and support for the school by participating in its activities, and promoting its Mission.			X		

Indicators of Quality for schools with early childhood programs

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the early childhood program:					
6.26 Has and implements personnel policies that include an appraisal system and professional development programs that focus explicitly on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate development, and developmentally appropriate instructional practices.			X		
6.27 Seeks to achieve applicable teacher and/or staff-to-children ratios.			X		

Indicators of Quality for faith-based schools

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure the school:					
6.30 Portrays an identifiable integration of faith, life, and culture.				X	
The governing body and leadership ensure that:					
6.31 The school's programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school's foundational documents.			X		
6.32 Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school's religious nature.			X		
6.33 Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundation documents of the school.			X		
6.34 Formal and informal opportunities are provided for the spiritual development of the faculty and staff members.			X		
6.35 Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community.			X		
6.36 The religious studies program for students is consistent with the Mission of the school and the sponsoring institution.			X		
6.37 Opportunities for prayer and/or expressions of faith are integrated into the school's curricula and daily activities.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	● Faculty are evaluated regularly throughout the year through walk throughs and formal evaluations. Would love to have more religious events for the faculty - Ex: retreat days.
Governing Body	● ●
Teachers	● Need for more professional development and mentoring for its new teachers. ● The management of staff and organization is handled professionally and responsibly.
Support Staff	● ●
Students	● ●
Parents	● Poor promotion of faith formation ● OLMC leadership and organization works to provide the best education for its students.
Community Stakeholders	● OLMC fosters an incredible community. ● OLMC emphasizes the value of each person and the importance of a faith filled life.

C.   Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for PLANNING

List the school's significant strengths in meeting the School Organization and Staff Standard.

● Teacher commitment to the school, dedication to their work, and pride in the outcome of their efforts. ● Regular faculty evaluations are completed. ● School fosters a strong sense of community.

- School emphasizes the value of each person, and the importance of a faith-filled life.
- Identifiable integration of faith, life, and culture.

List the school's significant areas in need of improvement in meeting the School Organization and Staff Standard.

- More faculty retreats and religious events.
- More professional development opportunities.
- Mentorship program and guidance for new teachers.
- Increased promotion of faith formation opportunities and events.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school organization and staff that should be included in the action plan in the Plan for Growth and Improvement.

- Recommend scheduling regularly occurring retreats and religious instruction and events for staff.
- Create a schedule for monthly prayer and/or service events to promote faith formation.
- Recommend creating schedule and content for workshops for new staff, to teach them about the traditions and culture of the school, how to work with current technology, how to use PowerSchool for grades, report cards, and attendance,how to set up and maintain reacher web-pages, etc.
- Recommend assigning mentors to each new faculty member to provide ongoing guidance and support.
- Anticipate needs of staff so that daily activities run smoothly.
- Cover faculty's costs for required training, finger-printing, and background checks.

E.   EVIDENCE to Support the Assessment of This Standard

Evidence	School
Organizational chart (See "Governance and Leadership" evidence folder)	X
Instruments used for evaluating the performance of the staff	X
Individual Professional Development Plan	X
Personnel Folder Requirements	X
The Faculty Handbook (link)	X
New Employee Orientation Checklist	X
Archdiocesan Notice of Concern, Code of Ethics, and Acknowledgement of Compliance	X
The school's Student Handbook (link)	X
Policies related to school climate and organization, specifically for: ● Determining compensation, workloads, and working conditions ● Evaluating the performance of staff members ● Handling complaints and grievances	X

● Ensuring that service providers not employed by the school are appropriately oriented, supervised, and supported ● Criminal and child abuse background checks	

HEALTH AND SAFETY STANDARD FOR ACCREDITATION
(Indicators 7.1-7.18)

A. ISSUES Related to this Standard

A.1. EMERGENCY AND CRISIS PLANS:

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Fire Evacuation Plan	X		
Lock-down Plan	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.2. EMERGENCY DRILLS:

Type of Emergency Drill	Frequency of Drills		Quality of Drills		
			S	NI	U
Fire		Semi-Monthly			
	X	Monthly	X		
		Annually			
External Threat (Lock-down)		Semi-Monthly			
	X	Monthly	X		
		Annually			
Internal Threat (Lock-down)		Semi-Monthly			
	X	Monthly	X		
		Annually			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.3.   HEALTH AND SAFETY INSPECTION SCHEDULE:

Type of Inspection	Frequency		Results of Inspections		
			S	NI	U
Fire Alarm System		Semi-Monthly			
		Monthly			
	X	Annually	X		
Elevator(s)		Semi-Monthly			
		Monthly			
	X	Annually	X		
Technology Arts Equipment	X	Semi-Monthly	X		
		Monthly			
		Annually			
Athletic Equipment		Semi-Monthly			
		Monthly			
	X	Annually	X		
Playground Equipment		Semi-Monthly			
		Monthly			
	X	Annually	X		
Water Supply		Semi-Monthly			
		Monthly			
	X	Annually	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.4.   SUMMARY OF HEALTH SCREENINGS:

Screening For	Conducted By	Frequency	
Vision	School Nurse		Semi-Monthly
			Monthly
		X	Annually
Hearing	School Nurse		Semi-Monthly
			Monthly
		X	Annually
Dental	Privately by MD		Semi-Monthly
			Monthly

		X	Annually
Physical	Privately by MD		Semi-Monthly
			Monthly
		X	Annually
Tuberculosis	Privately by MD		Semi-Monthly
			Monthly
		X	Annually
Scoliosis:	Privately by MD		Semi-Monthly
			Monthly
		X	Annually
Height, Weight, and Blood Pressure:	School Nurse		Semi-Monthly
			Monthly
		X	Annually

A.5. SUMMARY OF INOCULATIONS:

Inoculation For	In Grade Level
Dtap	PreK and K
Hib	K
Polio	PreK and K
MMR	K
Pneumococcal	K
Varicella	K
Heb A	K
Heb B	K
Influenza	PreK and K
Tdap	Grade 6
Meningococcal	Grade 6
COVID-19	TBD

A.6. PROVISIONS FOR HEALTH AND SAFETY:

Health and Safety Issue	Quality and Adequacy		
	S	NI	U
Adequate health care services at all times.	X		
Health care at school functions that take place away from the school's premises.	X		
Means to communicate internally in event of power failure of evacuation of building.	X		
Means to communicate externally in event of power failure of evacuation of building.	X		

Place(s) to assemble during an evacuation.	X		
Proper and safe storage of dangerous substances.	X		
Fire blankets and/or eyewash stations in required areas.	X		
Automatic external defibrillators available and staff personnel trained to use them.	X		
Provisions for preventing the spread of infectious substances and diseases.	X		
Students and the staff wearing eye and ear protection in dangerous areas.	X		
Fire extinguishers available in all areas.	X		
Fire alarm pull stations in all areas.	X		
Evacuation notice and directions posted in all rooms and spaces.	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.7.   HEALTH AND SAFETY STAFF:

Type of Health and Safety Personnel	Number	Quality and Adequacy		
		S	NI	U
Certified Nurse	1	X		
Nurse's Assistant	N/A			
School Security Officer	N/A			
Local Police Security Officer	N/A			
Athletic Trainer	1	X		

B.   Self-Assessment of Adherence to the INDICATORS OF QUALITY

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

The Standard: The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

Indicators of Quality for all schools

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
7.1 Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.			X		
7.2 Regularly reviews and updates its plans for responding to emergencies and crises.			X		
7.3 Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.			X		
7.4 Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.			X		
7.5 Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at school functions that take place away from the school's premises.			X		
7.6 Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.			X		
7.7 Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.			X		
7.8 Has and implements a system to account for the whereabouts of its students at all times.			X		
7.9 Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.			X		
7.10 Provides staff with up–to-date and relevant health, wellness, and safety information and practices pertaining to the school's students and staff.			X		
7.11 Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.			X		
7.12 Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.			X		
7.13 Has an effective system to control access to the school by visitors and other non-school personnel.			X		

7.14	Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	● The care of the school community is always a priority - Students First! ●
Governing Body	● ●
Teachers	● Health, safety and child protection is a priority. ● Fire drills and shelter in place drills are practiced on a regular basis.
Support Staff	● ●
Students	● ●
Parents	● No question, OLMC rocks this issue. ● OLMC provides information and works together to form new policies especially with this pandemic.
Community Stakeholders	● All categories of health and safety were particularly tested during this pandemic and OLMC rated by far exceptional in the planning and implementing. ●

C.   Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for PLANNING

List the school's significant strengths in meeting the Health and Safety Standard.

- The school is always proactive in setting and meeting high-level health and safety standards.

List the school's significant areas in need of improvement in meeting the Health and Safety Standard.

