

Trinity Catholic School

Tallahassee, Florida
2010-2011



**Where Children Grow in Christian
Maturity, Integrity, and Knowledge**

School Improvement Plan

TRINITY CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN

2008-2010



INTRODUCTION

June, 2010 School Improvement Plan Completed
November, 2010 Site Visitation Date

TABLE OF CONTENTS

INTRODUCTION	Page #
Cover	1
Table of Contents	2
School Identification	3
Overall SIP Table of Contents	4
Blessed Sacrament Parish Identification	5
School Advisory Council Members	6
SIP Committee Members	7
Faculty/Staff List	9
SIP Progress Tracking	11
School/Parent Organization Lists	Site Team Workroom

SCHOOL IDENTIFICATION



TRINITY CATHOLIC SCHOOL

706 EAST BREVARD STREET
TALLAHASSEE, FL 32308
850- 222-0444
www.trinityknights.org

School Administration

Mrs. Janet Gendusa, School Principal
Mrs. Francine Hudson, Assistant School Principal
Reverend Monsignor John V. O'Sullivan, Pastor

Steering Committee

Francine Hudson, Chair, Assistant Principal
Janet Gendusa, Principal
Debbie Gowens, PowerSchool System Administrator
Missy Hollis, School Advisory Council/Parent
Rose Kolman, Faculty/Parent
Ann Megargee, Parish
Rosanne Morse, SIP Consultant
Father Richard Schamber, School Chaplain
Will Simmons, M.D., School Advisory Council

OVERALL SIP TABLE OF CONTENTS

Description	Location
Introduction	Introduction Section
History of the School	History Section
Executive Summary	Executive Summary Section
School Profile	Area 1 Section
Mission and Beliefs	Area 2 Section
Desired Results For Student Learning (Student Performance)	Area 3 Section
Analysis Of Instructional And Organizational Effectiveness (School Performance)	Area 4 Section
Action Plan	Area 5 Section
Accreditation Standards Review	Area 6 Section



School Advisory Council Members 2008-2010

Officers:

Mr. Segundo Fernandez, Blessed Sacrament Parish, Council Chair
Mrs. Jeannie Scruggs, Council Treasurer
Mrs. Maggie Baker, Council Secretary

Members:

Dr. Will Simmons, Blessed Sacrament Parish
Mrs. Mary Rooney, Blessed Sacrament Parish
Mr. Steve Hourigan, St. Louis Parish
Mrs. Arlene Toner, Good Shepherd Parish
Mrs. Missy Hollis, St. Thomas More Parish

Administration:

Msgr. John O'Sullivan, Pastor
Mrs. Janet M. Gendusa, Principal
Mrs. Francine Hudson, Assistant Principal

Home and School Association:

Mrs. Allison Manausa
Mrs. Kory Skrob

2008-2010 SIP COMMITTEE MEMBERS

STEERING COMMITTEE	
CHAIR - Administration	Fran Hudson, Assistant Principal
Principal	Janet Gendusa
Technology	Debbie Gowens, Rose Kolman
School Board	Dr. Will Simmons
Parent	Missy Hollis
Parish/Community	Ann Megargee
Clergy	Fr. Richard Schamber, Chaplain
Consultant	Rosanne Morse
AREA 1 SCHOOL PROFILE	
CHAIR - Faculty	Jennifer Llewellyn, Second Grade
Administration	Fran Hudson, Assistant Principal
Counselor	Marilyn Hammond, Counselor
Faculty	Connie Hill, Second Grade
Technology	Debbie Gowens
Administration	Carol Sunderhaus/Terry Jimenez, Registrar & Bookkeeper
Parish Staff	Rose Ann Wakeman, Parish Secretary
Parent/Faculty	Tammy Brockmeier/Angie Sipple
Alumni	Michelle Maguire & Sarah Harris
AREA 2 MISSION AND BELIEFS	
CHAIR - Administration	Janet Gendusa, Principal
Faculty	Debbie Cross, Kindergarten
Faculty	Marty Outland, Third Grade
Faculty	Cheryl McCarron, Middle School Religion
Chaplain	Fr. Richard Schamber
School Board/Parent	Allison Manausa
AREA 3 DESIRED RESULTS FOR STUDENT LEARNING	
CHAIR - Faculty	Stephanie Bechtol, Middle School
Administration	Janet Gendusa, Principal
Faculty	Michelle Harrison, Middle School
Faculty & Specials	Angela Saxon, Third Grade
Faculty	Martha Clements, Media
Parishioner/Staff	Kierstan Greif, School Nurse, RN
School Board/Parent	Missy Hollis

AREA 4 ANALYZING ORGANIZATIONAL EFFECTIVENESS	
ORGANIZATIONAL EFFECTIVENESS	
CHAIR - Faculty	Carol Pannell, Fourth Grade
Administration	Fran Hudson, Assistant Principal
Faculty	John O'Sullivan, Middle School
Faculty	Betty Blythe, Fourth Grade
Parishioner/Staff	Susan Gallivan, Office Manager
AREA 5 DEVELOPING THE ACTION PLAN	
CHAIR - Administration	Janet Gendusa, Principal
Administration	Francine Hudson, Assistant Principal
Faculty	Jennifer Seaman, PreK3
Faculty	Joyce Belena, First Grade
Faculty	Kimberly Smith, Fifth Grade
Faculty/Parent	Stephanie Bechtol, Middle School
Faculty/Parent	Josh Whittaker, Middle School
Board Member	Will Simmons
AREA 6 ACCREDITATION STANDARDS REVIEW	
CHAIR - Faculty	Rose Kolman, Grades K-5 PE
Administration	Janet Gendusa, Principal
Faculty	Lori Fredrickson, PreK4
Faculty	Pat Faragia, First Grade
Faculty	Beverley Kaperak, Middle School
Faculty	Kristy Herzog, Computers