- N/A

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to health and safety that should be included in the action plan in the Plan for Growth and Improvement.

- N/A

E.   EVIDENCE to Support the Assessment of This Standard

Evidence	School
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency procedures section of faculty handbook (refer to FAculty Handbook in School Organization and Staff evidence folder)	X
School Nurse's Job Description	X
Policies related to health and safety, including:	
● Emergency/crisis planning and practices	X
● Health care for students in school and at school activities	X
● Training of the staff for emergencies/crises, handling accidents and illnesses, preventing spread of infectious diseases	X
● Storage and administration of student medications	X
● Storage of school equipment and supplies	X
● Student health records	X
● Relationships with community health, safety, and fire agencies	X
● Controlling access to the school for visitors and other non-school personnel	X
● Quality of drinking water	X
● Accounting for the whereabouts of students	X
Minimal Immunization Requirements	X
Asbestos letter to staff	X
Sanitary inspection reports	X

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION
(Indicators 8.1-8.61)

A.   ISSUES Related to This Standard

SUMMARY OF THE EDUCATIONAL PROGRAM:

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER SEMESTER/YEAR											
Curriculum Area	3 Yrs	4 Yrs	5 Yrs Not K	K	1	2	3	4	5	6	7	8
English/ Language Arts	81	81	81	210	474	474	345	345	270	270	270	270
Math	54	54	54	114	150	150	180	180	180	180	180	180
Science	54	54	54	56	72	72	120	120	150	150	150	150
Social Studies	54	54	54	56	72	72	120	120	150	150	150	150
The Arts	27	27	27	27	27	27	27	27	27	27	27	27
Other Languages	0	0	0	0	60	60	87	87	90	90	90	90
Health/P.E.	81	81	81	56	54	54	54	54	54	54	54	54
Technology	27	27	27	56	54	54	54	54	54	54	54	54
Other:	285	285	285	56	120	120	120	120	120	132	132	132

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

Describe the school's policy/procedure for developing, reviewing, and revising the curriculum areas in the school's educational program.

The school uses information from the Subject Area Coordinators and from faculty meeting input and feedback in order to review the OLMC educational program every trimester. On an annual basis, programs are developed and /or revised in preparation for the upcoming school year.

Describe the school's policy/procedure for ensuring that the curriculum areas in the school's educational program are aligned vertically and horizontally.

Subject Area Coordinators regularly meet with the principal and staff in order to discuss ideas, identify strengths and gaps in the curriculum. Curriculum guidelines set forth by the Archdiocese of Newark are reviewed and discussed as well.

Describe the school's policy/procedure for developing, reviewing, and revising curriculum guides for the curriculum areas in the school's educational program.

The Archdiocese of Newark provides a curriculum map for schools to use as a guide in teaching each curriculum area. It is at the school's discretion as to how and what materials are used to teach each area.

Describe how and in which curriculum areas students receive instruction for developing critical thinking, reasoning, problem-solving, and study skills.

Students receive instruction and practice in developing these skills throughout their regular academic instruction. However, in Middle School STEM classes and through the LabLearner Science curriculum these skills are developed and utilized every week. Moving forward as of 2021, all grade levels will incorporate STREAM lessons on a weekly basis.

Describe how and in which curriculum areas students receive instruction in the effective uses of technology for learning and opportunities to apply that knowledge.

While students have a formal weekly Technology class, they are given the opportunity to use various technology platforms in class for project use.

Describe how and in which curriculum areas students are provided with opportunities to develop social skills such as self-control, working constructively in a group, accepting individual and group responsibility, etc.

Each grade-level schedule has a block for Social Emotional Learning. Students demonstrate awareness and knowledge of these skills and topics throughout the day while in their other classes. In addition, Middle School STEM classes and projects assigned across grade levels give students further opportunity to grow socially and emotionally, and to develop these skills.

Describe the school's policy/procedure for selecting, evaluating, and reviewing instructional materials for the curriculum areas in the school's educational program.

Subject Area Coordinators request samples and materials from publishers and other vendors, and share them with faculty members who teach that subject. Meetings take place

to review and discuss the strengths and weaknesses of each sample before decisions are made.

Describe the school's policy/procedure for identifying and addressing different student learning styles for the curriculum areas in the school's educational program.

During department meetings, teachers share ideas and strategies to address the various learning styles in their classroom. In addition, student service providers from Bergen County assist with differentiation and management ideas.

Describe the school's policy/procedure for identifying students with special needs (gifted, ESL, special education, etc.) and how the curriculum areas are modified for these students.

When a student is identified as having special needs, recommendations are made by teachers and the principal, and then forwarded to Bergen County Special Services. A social worker may be assigned to the case, and testing and evaluation may then be scheduled. Accommodations such as preferential seating, extra time on assessments, differentiation, and pull-outs are routinely used to assist these students.

B.   Self-Assessment of Adherence to the INDICATORS OF QUALITY

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

The Standard: The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school's Mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

Indicators of Quality for all schools

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					

8.1	Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school's Mission and goals for student learning.			X		
8.2	Publishes for all students and their families an overview of the school's educational program and its programs of study and seeks input as appropriate.			X		
The governing body and leadership ensure that the school's educational program includes:						
8.3	Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.			X		
8.4	Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education.			X		
8.5	Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.			X		
8.6	Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.			X		
8.7	Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.			X		
8.8	Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.			X		
The governing body and leadership ensure that the school's educational program:						
8.9	Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices.			X		
8.10	Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.			X		
8.11	Expresses expected student learning outcomes in terms that can be understood by the students.			X		
8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).			X		
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level.			X		

		1	2	3	4	N/A
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the school.			X		

Indicators of Quality for schools with early childhood programs

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school's early childhood educational program:						
8.15	Considers as part of its educational program, everything that happens during the day, including while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.			X		
8.16	Supports language development.			X		
8.17	Provides a balance of opportunities for mastery and challenge.			X		
8.18	Includes activities that are designed to prompt exploration, support growing independence, and minimize disruptions/distractions.			X		
8.19	Includes age- and content-appropriate interest activities in all classrooms.			X		
8.20	Treats all spaces in the school in which students may be present as part of the learning environment.			X		
8.21	Supports positive interactions between peers that are developmentally appropriate.			X		
The governing body and leadership ensure that the school's early childhood educational program provides:						
8.22	An integrated approach to children's social, emotional, physical, cognitive, and language development.			X		
8.23	A good balance of child-initiated and teacher-initiated activities in the daily plan.			X		
8.24	Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.			X		
8.25	A balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.			X		
8.26	Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.			X		
8.27	Development of early language and literacy skills through interactive activities, such as: conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.			X		
8.28	Opportunities for increasing independence in use of materials and equipment and in self-care.			X		

		1	2	3	4	N/A
8.29	Structured and unstructured opportunities for children's active involvement with people and materials.			X		
8.30	Spontaneous learning and activities that build on children's repertoires and curiosity.			X		
8.31	Learning areas designed for individual and group exploration and growth that support challenge and consolidation in the relevant domains of development.			X		
8.32	Materials for gross and fine motor activities.			X		
8.33	Developmentally appropriate learning resources for outdoor activities.			X		
8.34	Daily opportunities for creative expression.			X		
8.35	A variety of books that are accessible to all age groups every day.			X		

Indicators of Quality for schools with elementary school programs

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's elementary-level educational program:					
8.36 Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.			X		
8.37 Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.			X		
8.38 Provides individualized instruction and, as appropriate, activities in small groups.			X		
8.39 Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.			X		
8.40 Provides experiences that prepare students for successful transition to middle and secondary school settings.			X		

Indicators of Quality for schools with middle school programs

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's middle-level educational program:					
8.41 Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.			X		
8.42 Provides experiences that prepare students for successful transition to the secondary school setting.			X		

Indicators of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school's religious educational program:						
8.52	Reflects appropriately the religious nature of the school.			X		
8.53	Integrates religious teachings into all areas of the educational program.			X		
8.54	Includes teachings that are grounded in the beliefs, values, and traditions of the sponsoring faith-community.				X	
8.55	Defines clearly the objectives for faith development and community service programs for students that reflect the Mission of the school.			X		
8.56	Makes religious education for students a priority in scheduling, budgeting, and planning.			X		
8.57	Is a central concern of all of the school's leaders, faculty members, and staff.				X	
8.58	Is age and developmentally appropriate.			X		
8.59	Includes health education that is consistent with the religious beliefs and values of the sponsoring faith-community.			X		
8.60	Includes opportunities for students to apply their learning beyond the classroom (e.g., community service projects, internships, job shadowing).			X		
8.61	Provides regular faith-based experiences that foster the religious formation of the students.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	● Teach to the mind, body and soul. ●
Governing Body	● ● ●
Teachers	● We strive to meet and exceed all needs of our students academically and spiritually. ●
Support Staff	● ●
Students	● ●
Parents	● They never look into creating different activities for kids to learn. ● OLMC provides an excellent foundation for the elementary school.

Community Stakeholders	● OLMC stresses living your faith in everyday life. ● The success of the whole school is based on the attention given to each individual student.

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

List the school's significant strengths in meeting the Educational Program Standard.

● Knowledge of instructional methods.
● Skilled use of assessment methods.

List the school's significant areas in need of improvement in meeting the Educational Program Standard.

● Although no specific area has been identified, faculty will continue to update materials
● Faculty will increase its knowledge of strategies for differentiating instruction.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to educational program that should be included in the action plan in the Plan for Growth and Improvement.

● Renewal of materials every five years.
● Work on regularly updating curriculum, especially Social Studies because of the fast-changing world of today.

E. EVIDENCE to Support the Assessment of this Standard

Evidence	School
Scope and sequence charts	X
Written curriculum guides for each component of the educational program -- Link to Archdiocese of Newark Curriculum Maps https://catholicschoolsnj.org/curriculum-mapping-2	X
Master schedule	X
Policies related to educational program, including:	

● Components of the curriculum (curriculum areas) to be taught as 1) required and 2) electives	X
● Scope and sequence for curriculum areas	X
● Expected outcomes for curriculum areas	X
● Developing, reviewing, revising curriculum	X
● Supervision of curriculum delivery and instruction (in Staff & Organization evidence folder)	
● Standards for instructional materials	X
● Identifying, reviewing, evaluating, and replacing instructional materials	X
● Responding to challenges to the appropriateness of curriculum/instructional materials	X
● Budgeting for curriculum/instructional materials (see Finances evidence)	X
Graduation Requirements	X
Description of the role of a Subject Area Coordinator	X
Weekly Time Schedule Policy	X
Additional Student Services	X
Lighting the Way	X

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION
(Indicators 9.1-9.15)

A.   ISSUES Related to this Standard

B.   Self-Assessment to Adherence to the INDICATORS OF QUALITY

**ASSESSMENT AND EVIDENCE OF STUDENT LEARNING
STANDARD FOR ACCREDITATION**

The Standard: The school has a program for assessing student learning and performance that is consistent with the school's Mission. The program is based on current research and best practices and is aligned with the school's educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school's community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school:						
9.1	Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.			X		
9.2	Reports the results of its assessment of students' learning and performance regularly, accurately, and clearly to the school's community of stakeholders.			X		
9.3	Has leadership and a staff that are committed to, participate, and share in accountability for student learning and performance.			X		
The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:						
9.4	Evaluating the effectiveness of the school's curricula, instructional methods, professional development programs, and student services.			X		
9.5	Monitoring learning by individual students as well as cohorts of students as they move through the school.			X		
9.6	Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.			X		

	The governing body and leadership ensure that the school:					
9.7	Maintains appropriate records of students' learning and performance.			X		
9.8	Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.			X		
9.9	Communicates its assessment policies and program to the school's community of stakeholders.			X		
9.10	Communicates regularly with families regarding students' progress in learning.			X		
9.11	Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels.			X		
	The governing body and leadership ensure that the school uses assessments to measure student learning that:					
9.12	Are based on current and reliable research on child development and growth.			X		
9.13	Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.			X		
9.14	Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.			X		
9.15	Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.			X		
9.16	Reflect understanding of different styles of learning.			X		
9.17	Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.			X		
9.18	Are augmented by information and insights about students' learning and performance from students' families.			X		

Indicator for Quality for schools with early childhood programs

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:					
9.19	Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.			X		
9.20	Assessments used to measure student learning and development are aligned with age-appropriate early childhood standards for learning.			X		

Indicators of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
The governing body and leadership ensure that the school:						
9.25	Includes in its assessments of students' learning and performance knowledge and application of the schools' religious beliefs and values.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	● ●
Governing Body	● ●
Teachers	● We aim to meet the needs of all our students. ● OLMC staff work together in order to help their students.
Support Staff	● ●
Students	● ●
Parents	● OLMC works with students and families to provide the best education. ● I have never heard or experienced any issues.
Community Stakeholders	● The community is an integral part of the school. ● OLMC exceeds their ability to have a high standard of academic success.

C.   Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for PLANNING

List the school's significant strengths in meeting the Assessment and Evidence of Student Learning Standard.

- Students take the MAPGrowth test three times a year: fall, winter, and spring.
- Teacher-made assessments are administered on a regular basis in all content areas, and are differentiated to best serve our student population.
- Students in Middle School take final exams and/or submit final projects each year in order to assess their core content knowledge.
- The OLMC Arts Department has end-of-trimester culminating performances or exhibits to showcase and celebrate student artistic achievement.

List the school's significant areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.

- Although not pointed out as needing improvement, the faculty would like to offer more differentiation of learning.
- Although not pointed out as needing improvement, the faculty would like to offer more cross-curricular units and themes across all grade levels.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to assessment and evidence of student learning that should be included in the action plan in the Plan for Growth and Improvement.

- Explore and implement more ways to incorporate differentiation for students of all learning needs and styles.
- Develop cross-curricular units and themes across all grade levels.

E.   EVIDENCE to Support the Assessment of This Standard

Evidence	School
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students (MapGrowth)	X

STUDENT SERVICES STANDARD FOR ACCREDITATION
(Indicators 10.1-10.34)

A.   ISSUES Related to This Standard

A.1.   Student Services Staff:

Type of Student Services Personnel		Provided by	Adequacy of Type and Number		
			S	**NI**	**U**
Guidance and Counseling Services		School Staff			
	X	Outsourced	1		
Child Study Team Services		School Staff	X		
	X	Outsourced			
Special Education Services		School Staff			
	X	Outsourced	2		
Instructional Aides	X	School Staff	2		
		Outsourced			
Food Services		School Staff	X		
	X	Outsourced			
Transportation Services		School Staff	X		
	X	Outsourced			
Admissions	X	School Staff	X		
		Outsourced			

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.2.   Student Services

Describe the guidance and counseling services for students provided by the school (include guidance counseling, including personal, academic, college, and career, substance abuse counseling, social workers, etc).

Bergen County Special Services provides counseling services to the school's students through a Social Worker, who visits the school weekly to work with students on an as-needed basis. In addition, she is always available to students needing occasional guidance and emotional assistance. In general, students are encouraged to reach out to their teachers for guidance and support if they are encountering difficulty academically or if they are experiencing complications at

home that might affect their health, happiness, and successful progress in school. Students are also encouraged to talk with their homeroom teachers as they prepare for and go through the process of applying for high schools.

Describe the Child Study Team services provided for students identified as having special needs (includes self-contained programs, resource centers, in-class support, therapies, including psychological, speech, physical, and occupational).

Bergen County Special Services provides a Child Study Team to work with homeroom and other teachers, families and students, and our Social Worker. The Team sends a detailed set of questions for teachers to fill out pertaining to the student's academic performance, behavior, and emotional status. Information such as test results, report card grades, and examples of student work are collected.

Depending upon the results of the questionnaire, a Special Services meeting may be held involving the Bergen County Team, parents, and teachers, and specific recommendations may be given. At this time, further action and intervention may be recommended. If not, reasonable accommodations are recommended for the teacher to implement in class.

As a private Catholic school, we are not able to provide the full range of special education plans that a public school could offer. However, through Bergen County Special Services we do offer push-in extra-help and one-to-one programs, speech therapy, occupational therapy, and counseling with our Social Worker.

Describe the special education services provided.

Through Bergen County Special Services we implement push-in extra-help and one-to-one programs, speech therapy, occupational therapy, and counseling with our Social Worker.

Describe the use of instructional aides in the school.

The school employs an instructional aide in pre-K classes and in Kindergarten, and those aides assist with group work, extra-help, etc. In addition, a third aide works with elementary children throughout the week in pull-out and/or push-in programs to assist with language, reading, and math skills development.

Describe the food services for students provided by the school. If food services are not provided by the school, describe the provisions for students to eat during the school day.

OLMC is equipped with a fully functional kitchen and cafeteria. Traditionally we have offered a complete lunch service, with timing staggered by age groups. Students have had the choice of purchasing lunches from the cafeteria or bringing their own lunches from home.

Every month, students and their parents would go online to sign up for the lunch program according to the child's preferences, and payment would be made per lunch selected as opposed to having to sign up for a full month or year lunch plan.

More recently, due to Covid restrictions, we have instituted a similar purchase-plan option with an outside company. However, meals are delivered to homerooms, and the students eat in the classroom each day. Students still have the option of purchasing selected meals, or bringing their own lunches from home.