FACULTY/STAFF LIST (52)

2010 – 2011

4-ADMINISTRATION	TITLE	NAME
Administration	Pastor	O'Sullivan, Rev. Msgr. John V.
Administration	Principal	Gendusa, Janet
Administration	Asst. Principal	Hudson, Francine
Guidance	Counselor	Hammond, Marilyn
Spiritual	School Chaplain	Schamber, Fr. Richard
23-ELEMENTARY	TITLE	NAME
Pre K-3	Teacher	Calaviere, Holley
Pre K-3	Assistant	Toth, Jeremy
Pre K-4	Teacher	Fredrickson, Lori
Pre K-4	Assistant	McNalley, Sarah-Jane
Kindergarten	Teacher	Cross, Debbie
Kindergarten	Teacher	Dyer, Joanne
Kindergarten	Assistant	Rivera-Ferri, Wanda
Kindergarten	Assistant	Cannard, Kathy
First	Teacher	Belena, Joyce
First	Teacher	Seaman, Jennifer
First	Assistant	Cross, Jeanne
First	Assistant	Smith, Teresa
Second	Teacher	Hill, Connie
Second	Teacher	Llewellyn, Jennifer
Second	Assistant	Spanarelli, Rochelle
Third	Teacher	Outland, Marty
Third	Teacher	Saxon, Angela
Third	Assistant	Lattner, Ali
Fourth	Teacher	Blythe, Betty
Fourth	Teacher	Pannell, Carol
Fifth	Teacher	Smith, Kim
Fifth	Teacher	Duffy, Danielle
Physical Ed K-5	Teacher	Kolman, Rose
9-MIDDLE SCHOOL	TITLE	NAME
English	Teacher	Baker, Lindsey
Literature	Teacher	Bechtol, Stephanie
Science	Teacher	Sirak, Ryan
Math	Teacher	Harrison, Michelle
Physical Education	Teacher	Whittaker, Joshua
Math & Honors-Algebra 1	Teacher	Davis, Katie
Religion	Teacher	Mc Carron, Cheryl
Social Studies	Teacher	O'Sullivan, John

5-SPECIALS	TITLE	NAME
Art K-8	Teacher	Augustyniak, Maria
Computer K-6	Teacher	Herzog, Kristy
Music K-8	Teacher	Leacock, Brian
Spanish 3-7 & 8	Teacher	Gonzalez, Thais
Spanish K-2 & 8	Teacher	Sandoval-Birk, Nitza

11-SUPPORT STAFF	TITLE	NAME
Facilities	Supervisor	Biggs, Joe
Facilities	Assistant	Chinchilla, Rolando
Lunch	Assistant	Nelson, Jeff
Health	Nurse	Greif, Kierstan
Media	Specialist	Clements, Martha
Office Manager	Manager	Gallivan, Susan
Registrar/Bookkeeper		Jimenez, Terry
Security		Zapp, Sheila
Office (Summer)	Temp	Hinrichs, Katie
Systems Administrator	PowerSchool	Gowens, Debbie

2-AFTERCARE	TITLE	NAME
Beyond The Bell	Director	Pfeifer, Susan
	Asst. Director	Courtemanche, Pamela
	Counselors	12 Various Part Time



FACULTY/STAFF LIST (54)
2009-2010

4-ADMINISTRATION	TITLE	NAME
Administration	Pastor	O’Sullivan, Rev. Msgr. John V.
Administration	Principal	Gendusa, Janet
Administration	Asst. Principal	Hudson, Francine
Guidance	Counselor	Hammond, Marilyn
Spiritual	School Chaplain	Schamber, Fr. Richard
23-ELEMENTARY	TITLE	NAME
Pre K-3	Teacher	Seaman, Jennifer
Pre K-3/4	Teacher	Tudor, Vanessa
Pre K-4	Teacher	Fredrickson, Lori
Pre K-4	Assistant	Griffith, Julie/Davis, Katie
Kindergarten	Teacher	Cross, Debbie
Kindergarten	Teacher	Dyer, Joanne
Kindergarten	Assistant	Rivera-Ferri, Wanda
Kindergarten	Assistant	Cannard, Kathy
First	Teacher	Belena, Joyce
First	Teacher	Faragia, Pat
First	Assistant	Cross, Jeanne
First	Assistant	Smith, Teresa
Second	Teacher	Hill, Connie
Second	Teacher	Llewellyn, Jennifer
Second	Assistant	Spanarelli, Rochelle
Third	Teacher	Outland, Marty
Third	Teacher	Saxon, Angela
Third	Assistant	Lattner, Ali
Fourth	Teacher	Blythe, Betty
Fourth	Teacher	Pannell, Carol
Fifth	Teacher	Smith, Kim
Fifth	Teacher	Thompson, Laura
Physical Ed K-5	Teacher	Kolman, Rose
9-MIDDLE SCHOOL	TITLE	NAME
English	Teacher	Kaperak, Beverley
Literature	Teacher	Bechtol, Stephanie
Life science	Teacher	Crosby, Dana
Earth Science & Math	Teacher	Harrison, Michelle
Earth Science & PE	Teacher	Whittaker, Joshua
Physical Science & Math	Teacher	Haggerty, Cheri
Math & Honors-Algebra 1	Teacher	Bergen-Brock, Ann
Religion	Teacher	Mc Carron, Cheryl
Social Studies	Teacher	O’Sullivan, John

5-SPECIALS	TITLE	NAME
Art K-8	Teacher	Augustyniak, Maria
Computer K-6	Teacher	Herzog, Kristy
Music K-8	Teacher	Robles, Kate
Spanish 3-7 & 8	Teacher	Gonzalez, Thais
Spanish K-2 & 8	Teacher	Sandoval-Birk, Nitza

11-SUPPORT STAFF	TITLE	NAME
Facilities	Supervisor	Biggs, Joe
Facilities	Assistant	Chinchilla, Rolando
Lunch	Assistant	Nelson, Jeff
Health	Nurse	Greif, Kierstan
Media	Specialist	Clements, Martha
Media	Assistant	Asztalos, Phyllis
Office Manager	Manager	Gallivan, Susan
Registrar/Bookkeeper		Sunderhaus, Carol/Jimenez, Terry
Security		Zapp, Sheila
Office (Summer)	Temp	Hinrichs, Katie
Systems Administrator	PowerSchool	Gowens, Debbie

2-AFTERCARE	TITLE	NAME
Beyond The Bell	Director	Pfeifer, Susan
	Asst. Director	Courtemanche, Pamela
	Counselors	12 Various Part Time



SIP PROGRESS TRACKING

Dates	Activity	Participants	Action
8/2008	1 st SIP Planning Meeting	Janet Gendusa, Fran Hudson, and Rosanne Morse SIP Consultant	Identified and gathered resource materials for review.
11/2008	Steering Committee Members	Gendusa & Hudson	Asked, accepted. Steering Committee members provided with resource materials and meeting schedule commencing 1-5-09
11/2008	Planning Data Collection	Hudson, Gendusa	
11/2008	Committee Assignments	Hudson, Gendusa	Asked, accepted. Committee Chairs provided with all resource materials.
12/2008	Members	Hudson	Confirmation of Committee Members
12/2008	Dip into SIP Orientations	Hudson	Faculty/Staff, Students, Parents, Community
1/2009	Begin Steering Committee Meetings	Hudson	Orientation and Education Introduction of Members Introduction to Process
	SIP Consultant	Morse	Working Calendar Development
	Area 1	Llewelyn	Commencement of Committee Work
	Area 2	Gendusa	Commencement of Committee Work
4/2009	Area 3	Bechtol	Commencement of Committee Work
5-8/2009	Analysis of Survey Response	Morse	Summer analysis of open-ended comments from all surveys
	Area 3	Bechtol	Summer research assignments
9/2009	Area 2, 3, 4	Morse	Facilitator Meets with Chairs
11/2009	Area 4	Pannell	Commencement of Committee Work
11/2009	Members	Hudson	Committee Member Adjustments
	Areas 3 & 4	Hudson	Committees required to meet weekly to review progress Alternate weeks Area Chairs to meet with Process Facilitator
12/15/09	Areas 2,3,4	Morse	Facilitator meets with Chairs

1/12/10	Areas 3 & 4	Morse	Facilitator meets with Chairs
1/12/2010	Draft Documents	Morse	Draft Documents Submitted to Administration: Introduction Executive Summary School History Area 1: Profile Area 2: Mission and Beliefs
2/8/2010	Draft Documents Area 5 Area 6	Kolman Gendusa Morse	Draft Documents Submitted to Steering Committee: Introduction Executive summary School History
3/23/10	Draft Documents SIP Introduction, Executive Summary, History, Areas 1,2,3, 4, 5 and 6.	Kolman Gendusa Morse	Continuation of finalizing drafts of all documents. Submission of all draft documents to Administration, School Board, and Diocese.
4/19/10	Draft Documents	Morse	Continuation of finalizing drafts of all documents and assembling of attachments.
5/19/10	Draft Documents	Morse	Continuation of finalizing drafts of all documents and assembling of attachments.
6/1/2010	Final Drafts	Morse	Final Drafts Submitted to Trinity Administration for final review.

SIP Meeting Dates:			
Steering	Steering	Steering	Areas 3 & 4
11/20/2008 12/27/2008	1/5/2009 1/31/2009 2/20/2009 3/23/2009 4/27/2009 5/27/2009 6-7-8/2009 9/19/2009-Cancelled 10/26/2009 11/30/2009	2/8/10 3/23/10 4/19/10	Areas 3 and 4 met biweekly with the SIP consultant from 11/3/09 - 3/23/10

SIP Steering Working Calendars in Site Team Workroom

Tab 1

History

**TRINITY CATHOLIC SCHOOL
SCHOOL IMPROVEMENT PLAN
2008-2010**



HISTORY

**Prepared by:
Mrs. Francine Hudson, Assistant Principal
October 2009**

TABLE OF CONTENTS

HISTORY	PAGE #.
Cover	1
Table of Contents	2
Introduction	3
Faculty	4
Organizational Structure/Finance	5
Facility	5
Curriculum	6
In Closing	7
Map of Campus – Site Team Files	

INTRODUCTION

In 1952 Trinity Catholic School opened its doors as Blessed Sacrament School to 102 students in First to Fourth Grades at its present location on Miccosukee Road and Brevard Street. The school consisted of a one-building attachment to Blessed Sacrament Church and was known locally as “The Reading School”. Enrollment doubled the following year and 58 years later we are serving over 480 students from Pre-K through Eighth Grade. Enrollment has fluctuated over the years and, under the present leadership, Trinity students numbered as high as 544. However, since that time we have experienced a slight drop in enrollment due to an increasing interest in home schooling and the country’s current state of economic decline.