Describe the transportation services for students provided by the school. If transportation is not provided by the school, describe how students travel to and from school.

The school does not provide transportation service. Traditionally most students have been delivered to school by their parents in private cars and picked up that way as well.

In past years, some parents have collaborated and arranged to pay for private bus services. Whenever that arrangement has been made OLMC has provided personnel to ensure that students are received safely at school, and are put onto the correct bus at the end of the school day.

Describe any career awareness activities provided by the school.

Career Day assemblies have been held in past years, providing the opportunity for students to learn about a wide range of careers. It is hoped that through the ending of Covid restrictions and through STREAM initiatives, Career Days will again be part of our regularly scheduled educational and enrichment opportunities.

Describe any school programs for the orientation of new students or the transitioning of students between schools/levels.

Traditionally, new, incoming students are invited to come to school in the spring for an orientation before attending in the fall. They learn about the program, the layout of the building, lunch and recess, and depending upon their age group, changing classes as in Middle School.

Up until spring of 2020, prospective students were invited to participate in a day's worth of classes as a "Warrior for the Day."   A prospective student could try out the classes and environment to see if it seemed like a good fit.   For now, however, prospective students

receive a tour of the building, are given a grade-level test, and are interviewed by the teacher and/or principal.

When 5th grade students are preparing to move to Middle School, the teacher has had her students visit Middle School classes to see them in action. There is also a "Step Up" ceremony designed to celebrate their growth and achievement.

Describe the school's admission practices.

Interested families may contact the school for a tour. Following the tour, they will be given application materials and will remain in contact with the main office.

If students and parents are interested, they will complete application forms and will be scheduled for a grade level test and interview. Meetings may be held with the prospective family, teacher, and student. Upon successful completion of these activities, the new student will be welcomed into the OLMC Warrior family.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

STUDENT SERVICES STANDARD FOR ACCREDITATION

The Standard: The school provides student services that are effective, appropriate, and that support student learning and achieving the school's Mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school's educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

Indicators of Quality for all schools

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure the school provides student services that:						
10.1	Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.			X		
10.2	Are the shared responsibility of the school's counselors, leadership, teachers, and other staff members.			X		
10.3	Address students' emotional and social needs as well as academic needs.			X		
10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.			X		
10.5	Extend into and support services provided by community agencies.			X		

10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.			**X**		
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services.			**X**		
10.8	Include an orientation program for new students and their families to share the school's Mission, educational program, services, policies, and expectations.			**X**		
10.9	Make available to students' families information about child development and learning.			**X**		
Transportation Services—*The governing body and leadership ensure that the school:*						
10.10	Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school.			X		
10.11	Requires that all transportation personnel of the school or those contracted by the school are appropriately trained.			X		
10.12	Is in compliance with the safety requirements of all appropriate civil authorities in which the school is located for transportation services provided or contracted by the school.			X		
10.13	Has and implements procedures for the safe arrival and departure of students from the school.			X		
Food Services—*The governing body and leadership ensure that:*						
10.14	Student dining areas are functional and hygienic.			X		
10.15	Meals provided by the school meet generally accepted nutritional standards.			X		
10.16	Information about nutritional values of the foods is available to students and their families.			X		
10.17	Appropriate training is provided to food services providers.			X		
10.18	Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located.			X		
10.19	Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located.			X		
Services for Students with Special Needs—*The governing body and leadership ensure that the school:*						
10.20	Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.			X		
10.21	Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.			X		
10.22	If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.			X		
Admissions and Placement—*The governing body and leadership ensure that the school has and implements written policies or procedural guidelines governing*:						

10.23	Admission to the school.			X		
10.24	Placement of students in the appropriate components of the educational program and at the appropriate levels.			X		

The governing body and leadership ensure that the school:

10.25	Informs applicants for enrollment and their families of the Mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.			X		
10.26	Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory.			X		

Indicators of Quality for faith-based schools

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
10.31 Provides student services that reflect the school's religious identity and Mission.			X		
10.32 Provide student services that are aligned with the school's Mission, enrich the academic program, and support the development of student and family life.			X		
10.33 Provides student services that are delivered cooperatively by counseling and campus ministry personnel.			X		
10.34 Has and implements written admissions and placement policies or procedural guidelines that are consistent with the school's religious values and traditions.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	• Unfortunately, we cannot offer the same services that public school offers and that is a disservice to our students. Parents are made aware of this especially if their child has an ISP. We do the best with whatever the state offers to us. •
Governing Body	• •

Teachers	- As a private Catholic school, we do not have access to the same depth of special education as a public school does, so in some cases we do feel that students don't necessarily benefit from what we can offer. - I believe we could use more guidance with emotional services for our children.
Support Staff	
Students	
Parents	- Everything exceeds expectations. - OLMC provides a healthy safe environment.
Community Stakeholders	- OLMC ensures a positive environment for all students.

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D. Implications for PLANNING

List the school's significant strengths in meeting the Student Services Standard.

- We are able to accommodate the special needs of students who attend our school.
- OLMC provides a safe and healthy atmosphere for education.
- The school provides a clean, safe, and healthy environment for in-school lunches.
- The school provides a safe and fun outdoor area for recess and exercise at mid-day.

List the school's significant areas in need of improvement in meeting the Student Services Standard.

- N/A

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student services that should be included in the action plan in the Plan for Growth and Improvement.

- Because the needs of our students change from year to year, we will continue to work together on a regular basis to identify and assist with meeting those needs.
- Regular departmental meetings will continue to be held so that the teaching staff can share ideas and discuss best practices for helping our students succeed.

E.   EVIDENCE to Support the Assessment of This Standard

Evidence	School
Admissions criteria (link to OLMC website) https://academyolmc.org/admissions/	X
Description of guidance and counseling services available	X

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION
(Indicators 11.1-11.19)

A.   ISSUES Related to This Standard

A.1.   NON-ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
Middle School Science Club	30	X		
Middle School Debate Club	26	X		
High School Entrance Exam Preparation Class	18	X		
Cooking	20	X		
Chess Club	5	X		
Scribble Art	20	X		
Homework Club	10	X		
Knitting	6	X		
Mandarin Language Class	6	X		
Shakespeare Club	20	X		
Music Speaks	5	X		
Spanish Club	18	X		
Cheerleading Club	15	X		

A.2.   ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Available for		Number of Students Participating	Adequacy and Quality of the Activity		
	Boys	Girls		S	NI	U
Girls' Basketball Team		X	20	X		
Boys' Basketball Team	X		53	X		
Girls' Volleyball Team		X	20	X		
Track Team	X	X	60	X		
Tennis Lessons	X	X	5	X		
Golf Lessons	X	X	5	X		
Get Fit Classes	X	X	10	X		
Yoga Classes	X	X	5	X		

B.   Self-Assessment of Adherence to the INDICATORS OF QUALITY

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

The Standard: The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school's educational program. A balance of academic, social, co- or extracurricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission.

Indicators of Quality for all schools

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:					
11.1 All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.			X		
11.2 The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school's educational program.			X		
11.3 Activities are varied, developmentally appropriate, and enhance the educational program.				X	
11.4 Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.			X		
11.5 Staff members, parents, and other volunteers who lead student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.			X		
11.6 The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.			X		
11.7 Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.			X		
11.8 Students and staff understand and abide by the school's Code of Conduct.			X		
11.9 An understanding and acceptance of the high expectations the school holds for learning and citizenship.			X		
11.10 Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions.			X		
11.11 Staff and students have pride in their school.			X		

| 11.12 | Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission. | | | X | | |

Indicator of Quality for faith-based schools

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:					
11.19 All student activities and athletics include opportunities for the faith formation of the students.			X		

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	● Variety of activities for various age groups. Students are free to suggest activities that they may be interested in forming. ●
Governing Body	● ●
Teachers	● We did have a very active student life with activities prior to COVID. ● There are a variety of activities
Support Staff	● ●
Students	●
Parents	● Children love the emphasis on their faith. ● OLMC provides a safe and honest environment.
Community Stakeholders	● Standards are set and carried out with respect for all equally. ●
Others [*Describe*]	● ●

C.   Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for PLANNING

List the school's significant strengths in meeting the Student Life and Student Activities Standard.

- OLMC offers a wide range of extra-curricular opportunities to its students.
- These opportunities are developmentally appropriate for the student population and span various age groups.
- Extra-curricular programs offer enrichment, and supplement and enhance the school's educational programs.

List the school's significant areas in need of improvement in meeting the Student Life and Student Activities Standard.

- Although no need for improvement has been identified, overall goals are to increase student participation and continue to expand offerings for extra-curricular opportunities both in sports and non-academic areas of interest.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student life and student activities that should be included in the action plan in the Plan for Growth and Improvement.

- Expand athletic programs and opportunities for sports involvement.
- Expand opportunities for student leadership within sports.
- Consider changing and/or expanding non-athletic offerings in accordance with student preferences.

E.   EVIDENCE to Support the Assessment of This Standard

Evidence	School
Athletic Director job description	X
Samples of student publications — Yearbook - Link to photos	X
Athletic teams games and practice schedules	X
Policies on academic eligibility for sports	X
Policies related to student life and student activities	X
Flyers and descriptions of club and sports offerings	X
Record of community service	X
Athletics budget	X

INFORMATION RESOURCES STANDARD FOR ACCREDITATION
(Indicators 12.1-12.15)

A.   **ISSUES Related to This Standard**

A.1.   **INFORMATION RESOURCES:**

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	**NI**	**U**
Print Resources:	X		
Informational packets for incoming families, Marketing materials,			
Student Handbooks, Faculty & Staff Handbooks, Fliers for			
school events, special events, and fundraising, Scholastic			
Magazines (Social Studies, Spanish, and Science), yearbooks,			
Stations of the Cross booklets.			
Online Subscriptions & Software:	X		
IXL, Classworks, Starfall, ABCya.com, CommonLit, NewsELA,			
Scholastic News, Code.org, Nearpod.com, LabLearner Student			
Subscriptions.			
Computer Resources (desktops, laptops, computer labs, tablets, etc):	X		
MacBook Air, MacBook Pro, iPads, Computer Lab/MakerSpace.			
Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc):			
3-D Printers, LCD Projectors, Video/Web Cameras.	X		
SmartBoards.		X	

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

The school is planning to update and/or replace our current SmartBoards to improve useability.

A.2. FACILITIES FOR INFORMATION RESOURCES:

Type of Information Facility	Quality and Adequacy of Facility		
	S	**NI**	**I**
Information Resources Center (library, media center)	X		
Technology Resource Center	X		
Storage for Information Resources	X		
Storage for Technology	X		
Facility for Electronic Production	X		
Office for Information Resources Staff	X		
Office for Technology Staff	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

A.3. INFORMATION RESOURCES STAFF:

Type of Information Resources Personnel	Number	Adequacy of Type and Number		
		S	**NI**	**U**
Credentialed Information Resources Personnel (library, media center)		X		
Information Resources Support Personnel (library, media center)		X		
Technology Support		X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

The Standard: The school's information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school's Mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

Indicators of Quality for all schools

	Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:						
12.1	The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources.			X		
12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.			X		
12.3	Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources.			X		
The governing body and leadership ensure that information resources are:						
12.4	Age- and developmentally-appropriate.					
12.5	Properly organized and maintained for ready access and use by students and the staff.			X		
12.6	Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.			X		
12.7	Appropriately supported with funding from the school's budget.			X		
12.8	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff.			X		
12.9	Supportive of the school's plan for growth and improvement of student performance.				X	

Indicators of Quality for schools with early childhood programs

Indicator of Quality	1	2	3	4	N/A

Learning Resources—*The governing body and leadership ensure that learning resources:*					
12.10	Are provided in an effective learning environment that supports the education goals for students and effective teaching for faculty.			X	
12.11	Include intentional, appropriate supports for language, literacy, and numeracy development.			X	
12.12	Promotes early development of a love of reading for enjoyment and as a foundation for future learning.			X	

Stakeholders' comments to support the ratings:

Source of Comments	Comments
Administrators	● We strive to offer a variety of resources for all students. ●
Governing Body	● ●
Teachers	● OLMC has a large variety of resources available for students to enjoy. ● We are currently adding to our resources for classes and students both paper and digitally.
Support Staff	● ●
Students	● ●
Parents	● Children are encouraged to read on their own both in and out of school without over burdening them. ● OLMC fosters an environment of learning.
Community Stakeholders	● OLMC ensures proper resources for all students. ●

C.   Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school **MEETS** this Standard for Accreditation.
	Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s):

D.   Implications for PLANNING

List the school's significant strengths in meeting the Information Resources Standard.

● Use of digital technology and printed resources. ● Fostering an environment of learning in various forms of presentation.	

List the school's significant areas in need of improvement in meeting the Information Resources Standard.

● SmartBoards need to be updated and/or replaced to improve useability.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to information resources that should be included in the action plan in the Plan for Growth and Improvement.

● A plan needs to be made to address and remediate SmartBoard concerns.

E.   EVIDENCE to Support the Assessment of This Standard

Evidence	School
Technology Plan	X
Technology Budget	X
Information skills curriculum	X
Information resources and technology orientation for the staff	X
Policies related to information resources and technology, including:	
● Acceptable use of technology by students and the staff	X
● Responding to challenges regarding the appropriateness of information resources	X
● Maintaining currency of information resources and technology	X
● Maintaining an inventory of information resources and technology	X
● Security of information resources and technology	X

**SELF-ASSESSMENT OF THE
INDICATORS OF QUALITY FOR
CURRICULUM, INSTRUCTION, AND ASSESSMENT**

_____

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:

<u>**MATHEMATICS**</u>

The self-assessment of the degree to which this component of the school's educational program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:

X	A subcommittee comprised of the following individuals:

Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Barbar Izzard	Elementary and Middle School Math Teacher and Math Coordinator - All grades
Tracey Hulse	Third grade teacher
Vanessa Hamilton	First grade teacher

If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.

The survey was posted on the school's website, in the school's newsletter and stakeholders were invited to complete the survey online.

X	**Survey of the school's stakeholders using the Middle States survey:**

Total Number of Surveys Returned	45
The results represent surveys completed by Students, Parents, Faculty and Staff, Administrators, Board Members, Business and Community Representatives, and Others. For this survey, distinctions were not made between responding parties.	

A. **ISSUES Related to The Indicators Of Quality**

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

CURRICULAR COMPONENT SUMMARY: *On the chart below, summarize the course/program offerings for this component of the educational program by completing each column as described.*

Grade Level(s)	Course Title	Hours per Semester/Year
8	Algebra Structure and Methods	180
7	Pre-Algebra	180
6	Sadlier Math	180
5	Sadlier Math	180
4	Sadlier Math	180
3	Sadlier Math	180
2	Sadlier Math	150
1	Sadlier Math	150
K	Sadlier Math	114
5 Yrs - Not K	Learning Without Tears	54
PreK-4	Learning Without Tears	54
PreK-3	Learning Without Tears	54

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

2. Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

There are no gaps or omissions in the Math sequence of courses. We follow the Math Curriculum Map from the Archdiocese of Newark. The curriculum is designed to address each topic on grade level.

3. Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

There are no unnecessary repetitions in the Math sequence of courses. The Math Curriculum Map from the Archdiocese of Newark uses a sequential approach to formulate each grade level curriculum, and bases it upon the curriculum of the previous year.

4. ASSESSMENT RESULTS:

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
MapGrowth	Grade-level math skills	X		
Classworks	Grade-level math skills	X		
IXL	Grade-level math skills	X		
Teacher-written assessments	Grade-level math skills	X		

4. Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

Although no specific area has been determined to be in need of improvement, OLMC believes that our students will benefit from incorporating actions to improve their test-taking skills, critical thinking, and problem-solving skills.

INDICATORS OF QUALITY FOR CURRICULUM

Indicators of Quality for All Schools

	Indicator of Quality	1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		

CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			X		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media.			X		
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is			X		

actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			

Stakeholders' comments to support the ratings:

- The curriculum is set forth by the Archdiocese of Newark and we must follow their guidelines.
- We need to promote more critical thinking skills and problem solving skills.

INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			X		

Stakeholders' comments to support the ratings:

- The faculty and staff at OLMC are great. They take their time to make each child feel important.
- Respect is demonstrated by all.
- Teachers communicate with parents on a regular basis.

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	a. Individual students as they move through courses in the curriculum.			X		
	b. Cohorts of students as they move through courses in the curriculum.			X		
	c. Comparable (local, state, and national) groups outside of the school.			X		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.			X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		

| AI.7 | Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum. | | | X | | |

Stakeholders' comments to support the ratings:

- There is a need for varied assessments to meet the needs of the child.
- Need to improve test taking skills to help students understand varied tests. This is especially needed in middle school.
- Tests are aligned with the curriculum.

Action Plan for Student Performance Objective #1:

MATHEMATICS

Describe any improvements related to this component of the educational program made within the past five years.

We have made many improvements in the last 5 years. In 2019 new Math textbooks were purchased. The use of IXL and Classworks were incorporated into the curriculum. A Resource Room was created where students of varying abilities would receive Math instructions.