TRINITY ACCREDITATION HISTORY	
First Visitation	02/22 – 02/24/1972
Initial Accreditation	Spring 1972
Second Visitation	03/01 – 03/03/1983
Continued Accreditation	05/31/1983
Third Visitation	11/13 -11/15/1989
Continued Accreditation	12/14/1989
Fourth Visitation	11/06 -11/08/1996
Continued Accreditation	Winter 1996
Most Recent Visitation	12/12 -12/14/2003
Continued Accreditation	12/03/2003



FACULTY

Begun by three Dominican Sisters from Adrian, Michigan who pioneered the fledgling school, Trinity was then led by six principals from the Adrian order (O.P.) and the Franciscan (O.S.F.) order, and the present principal holding the distinction as being our first lay principal:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Sister Rose Germaine, O.P. • *Sr. Nora Richard, O.P. • Sr. John Terrance, O.P. | <p>September 1952 – June, 1958</p> <p>September, 1958 – June, 1964</p> <p>September, 1964 – June, 1974</p> |
| (aka Sr. Mary Ellen Gilhooly) | |
| <ul style="list-style-type: none"> • Sr. Marguerite Renuart, O.P. • Sr. John Catherine Rohe, O.S.F. • *Sr. Aileen McClain, O.P. • Mrs. Janet Gendusa | <p>September, 1974 – June, 1982</p> <p>August, 1982 – June, 1988</p> <p>August 1988 – June, 2003</p> <p>June, 2003 – Present</p> |

*Teachers who returned later as principals.

In the early 50's the Sisters resided in a home across the street from the school and eventually a convent was constructed, which now overlooks the campus as the John Neuman Retreat Center. Although many religious comprised the faculty during pre-Vatican II times, no longer do religious teach at Trinity. However, lay teachers are required to maintain certification in Catechist formation through the Diocese of Pensacola-Tallahassee.

ORGANIZATIONAL STRUCTURE/FINANCE

From 1952-1976, the school was under the jurisdiction of the Diocese of St. Augustine. In 1977 the Diocese of Pensacola-Tallahassee assumed jurisdiction of the school and under its first Bishop, Rene Gracida, Blessed Sacrament School was renamed Trinity Catholic School. Organizationally, the school is guided by the Diocese, the Pastor of Blessed Sacrament Parish, the School Advisory Board, and the Principal. As the only Catholic Elementary School in the area, the school remains a ministry of Blessed Sacrament Church, but is financially, spiritually, and liturgically supported by the parishes of Blessed Sacrament, Good Shepherd, St. Thomas More, St. Louis and St. Eugene's Chapel.



FACILITY

Over time the physical plant sprouted to accommodate more students and today the campus consists of eight (8) buildings. See Campus Map in Site Team Workroom Files.

Building A: Administration/10 Elementary Classrooms

Building B: Middle School

Building C: Fine Arts: Art/Music

Building D: Spanish/Physical Education

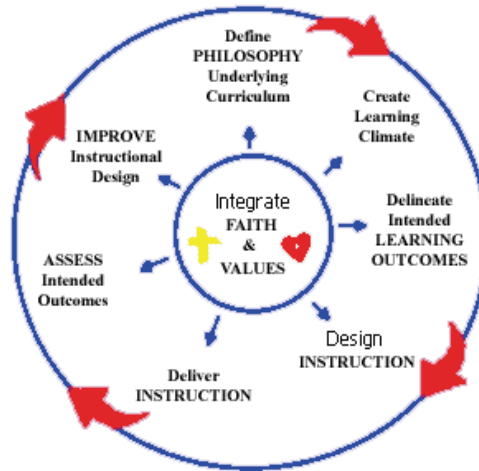
Building E: Media Center/Staff Lounge, Professional Library & Teacher Workroom/Elementary Computer Lab

Building F: 3/4yr old Pre School

Building G: Kindergartens

Building H: 4yr. old Pre K (located across Miccosukee Road)

Now landlocked, the school relies on the Blessed Sacrament Church Parish Center as the lunchroom for the elementary children and uses the open fields, blacktop and classrooms to support physical education classes. Assemblies and special school events also take place in the Parish Center while weekly liturgies and other religious functions take place in Blessed Sacrament Church.



CURRICULUM

The original mission of the school was “that every child will learn to read.” The modern concept of teaching the “whole child” has broadened the scope of our mission to meeting the physical, spiritual, emotional and academic needs of students and keeping pace with changing times. The demand for greater use of technology and making connections among subject areas has resulted in applied learning rather than segmented and purely factual mindsets.

Plans for Florida Catholic Schools Accreditation began in the 1960’s but it was not until 1970 when the Florida Catholic Conference established a set of principles and standards to guide the process. Since the time Trinity completed its first accreditation it has maintained this status. The last self-study was completed in 2003.

In 2001-02 an extended day care program was initiated at the request of the Trinity School Board as a lever to increase enrollment and provide parents with a Catholic-based option to child care. “Beyond the Bell” has become a strong program offering Trinity students various enrichment activities until 6:00 each evening.

In 2007 Principal Gendusa established a Pre-Kindergarten three year old program also in response to a growing need for a quality early childhood program built around Catholic principles.

Soon Trinity graduates will be able to boast of eleven years of Catholic Education. Some will continue that faith legacy at John Paul II Catholic High School established in 2001 by the Diocese and located in Southwest Tallahassee.



IN CLOSING

Our present pastor, Monsignor John V. O'Sullivan, has been a strong supporter of the school since his appointment in 1979. He continues to oversee the school's development and remains the school's biggest cheerleader. In 2009, as part of a prepared homily on the importance of Catholic education, he defined Catholic Schools in the following way:

"A Catholic School is a place where:

- Students experience information, formation and transformation.
- Students come to know that they are made from love, to love and be loved.
- Students are educated for life and not just to make a living.
- Students are formed by relationships and come to know that they are fully alive when in community with others.
- Students learn that they have an eternal destiny in the presence of a God who loves and cares for them uncontrollably."

Since our inception, Trinity Catholic School has become an established, well-respected part of the capital city's central downtown location and its academic reputation has remained strong. In 2006, then Governor Jeb Bush issued a proclamation in honor of Catholic Schools Week. In it he paid tribute to our legacy, stating: "Whereas, students who attended Trinity Catholic School have received an outstanding education, thus contributing to the welfare of the entire community; and Whereas, Trinity Catholic School has shaped many leaders in Florida..."