List the significant strengths of the school in this component of the educational program.

Our Math curriculum is designed to build a solid foundation of basic skills and to work on weaknesses to achieve full comprehension. This is evidenced by the fact tht our 8th grade students attend the high school of their choice. We also incorporate the use of computers and iPads throughout the discipline.

List the significant areas for improvement of the school in this component of the educational program.

Although not listed as an area in need of improvement, we have found through the years that our students lack critical thinking and problem-solving skills.

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

> The goal is to incorporate more critical thinking and problem-solving activities so that our students have an opportunity to apply these skills in everyday life.

D.   Implications for PLANNING

List the significant strengths in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.

- The curriculum aligns with the Archdiocese of Newark's curriculum map for math.
- A variety of different techniques and strategies are incorporated into our lessons.
- The learning materials in use are current.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.

- Although no specific area has been identified as being in need of improvement, we believe that students will benefit from improving their test-taking, critical thinking, and problem-solving skills.

Based on the strengths and areas for improvement identified in this curriculum area, list any important next steps or strategic priorities related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement.

- Broaden the way in which we assess our students.
- Include open-ended and multiple choice questions in math assessments and assignments.
- Assign projects that are based on problem-solving skills.

By the year 2028, students at the Academy of Our Lady of Mount Carmel will demonstrate increased knowledge of mathematics, how it relates to other content areas, and strengthen and improve standardized test scores by:

- **The percentage of students testing "LOW" on MAPGrowth will decrease to 4% o Baseline Year: Winter 2020**
- **Baseline Date: 8%**

- **The percentage of students testing "LOW AVERAGE/AVERAGE" on MAPGrowth will increase to 43%**
- **Baseline Year: Winter 2021**
- **Baseline Date: 41%**
- **The percentage of students testing "HIGH AVERAGE/HIGH" on MAPGrowth will increase to 53%**
- **Baseline Year: Winter 2021**
- **Baseline Date: 51%**
- **An average increase of 5% in student final grades in mathematics courses - Grades 1 -8**
- **Baseline Year: 2021**
- **Baseline Data: Average Final Grades in Mathematics for the 2020-2021 academic school year.**

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:

Science and STEM to STREAM

The self-assessment of the degree to which this component of the school's educational program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:

X	A subcommittee comprised of the following individuals:

Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Jacqueline Edelmann	Teacher and Subject Area Coordinator - Science and STEM - All grade levels
Nikki O'Farrill	Technology Integrator and Teacher - All grade levels
Ashley Colona	4th Grade - Elementary Teacher
Jane Keitel	Music Teacher - All grade levels

If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.

The survey was posted on the school's website, and stakeholders were invited to complete the survey online.

X	**Survey of the school's stakeholders using the Middle States survey:**

Total Number of Surveys Returned	45
The results represent surveys completed by Students, Parents, Faculty and Staff, Administrators, Board Members, Business and Community Representatives, and Others. For this survey, distinctions were not made between responding parties.	

B.   ISSUES Related to The Indicators Of Quality

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

CURRICULAR COMPONENT SUMMARY: *On the chart below, summarize the course/program offerings for this component of the educational program by completing each column as described.*

Grade Level(s)	Course Title	Hours per Semester/Year
8	LabLearner Science Curriculum	150
7	LabLearner Science Curriculum	150
6	LabLearner Science Curriculum	150
5	LabLearner Science Curriculum	150
4	LabLearner Science Curriculum	120
3	LabLearner Science Curriculum	120
2	LabLearner Science Curriculum	72
1	LabLearner Science Curriculum	72
K	LabLearner Science Curriculum	56
5 - not K	LabLearner Science Curriculum	54
PreK-4	LabLearner Science Curriculum	54
PreK-3	LabLearner Science Curriculum	54
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8	Archdiocesan STEM Curriculum	30

7	Archdiocesan STEM Curriculum	30
6	Archdiocesan STEM Curriculum	30

| X | The instructional hours are reported for one academic year |
| | The instructional hours are reported for one academic semester |

2. Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

During our three years with this program, we have discovered that children coming into Middle School from 5th grade either have forgotten how to use or have not exercised their engineering and creativity skills enough to be able to easily and naturally "think outside the box." It is a struggle for most of them when they are faced with the freedom that our STEM program allows.

3. Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

N/A

4. ASSESSMENT RESULTS:

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	**NI**	**U**
Annual OLMC STEM Fair	Research skills, engineering design process, problem -solving,collaborating and working within groups	X		
LabLearner Performance Assessments (Grades 3-8)	Applying knowledge to novel, real-life situations	X		

INDICATORS OF QUALITY FOR CURRICULUM

Indicators of Quality for All Schools

	Indicator of Quality	1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			X		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		

		1	2	3	4	N/A
CI.16	Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media.			X		
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
CI20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			X		

Stakeholders' comments to support the ratings:

- The curriculum is set forth by the Archdiocese of Newark and we must follow their guidelines.
- We need to promote more critical thinking skills and problem solving skills.

INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		

		1	2	3	4	N/A
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			X		

Stakeholders' comments to support the ratings:

- The faculty and staff at OLMC are great. They take their time to make each child feel important.
- Respect is demonstrated by all.
- Teachers communicate with parents on a regular basis.

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	d. Individual students as they move through courses in the curriculum.			X		

	e. Cohorts of students as they move through courses in the curriculum.			X	
	f. Comparable (local, state, and national) groups outside of the school.			X	
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			X	
AI.5	Records of students' learning and performance are maintained in the curriculum.			X	
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X	
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X	

Stakeholders' comments to support the ratings:

- There is a need for varied assessments to meet the needs of the child.
- Need to improve test taking skills to help students understand varied tests. This is especially needed in middle school.
- Tests are aligned with the curriculum.

Describe any improvements related to this component of the educational program made within the past five years.

OLMC adopted the Archdiocesan STEM program, and has completed three full years of participation. This necessitated the addition of one full class period each week in the Middle School grades.

List the significant strengths of the school in this component of the educational program.

From grades 3-8, STEM has been incorporated for seven years through the LabLearner program. Performance Assessments are essentially STEM challenges, building off of the

science learning the students experienced and applying that learning to solving real-life problems in real-life situations,

List the significant areas for improvement of the school in this component of the educational program.

Although not listed as an area in need of improvement, we reference this comment as we move forward incorporating STREAM into all of our grade levels: "We need to promote more critical thinking skills and problem solving skills."

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

We propose to build upon our STEM foundations and incorporate our Religious foundations as well. Our current Archdiocesan STEM program involves stewardship of the Earth, and this encompasses our faith, and has been directly communicated to us from the Pope.

In addition we believe that incorporating the Arts will strengthen our participation and growth in that area, and will enhance the development of creativity in our students. They will no longer see academic subjects as standing alone -- STREAM will allow our students to embrace and create with all subject areas in mind.

D. Implications for PLANNING

List the significant strengths in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.

- Involvement of stakeholders to provide input into the curriculum.
- Positive adherence to the curricula that have been adopted.

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.

- N/A

Based on the strengths and areas for improvement identified in this curriculum area, list any important next steps or strategic priorities related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement.

- Regular utilization of LabLearner Performance Assessments in grade levels 3-8.

- Increased opportunities for students to explore the individual components of STREAM.

THE PLAN FOR GROWTH AND IMPROVEMENT
STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

Student Performance Objective #2:

FROM STEM TO STREAM

By the year 2028, students at the Academy of Our Lady of Mount Carmel will demonstrate critical thinking skills as they relate to Science through STEM/STREAM (Science, Technology, Religion, Engineering, Art, and Mathematics).

OLMC will strengthen the STEM/STREAM program to incorporate STREAM classes across all grade levels and to improve Science skills from PreK3 through Grade 8 as measured by:

- Various classroom assessments including LabLearner o Baseline Year: 2021
- Baseline Data: will administer LabLearner assessment by June 2021 OLMC rubric for STREAM skills
- Baseline Year: September 2021
- Baseline Data: TBD
- The percentage of students testing "LOW" on MAPGrowth (Grades 3 -7) will decrease to 4%
- Baseline Year: Winter 2020 o Baseline Date: 8%
- The percentage of students testing "LOW AVERAGE/AVERAGE" on MAPGrowth (Grades 3 - 7) will increase to 35%
- Baseline Year: Winter 2020
- Baseline Date: 33%
- The percentage of students testing "HIGH AVERAGE/HIGH" on MAPGrowth in (Grades 3 - 7) will increase to 61% o Baseline Year: Winter 2020
- Baseline Date: 59%

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused should be a priority for growth and improvement.