Although many physical changes have occurred at Trinity, there has likewise been progress in the development and delivery of academics and curriculum that have kept pace with a changing conception of education at its best. These examples are contained within the many pages of this Self Improvement Plan and will become part of that legacy which makes us unique.

Tab 2

Executive

Summary

TRINITY CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN

2008-2010



EXECUTIVE SUMMARY

Prepared by:
Mrs. Janet M. Gendusa, MS/EDU, Principal

TABLE OF CONTENTS

	EXECUTIVE SUMMARY	PAGE #
	Cover	1
	Table of Contents	2
	Introduction	3
1	Implement marketing strategies.	4
2	Incorporate additional instructional strategies in order to address special learning needs.	5
3	Develop a long term plan to centralize the location of the early childhood program.	7
4	Develop an in-service plan for school board members to help them implement the diocesan constitution and by-laws and to allow them to work more effectively with administration in setting school goals.	7
5	Continue to ensure more fully the safety of students during arrival and dismissal times.	8
6	Evaluate the use of the six-day schedule.	8
7	Review the practice of eating lunch in the classrooms in order to help maintain classroom cleanliness and increase socialization.	9
8	Provide on-going staff development to facilitate integration of technology in all areas of the curriculum.	9
9	Continue to address the physical needs of the school with the preventative maintenance plan.	11
10	Additional Improvements	12

	ATTACHMENTS	LOCATION
1.1	Tallahassee Democrat School News	Binder in Site Team Workroom
1.2	Tallahassee Democrat Online Homeroom www.tallahassee.com	Binder in Site Team Workroom
1.3	Trinity Website	www.trinityknights.org
1.4	TV Commercial	Media Center
1.5	Pulpit Talk/Promotion	Site Team Workroom
1.6	Church Bulletin Announcements	Site Team Workroom
1.7	Newspaper Advertisements	Site Team Workroom
1.8	Ads in Sports catalogs: JPIL, St. Eugene's Festival, and South Woodstock	Site Team Workroom
1.9	Three Years of Auction Programs	Corporate Sponsors File
1.10	Alumni Association Member list and Strategic Plan	Site Team Workroom
4	School Board Roster	Area 1 Pg 22
9	Preventative Maintenance Notebook	Front Office Reception

EXECUTIVE SUMMARY

INTRODUCTION

As Administration approached the 2008-2010 SIP process, a decision was made to make every effort to ensure that it was an authentic evaluation of Trinity Catholic School (Trinity) and as inclusive as possible. It was an essential component of this process to get a clear picture of Trinity's effectiveness today and how it is perceived by its stakeholders. The self-evaluation process was conducted from August 2008 through October 2010 and facilitated by a non-Trinity employee. The Principal was primarily an observer to the process while the Assistant Principal and the outside facilitator worked directly with faculty and other stakeholders. At times it appeared that faculty was somewhat amazed at the extent to which they were expected to participate. The inclusiveness was intended to foster a climate of ownership of the process and the outcomes. Stakeholders were frequently reminded that the Action Steps at the conclusion of the SIP would be items they had identified and would have to work to achieve over time.

The SIP Steering Committee was assembled in January 2009 by the Assistant Principal to include representatives of the Clergy, Community, School Board, Administration, Faculty, and Parents. This committee then acted on Administrations recommendations of appointment of the Area Chairpersons. Once the committees had been established the Steering Committee met regularly to be updated on progress of the SIP and to provide guidance throughout the process.

SIP STEERING COMMITTEE

Francine Hudson, Chair/Assistant Principal
Janet Gendusa, Principal
Debbie Gowens, Parent/Technology
Missy Hollis, Parent/Faculty
Rose Kolman, Faculty/Parent
Ann Megargee, Community
Fr. Richard Chamber, School Chaplain
Dr. Will Simmons, School Advisory Council
Rosanne Morse, Consultant

Trinity Catholic School had its last Site Visit in 2003. In the ensuing seven-year period much has been done to guide Trinity Catholic School, literally and figuratively, into a more focused and organized educational institution. The Visiting Team made the nine (9) following recommendations to which UPDATES have been provided below.

1	IMPLEMENT MARKETING STRATEGIES IN ORDER TO HELP THE SCHOOL COMMUNITY: <ul style="list-style-type: none">• Celebrate students' achievements• Increase the school enrollment• Promote corporate sponsorship• Secure funding for future growth
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The following marketing strategies were implemented:

Celebrating Students' Achievements:


1. Student/Class accomplishments are published monthly in the Tallahassee Democrat's School News Section for all grades. (Tallahassee Democrat School News Sample Attached)
2. Student/Class accomplishments are posted on line in the "Homeroom" section of the Tallahassee Democrat online edition regularly at Tallahassee.com
3. Websites are maintained by each grade level and special area on which they post class plans, accomplishments and notices for parents. (www.Trinityknights.org) Binder in Site Team Workroom.
4. Encouraged Student recognition through the formation of the Rose Aileen Chapter of the National Junior Honor Society.
5. Established a Principal's Honors recognition program for students maintaining straight A grades.



Increase the School Enrollment:



1. School enrollment increased from 478 in 2004 to 502 in 2008, representing a 5% increase.
2. Established a Pre-K 3 program to increase enrollment.
3. A professionally produced television commercial was developed and aired locally on ABC & NBC in the January of 2005. (May be viewed in our Media Center.)
4. Five feeder parishes now permit the school to do annual pulpit talks and promotion regarding enrollment at Trinity. (Sample Pulpit Talk/promotion Attached.)
5. Five feeder parishes now include regular Church Bulletin announcements about Trinity. (Sample Church Bulletin Announcement Attached.)
6. Advertisements have been placed in the Florida Catholic newspaper and the Tallahassee Democrat. (Sample Newspaper Advertisements Attached)
7. Trinity has sponsored ads in the sports catalogs for John Paul II High School, St. Eugene's Festival, and SouthWoodstock. (Site Team Workroom)
8. Increased attendance at HSA meetings from approximately 25 parents to over 200 at every meeting between the years 2003-2009.
9. Scheduled intake conferences for Administration to meet with every new family applying to Trinity.
10. Established a summer schedule so that the school office would remain open during the entire summer.