OLMC currently participates in the Archdiocese of Newark STEM program, which incorporates a 5-month long STEM project for Middle School students. The projects culminate in a STEM Fair at the school level, followed by a winner's showcase at the Archdiocesan level. Our STEM program is extremely popular with students and parents.

During our three years with this program, we have discovered that children coming into Middle School from 5th grade either have forgotten how to use or have not exercised their engineering and creativity skills enough to be able to easily and naturally "think outside the box." It is a struggle for most of them when they are faced with the freedom that our STEM program allows.

Students in early childhood classes are encouraged to explore, build, engineer, create, and solve problems -- and they tend to do these things naturally. In grades 1 through 5 classes are more focused on rules: the rules of reading, math, and even how to behave in Church.

Our ultimate objective then, is to include STREAM in every week that all of our students spend at OLMC so that each student arrives in Middle School and then graduates with a fluency in creative thinking and in the engineering process, and an awareness of the need for the stewardship of Earth and its people.

Regularly scheduled development and practice of these skills has been proven to translate into better engagement in classes, better preparation for jobs of the future, and better test scores as well.

SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:

ATHLETICS

The self-assessment of the degree to which this component of the school's educational program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:

X	A subcommittee comprised of the following individuals:

Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Antonion Marciano	PE Teacher
Lynn Cardo	First Grade Teacher
Lisa Knowles	Administrative Assistant

If the school used a committee to conduct the self-assessment, explain how all of the school's community of stakeholders was given opportunities to provide input into the self-assessment.

The survey was posted on the school's website, and stakeholders were invited to complete the survey online.

X	**Survey of the school's stakeholders using the Middle States survey:**

Total Number of Surveys Returned	45
The results represent surveys completed by Students, Parents, Faculty and Staff, Administrators, Board Members, Business and Community	

Representatives, and Others. For this survey, distinctions were not made between responding parties.

A. ISSUES Related to The Indicators Of Quality

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

2. CURRICULAR COMPONENT SUMMARY: *On the chart below, summarize the course/program offerings for this component of the educational program by completing each column as described.*

Grade Level(s)	Course Title	Hours per Semester/Year
8	Health/ Physical Education	54
7	Health/ Physical Education	54
6	Health/ Physical Education	54
5	Physical Education	54
4	Physical Education	54
3	Physical Education	54
2	Physical Education	54
1	Physical Education	54
K	Physical Education	56
5 Yrs - Not K	Physical Education	81
PreK-4	Physical Education	81
PreK-3	Physical Education	81

X	The instructional hours are reported for one academic year
	The instructional hours are reported for one academic semester

Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

Develop motor abilities like strength, speed, endurance, coordination, flexibility, agility and balance.

3. Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed

improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

There are no unnecessary repetition sequences taught in the component of the Physical Education Program.

4. ASSESSMENT RESULTS:

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
Motor Skills	Hopping	X		
Muscular Strength	Push Ups	X		
Muscular endurance	Mountain Climbers	X		

Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of "Needs Improvement" or "Unsatisfactory" is assigned. Include a description of actions that have been initiated or are formally planned.

N/A

INDICATORS OF QUALITY FOR CURRICULUM

Indicators of Quality for All Schools

Indicator of Quality		1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.			X		
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		

CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum.			X		
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content.			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			X		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.			X		
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		
CI.16	Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media.			X		
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.			X		
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			X		

Stakeholders' comments to support the ratings:

- The curriculum is set forth by the Archdiocese of Newark and we must follow their guidelines.
- We need to promote more critical thinking skills and problem solving skills.

INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.			X		
II.5	Students and teachers demonstrate mutual respect toward each other in classes.			X		
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.			X		
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			X		

Stakeholders' comments to support the ratings:

- The faculty and staff at OLMC are great. They take their time to make each child feel important.
- Respect is demonstrated by all.
- Teachers communicate with parents on a regular basis.

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

	Indicator of Quality	1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum.			X		
AI.2	A variety of methods for assessing student learning is used in the curriculum.			X		
AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:					
	g. Individual students as they move through courses in the curriculum.			X		
	h. Cohorts of students as they move through courses in the curriculum.			X		
	i. Comparable (local, state, and national) groups outside of the school.			X		
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.			X		
AI.5	Records of students' learning and performance are maintained in the curriculum.			X		
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).			X		
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.			X		

Stakeholders' comments to support the ratings:

- There is a need for varied assessments to meet the needs of the child.
- Need to improve test taking skills to help students understand varied tests. This is especially needed in middle school.
- Tests are aligned with the curriculum.

Describe any improvements related to this component of the educational program made within the past five years.

Added Cheerleading and Volleyball to the sports program

List the significant strengths of the school in this component of the educational program.

Volleyball evolved into the sports program also incorporated basketball, track into the sports program

List the significant areas for improvement of the school in this component of the educational program.

Offer clinics during the off season to improve their skills

Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.

As previously described, hire an Athletic Director, develop a program, incorporate clinics, assemble an athletics board, re-evaluate through surveys to increase participation and keep the mission statement and stay positive, well rounded, competitive with our Christian values.

D.   Implications for PLANNING

List the significant strengths in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.

- The PE program will help prepare the athlete for competition

List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.

- Work to resurrect the Sports program beginning with the hire of AD

Based on the strengths and areas for improvement identified in this curriculum area, list any important next steps or strategic priorities related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement.

- AD needs to know our mission statement and needs to be certified in Protecting God's Children. All volunteers and coaches must complete the certification before working with others.

ORGANIZATIONAL CAPACITY OBJECTIVE AND ACTION PLAN
Objective #1:

2021-2022, OLMC will create a viable athletic program that attracts students and teaches sportsmanship and appreciation of all sports as measured by:
Increased number of students participating in the sports program by 25%
o Baseline Year: 2019-2020
o Baseline Data:
Boys Basketball - 30 students Girls Basketball - 24 students Girls Volleyball - 24 students
Track - 60 students
Increase number of sport programs offered o Baseline Year: 2019-2020
Baseline Data:
Obtain Athletic Director and coaches to instruct students

2021-2022, OLMC will raise money for the Athletics Department
2022- 2023 OLMC will continue developing a strong athletic program by building up a positive reputation
2023-2024 OLMC Continue developing a strong athletic program by reestablishing the cheerleading program and hire a cheerleading coach
2024-2025 OLMC will reevaluate its current athletic program to decide which OLMC programs are successful
2025-2026 Continue to develop a strong athletic program by establishing an Athletic Board
2026-2027 Continue to develop a strong athletic program by establishing a soccer program and hire a soccer coach
2027-2028 Reevaluate our athletic program to measure our objectives that were set in 2021 and examine the data of each sport & their participants.

Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.

Although it does have a physical education teacher, OLMC currently lacks a well-developed athletics program. Creating a program will increase student enrollment, family and community involvement, and help develop sportsmanship and sports appreciation.

SELF-STUDY ADDENDUM
GUIDING QUESTIONS TO PREPARE THE VISITING TEAM FOR YOUR SCHOOL'S CURRENT REALITY

It is important that you take stock of what has been implemented and achieved since your school community adjusted to the world-wide pandemic. It is important to reflect on the experience and to use these reflections in planning for the school's new cycle of accreditation.

To assist you in this reflection, the following questions are provided as a framework for a substantive discussion about the improvement cycle about to conclude and to use the results of that discussion to inform the decisions you will need to make as you embark on planning for your school's continuous improvement.

1. **How has the context of your school and/or the school community changed since the onset of the pandemic?**

In March of 2020, our school went to virtual instruction as a result of the general lockdown in New Jersey. Since then, our enrollment and student population have both changed due to both the pandemic and to the fact that several local Catholic schools closed at the end of the 2019-2020 year.

Our "Back to School Task Force" was formed in May 2020 and included administration, Parent Guild President, School Advisory Board member, parents, faculty and staff.

In May of 2020, we began planning for our September 2020 return to school. We began with research and analysis of the physical building, its systems, its space, and the limitations and opportunities it provided. In addition, we anticipated the possibility of continuing fully remote learning, a hybrid model of instruction, and full in-person classes.

2. **How has your school community implemented any revisions or changes mentioned above since completion of your self-study?**

As of March 2020 when lock-down went into effect, our teachers were up and running virtual classes within a matter of a few days.

We have been operating under a hybrid system, with anywhere from 30% to 50% of our students attending in person. Every person who enters the school must wear a mask, get his or her temperature taken, and sign an affidavit that he or she has no symptoms and that nobody at home has symptoms. Classrooms have been adapted to accommodate students with 6 ft social distancing in effect, and to provide portable ventilation systems and allow for opening windows. Frequent

cleaning and sanitizing happens all day long, with a thorough, deeper cleaning each night. OLMC has furnished PPE for the teachers and staff, and CDC and state guidelines are followed very stringently. All sports activities, enrichment and clubs, and after-care were suspended. In-person populations have fluctuated over time due to occasionally necessary quarantines, but have also changed in a positive way because our measures have been effective over the long haul.