Promote Corporate Sponsorship

Obtaining corporate sponsorships has become an integral part of the annual plan of the Home and School Association. The HSA has concentrated on developing corporate sponsors for the Annual Trinity Catholic School Auction. See Attached: Auction Programs in Site Team Workroom.

	<p>Secure Funding for Future Growth</p> <p>The Trinity Alumni Association was formed in 2007 and meets twice a year and is currently in the process of developing a strategic plan for securing funding for the future of Trinity. See Attached: Alumni Association Member List and Strategic Plan in Site Team Workroom.</p>
2	<p>INCORPORATE ADDITIONAL INSTRUCTIONAL STRATEGIES IN ORDER TO ADDRESS SPECIAL LEARNING NEEDS, INCLUDING BUT NOT LIMITED TO:</p> <ul style="list-style-type: none"> • hiring of a special resource teacher • using varied grouping strategies • increasing the use of materials that appeal to all modalities  <ol style="list-style-type: none"> 1. Budget constraints have prevented the school from hiring a resource teacher. 2. A tutor, provided by Leon County Public Schools, visits the school weekly to work with students identified as needing help in reading. 3. An after-school tutor works with children identified as needing help in reading or math from grades 1 to 3. 4. Since 2003, annual in-service training is conducted by local experts from Florida State University. Teachers also address special needs in the regular classroom. Emphasis is placed on students with Attention Deficit Disorder with and without hyperactivity and Autism disorders with high functioning such as Asperger's Syndrome. 5. As new textbook series are adopted, in-service trainings are provided for Teachers in the implementation of instructional strategies for students of varying abilities. 6. Learning styles and the needs of students are considered when placing students into grade level grouping for math in grades 2 through 8. Both tracks in all classes cover the same curriculum and use the same text. One group is identified as mathematical thinkers who require varied challenges to keep them engaged and motivated. The other group requires more direct instruction with the frequent use of manipulatives or straight line strategies to keep them engaged and motivated. 7. Since 2006, students are grouped for reading instruction in Grade 1 to provide small group instruction. 8. Manipulatives for math, computer software for reading, research, and math skills are now utilized in all grade levels. 9. Over several years and completed in 2008, the Music lab has been equipped with electronic keyboards, a smart board, projector and 32-inch wall-mounted flat screen television as a model for other classrooms in the future.

3	<p>DEVELOP A LONG TERM PLAN TO CENTRALIZE THE LOCATION OF THE EARLY CHILDHOOD PROGRAM.</p> <ul style="list-style-type: none"> • ensure the security of children • provide for teacher collaboration • utilize the full services of the school  <ol style="list-style-type: none"> 1. The physical centralization of the Early Childhood Program remains unfeasible because Trinity is land-locked and cannot build additional facilities. The Early Childhood Program will need to remain in these outbuildings for the foreseeable future. 2. Security has been reviewed and fire alarm systems have been installed in all Early Childhood classrooms. Drop-off and pick-up procedures have been reviewed and all early checkouts and late arrivals are now processed through the Main Office. 3. The Early Childhood and Elementary grade level and Special Area divisions meet monthly to collaborate on enrichment activities, curriculum and student needs, etc. 4. Early Childhood Teachers collaborate with each other on Christmas programs and end of the year celebrations. 5. The Early Childhood students are now regularly included in all school functions including but not limited to liturgies, celebrations, school assemblies, and productions. 6. Kindergarten students participate in special area classes, weekly Mass, the Home and School Association lunch program and field day activities.
4	<p>DEVELOP AN IN-SERVICE PLAN FOR SCHOOL BOARD MEMBERS TO HELP THEM IMPLEMENT THE DIOCESAN CONSTITUTION AND BY-LAWS AND TO ALLOW THEM TO WORK MORE EFFECTIVELY WITH ADMINISTRATION IN SETTING SCHOOL GOALS.</p>  <p>The Diocese of Pensacola/Tallahassee provides annual board member training to assist school board members in working more effectively with the school administration. See Attached: School Board Roster. Of the 12 members of the School Board, approximately 80% attend the annual board member training.</p>

5	<p>CONTINUE TO ENSURE MORE FULLY THE SAFETY OF STUDENTS DURING ARRIVAL AND DISMISSAL TIMES.</p>  <ol style="list-style-type: none"> 1. At 8:00 am each morning a large sign is placed in the arrival area to notify parents that their child is late and must be escorted to the office to sign in. This requires the driver to park and insure the safe arrival of their child. 2. All faculty members are assigned dismissal duty for up to 30 minutes after dismissal. During this time they direct traffic, assist with placing students in vehicles, and monitor the waiting students. 3. The campus is 'visually swept' at 3:00 pm by assigned teachers. All students not picked up are brought by Faculty to the Main Office traffic circle where an Administrator or designee waits with them until 3:15 at which time they are escorted to the Beyond the Bell After-Care Program until they are picked up. No child is left unattended. 4. Parents are reminded through newsletter articles, speakers at Home and School Association Meetings and personal contact of best practices in safety protocol.
6	<p>EVALUATE THE USE OF THE SIX-DAY SCHEDULE.</p>  <ul style="list-style-type: none"> • Provide greater consistency and continuity for student learning across the curriculum. • Make better use of personnel and facilities. <ol style="list-style-type: none"> 1. The six-day schedule was abandoned after a reevaluation by the Middle School teachers and Administration. The five-day schedule was determined to best meet the needs of the students. 2. Teacher schedules were also reviewed and reworked to provide a balanced teaching schedule with regular planning periods that has resulted in more consistency and significantly fewer complaints from faculty. 3. The facilities are now used more effectively with the 5-day schedule.

7	<p>REVIEW THE PRACTICE OF EATING LUNCH IN THE CLASSROOMS IN ORDER TO HELP MAINTAIN CLASSROOM CLEANLINESS AND INCREASE SOCIALIZATION.</p>  <ol style="list-style-type: none"> 1. Middle School students now eat lunch together outdoors on most days, weather permitting. Picnic tables were purchased and placed in shaded areas surrounding the basketball court. In the event of inclement weather the students eat in their classrooms. 2. Elementary School students now eat lunch together in the Parish Hall. 3. Kindergarten and Pre-kindergarten students continue to eat lunch in their classrooms for stability and safety since we do not have a central cafeteria. It is good Early Childhood practice to maintain a consistent environment for these youngest of our students so as not to subject them to changes due to weather or parish events.
8	<p>PROVIDE ON-GOING STAFF DEVELOPMENT TO FACILITATE INTEGRATION OF TECHNOLOGY IN ALL AREAS OF THE CURRICULUM.</p>  <ol style="list-style-type: none"> 1. Implemented a three year rotation cycle for master school computer system to stay current with technology. Fifteen computers are replaced annually. 2. A minimum of two technology in-service trainings are provided each school year to assist teachers with the integration of technology in curricular areas. 3. Seventh and Eighth grade Teachers collaborate and design assignments using technology thus incorporating technology in the regular class setting. 4. Teachers are encouraged to attend technology workshops and seminars to become more proficient with the use of technology in the classroom. The availability of Webinars and online training is becoming a practical reality for busy teachers. 5. Teachers are encouraged to include Professional Development goals in their annual performance review process to track and encourage technological proficiency. 6. Computers have been designated for “teachers only” to electronically maintain grade books and other professional uses to upgrade their technology skills. 7. Acquired and installed 30 Yamaha electronic keyboards to enhance students’ music education.

CONTINUE TO ADDRESS THE PHYSICAL NEEDS OF THE SCHOOL WITH THE PREVENTATIVE MAINTENANCE PLAN.



1. Currently the Maintenance Supervisor maintains two Notebooks in the Administration office: 1) Fire Alarm Testing & Inspection Book, and 2) Maintenance Book which contains the Preventative Maintenance Plan. Within the Maintenance Book, there is a monthly maintenance and safety self-inspection checklist for each month. This is a checklist set forth by the Diocese of Pensacola-Tallahassee. The Maintenance Supervisor performs a maintenance and safety inspection each month according to this checklist, signs and dates it and files it in the notebook. At the time of his inspection, he performs any required maintenance needed. If necessary, he will contact an outside contractor to perform maintenance which is beyond his expertise
2. Two days each school year are designated to provide parish/school volunteer labor to address the needs identified by Administration.
3. All Teachers develop a list of ongoing needed repairs and upkeep issues that they notice in their classrooms that are then submitted to Administration for correction during summer maintenance.
4. Emergency maintenance issues are brought to the immediate attention of the onsite Administrator for quick response and then to the Principal for resolution.
5. Maintenance contract with an outside janitorial company is negotiated bi-annually to insure the regular upkeep of the school.
6. Installed Fire Alarms in Pre-K 4, Kindergartens, Library/Computer Lab, Teachers Lounge and other Pre-K 4 for improved safety.
7. Refurbished the Kindergarten playground surface and the baseball field turf. (Note: Severe flooding in January 2010 resulted in extreme erosion of the turf and restoration issues are under consideration as of this writing.)
8. Refurbished Kindergarten buildings to increase number of bathrooms and square footage to provide a higher quality learning environment.
9. Refurbished Guardian Angel Statue and the School Breezeway Garden.

ADDITIONAL UPDATES:

Having joined Trinity Catholic School as Principal in 2003, with the help of a cooperative faculty and staff and an enthusiastic student/parent body, I have been able to implement the following:

CATHOLIC IDENTITY:

1. Scheduled regular Confession opportunities for students to encourage faith development.
2. Scheduled regular Benediction services for students to encourage faith development.
3. Established a formal retreat program for Middle School students through NET ministries.
4. Established a school-wide Social Justice Commitment in which all grades participate.
5. Each morning before school begins, the faculty prays together in the breezeway garden.

CURRICULUM:

1. Established a school-wide goal and task force to improve math computation scores in grades 3 – 8, with the program starting in the Kindergarten level.
2. Realigned teaching assignments to create a better instructional fit.
3. Increased Middle School Language Arts classes from five to eight classes per week by scheduling four English and four Literature classes per week to provide additional instruction in writing, grammar and reading.
4. Integrated technology education for grades 7 and 8 to provide additional instructional time for Language Arts and establish a process wherein students earn computer grades through the use of technology in regular classes.
5. Instituted Red Cross training and Certification in CPR for all 8th grade students as part of their curriculum.
6. Established a mechanism through which a Chorus could be formed.

FACULTY

1. Rewrote the Faculty/Staff Handbook to conform to Catholic School law.
2. Established faculty and staff participation in an annual performance review to encourage professional development and provide a feedback mechanism between faculty, staff and administration.
3. Calendared 10 half days for faculty meetings and in-service training to enhance professional development.
4. Developed a Diocesan-approved five year salary schedule to faculty to provide competitive salary structure to ensure high quality faculty.