The Science lab was repurposed as a socially-distanced handwashing room, and students were prohibited from changing classes. Instead, teachers use mobile carts to transport their laptops and supplies from room to room. Lunch service was suspended, and students brought their own lunches which they ate with their teachers in the classroom or outside (weather-permitting).

Finally, we have implemented mandatory Social Emotional Learning as a daily requirement for all grade levels in an effort to keep our students balanced and grounded during these times.

3. **What changes have been made to your school's Plan for Growth and Improvement as a result of the recent modifications of the school's improvement goals/objectives and implementation of the action plans?**

Some of our goals and objectives simply had to be set aside temporarily due to the pandemic so that we could make changes to classroom organization, staff, enrichment and sports programs, etc. Money had to be spent on protective gear, ventilation systems, temperature machines, on enhancing our digital capabilities and our wi-fi systems, and protocols had to be developed for students, teachers, and cleaning staff.

Additional staff was hired for elementary grades due to the need for social distancing and limiting numbers of students in the classrooms. However, the early childhood department was reduced in size as parents questioned the value of virtual learning for their 3-year-old and 4-year-old children. The middle school was reorganized to allow for two homerooms per grade level to allow for social distancing as well.

Access to special services has been drastically reduced due to the pandemic, and we are only seeing Bergen County personnel returning to the school in March 2021. Increasing strategies for differentiation and for serving the needs of special learners has been very challenging in the hybrid model of education. Speech Therapy is done via zoom. Comp Ed done is completed via zoom or in-person. Social Worker visits are done via zoom or in-person Occupational Therapy is done in person.

4. **A new requirement of MSA-CESS is that all accredited schools must have a Continuity of Education policy/plan/procedure. Schools may experience interruptions to their educational programs in the future - from snow days to governmental coups. We will now require all schools to submit a continuity of education policy/plan/procedure as part of obtaining initial**

accreditation or re-accreditation. Please provide background on the development and adoption of this policy below.

Based on our experiences with total lock-down and full virtual learning March-June of 2020, and on the feasibility and success of our hybrid model for education, we feel that OLMC is already on the path to developing a Continuity of Education Plan.

We are poised to begin our planning in April 2021 for our return to school in September 2021. We intend to develop and codify practices and procedures to prevent any interruption of our educational plans and goals.

The completed Continuity of Education Plan is filed with evidence for Standard 3.1-3.8/School Improvement Planning.

MISSION STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

Due to the pandemic restrictions on gatherings and social distancing, the school has had to work even harder to incorporate aspects of our mission into every classroom every day. Teachers have stepped up to live the mission in their classes, and to offer opportunities for service, moral growth, and religious education and practice.

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

OLMC has been led through the pandemic by a strong, calm, conscientious principal. Following Ms. Verdonck's lead, teachers and staff have taken on duties and responsibilities that were previously outside their practice as we faced various challenges due to quarantines, virtual learning, and a severe shortage of substitute teachers.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality		1	2	3	4	N/A
The school's leadership:						
2.38	Includes personnel with the appropriate qualifications, experience, and competencies to lead an institution that uses a distance modality(ies) to deliver all or part of its educational program and/or services.				X	

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

Considering school improvement as an anticipation of and direct response to the needs of our stakeholder, the school has accelerated its improvement in the past year. Changes were researched, planned, and executed to allow for maximum flexibility for in-person students and for the virtual students as well. OLMC has continued to improve the school classrooms, methods of instruction, and services offered to students throughout the pandemic. Facilities improvements and updating are on track as we continue to adjust to our ever-changing population in these uncertain times.

FINANCES STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

Capital expenditures were required to equip the school with the necessary PPE, cleaning, and teaching supplies and personnel. Fortunately we retained a high level of enrollment in the elementary and middle school levels, although we did lose some revenue in the early childhood department due to decreased enrollment.

FACILITIES STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

Facilities were improved and updated wherever possible to allow for social distancing in the classrooms, and for the increased technological demands of hybrid education.

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

Teachers and staff have taken on duties and responsibilities that were previously outside their practice as we faced various challenges due to quarantines, virtual learning, and a severe shortage of substitute teachers. Teachers have stepped up to live the mission in their classes, and to offer opportunities for service, moral growth, and religious education and practice.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:					

		1	2	3	4	N/A
6.28	Members of the faculty who deliver the educational program and associated tasks via a distance modality are appropriately qualified and experienced.				X	
The governing body and leadership ensure that the program:						
6.29	Includes developing age-appropriate relationships between students and between students and their teachers.				X	

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

The pandemic year has demanded increased vigilance, increased attention to detail, and adherence to CDC and New Jersey state guidelines. The school's usual health and safety standards were forced into overdrive in order to ensure the safety of our students, faculty, and staff.

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

The school's faculty and administration has worked very diligently to maintain our high levels of educational programming even in the midst of virtual learning in 2020, and hybrid learning in 2020-2021. Teachers have used even more creativity, differentiation, and online opportunities to guarantee the quality of our curriculum across all grade levels.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school's educational program:					
8.46 Facilitates student interaction (synchronous and asynchronous) with teachers and other students through a variety of means as an essential characteristic of the educational program.				X	
8.47 Informs students and their families (if appropriate) about any aspects of the educational program that are created or delivered by an organization other than the school.			X		
8.48 Sets the expectations for student learning and performance that are achievable through a distance modality.			X		
8.49 Uses textbooks and/or other learning and instructional materials that are developed by authors qualified in distance education techniques.			X		
8.50 Includes instruction in the skills students need to use the distance modality effectively and efficiently.				X	
8.51 Provides opportunities for students to develop social skills for relating to and working with other students and adults.				X	

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

During the lockdown period (March 2020 to June 2020) teachers were learning about how best to give classroom assessments online to our virtual learners. They used traditional quizzes and tests, and also more creative digital-friendly assessments. Standardized tests and middle school final exams were put on hold for that same period of the academic year.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					
9.21 Has and implements written policies and/or procedural guidelines that ensure students fulfill program requirements personally and with appropriate assistance.			X		
9.22 Has and implements written policies and/or procedural guidelines to ensure the identity of the students when assessing learning and performance electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member.			X		
9.23 Requires that members of the staff who evaluate student assignments are qualified in the fields they are evaluating.				X	
9.24 Uses data on student learning and performance and completion rates to evaluate and revise, as needed, curriculums, instructional methods, and educational services.			X		

STUDENT SERVICES STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

Our adherence to this standard has been severely impacted by limitations imposed by the pandemic. Access to special services has been drastically curtailed in the past year. Recently, special education personnel have been able to come back into the school to see students, and after-care has reopened in a limited capacity.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that the school:					

10.27	Advises prospective students and their parents/guardians prior to admission about the self-motivation and commitment needed for successful learning by the distance modality and the technical competence required to participate and learn in the educational program.				X	
10.28	Provides support in student use of distance modalities at the levels expected.				X	
10.29	Actively encourages students to start, continue, and finish their programs of study within the time prescribed.				X	
10.30	Has and implements written policies or procedural guidelines to evaluate students' previous academic work and to provide fair and consistent awarding of credit for previous studies or work experience.			X		

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

Our adherence to this standard has been severely impacted by limitations imposed by the pandemic. After-school enrichment, sports, after-care, and church attendance, have all been drastically curtailed in the past year. A new, safer model of lunch service is being provided and students were able to participate in presenting the Stations of the Cross in March, 2021.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:					
11.17	Students are provided with a program of co-curricular or extracurricular programs/activities or the school actively encourages and promotes students' involvement in such activities in their community.				X
11.18	Includes regular opportunities for students to interact with each other and with their teachers and other adults in settings other than the distance modality.				X

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

Please describe how the recent change has affected your adherence to this standard?

There has been more reliance on technology and information resources due to last year's virtual learning and this year's hybrid model. School internet has been upgraded, and students regularly use Google Classroom, laptops, and 3-D printing. Both faculty and students are "fluent" in accessing technology in order to teach and learn efficiently and effectively online.

If your school has moved to a virtual/blended delivery model for education, please provide a self-assessment for the following indicator(s):

Indicator of Quality	1	2	3	4	N/A
The governing body and leadership ensure that:					
12.13 The school's information resources are adequate to deliver the educational program by the distance modality.				X	
12.14 Students using the distance modality have access to the information resources required to achieve the learning goals set for their programs of study.				X	
12.15 The school provides students with reasonable technical support for the software and hardware required to learn using the distance modality.				X	