	<p>STUDENTS</p> <ol style="list-style-type: none">1. Rewrote the Parent/Student Handbook to conform to Catholic School law.2. Introduced the anti-violence program PeaceWorks throughout the school funded by a Grant through the PeaceWorks Foundation.3. Increased intergenerational involvement between Middle School Students and younger students at festivals, field days, and Mass.4. Implemented an upward feedback process with graduating 8th grade student through Exit Interviews with a view toward improved communication and school improvement.5. Student participation in choices in uniform code.6. Encouraged Student involvement by re-establishing the defunct Student Council.
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Tab 3

Area 1

TRINITY CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN

2008-2010



AREA 1: SCHOOL PROFILE

Committee Members:

Jennifer Llewellyn, Chair, Second Grade Teacher
Angie Sipple, Alumni, Parent, Parishioner
Debbie Gowens, Power School System Administrator
Marilyn Hammond, Counselor
Sarah Harris, Parent and Alumni Association
Connie Hill, Second Grade Teacher
Francine Hudson, Assistant Principal
Michelle Maguire, Parent and Alumni Association
Carol Sunderhaus, Bookkeeper/Registrar through June, 2009
Terry Jimenez, Bookkeeper/Registrar, since July 2009
RoseAnn Wakeman, Parish Secretary

TABLE OF CONTENTS

	AREA 1 PROFILE	PAGE NO.
	Committee Members	1
	Table of Contents	2
	Table of Attachments	3
	Welcome	4
	Introduction	5
1	SCHOOLS AND COMMUNITY ANALYSIS	
1.a	Catholic Identity	10
1.b	Current Demographics	13
1.c	Educational Program	26
1.d	Personnel	33
1.e	Professional Growth and Development	37
1.f	Facilities	41
1.g	Budget and Finance	46
1.h	School-Parent-Community Relationships	49
2	STUDENT DEMOGRAPHIC INFORMATION	
2.a	Enrollment	52
2.b	Pupil Services	55
2.c	Alumni Data	58
2.d	Student Involvement	58
3	STUDENT PERFORMANCE DATA	
3.a	Standardized Test Data	61
3.b	Placement and/or Assessment Instruments	61
3.c	Academic Awards	61
3.d	Promotion and Retention Criteria/Data	63
4	SCHOOL AND COMMUNITY PERCEPTIONS	64

	ATTACHMENTS	LOCATION
	INTRODUCTION <ul style="list-style-type: none"> • Education of the school community about SIP • Survey Results for all nine (9) surveys • Faculty and Staff Handbook, Parent/Student Handbook, archived records, summaries of standardized testing scores and other testing results provided data for the accreditation process. 	Site Team Workroom: SIP Process File Survey Files Handbooks Testing Scores
1	SCHOOLS AND COMMUNITY ANALYSIS	
1.a	"Partners in Faith" in school newsletter	Site Team Workroom Binder
1.b	Demographics <ul style="list-style-type: none"> • Broad Student Demographic Statistics: Community Population, Enrollment, Feeder Parish Student Population, Ethnicity, Religion, and Aftercare Population • Parent Impact Data 	Site Team Workroom Demographics File Parental Impact File
1.c	Educational Program <ul style="list-style-type: none"> • Notre Dame Curriculum Initiative • Textbook Rotation Cycle • Algebra Qualifications 	Site Team Workroom
1.d	Personnel <ul style="list-style-type: none"> • Staff List 2008-2009 & 2009-2010 • Extra Curricular Assignment Master List 	Site Team Workroom Personnel File Extra-Curricular File
1.e	Professional Growth & Development <ul style="list-style-type: none"> • In-Service Training Faculty Survey 	Site Team Workroom
1.f	Facilities <ul style="list-style-type: none"> • Maintenance Notebook 	Front Office
1.g	Budget and Finance <ul style="list-style-type: none"> • Three (3) Years of Detailed Budgets • Trinity Salary History 	Site Team Workroom Budget File
2	STUDENT DEMOGRAPHIC INFORMATION	
2.a	Enrollment	Site Team Workroom Demographics File
2.b	Crisis Management Plan - The below items are available in the Site Team Workroom: <ul style="list-style-type: none"> • School Operations Safety Plan • Leon County Sheriff's Safety Plan • Flip Chart of Summary and Quick Guide 	Site Team Workroom
3	STUDENT PERFORMANCE DATA	Site Team Workroom ITBS Test Scores File
4	SCHOOL AND COMMUNITY PERCEPTIONS	Site Team Workroom-Surveys File



Welcome to the Trinity Catholic School

*Over the past 18 months,
Faculty and staff have taken this opportunity
to carefully analyze all aspects of operations and performance
– and in the process getting to know Trinity all over again*

JANET GENDUSA
PRINCIPAL



FRANCINE HUDSON
ASSISTANT PRINCIPAL



INTRODUCTION

Trinity has served the Tallahassee area for 58 years and is well known, being the only Catholic School on the eastern side of the Diocese of Pensacola-Tallahassee. This very characteristic made it somewhat difficult to objectively and authentically evaluate Trinity. The process was aided by the fact that the school Principal, Mrs. Janet Gendusa, has been with Trinity only seven of those 58 years and was balanced by the Assistant Principal, Mrs. Hudson, and other faculty and staff, who have been with Trinity in excess of 20 years. Trinity has been accredited by the Florida Catholic Conference for many years.

The Area 1 Profile Committee was organized in January 2009 and met regularly throughout the process to gather information, discuss it and ultimately make it available to all stakeholders. The ten members of the Committee comprised a broad spectrum of skills, talents and abilities as well as their roles in relation to Trinity. The Committee reviewed the FCC Principles and Standards Manual, Area B: School and Community and were confident that Trinity does have considerable interaction, collaboration and open communication among all stakeholders. As you will see throughout this report, there are numerous routine ways in which Trinity reaches out to gain awareness of parish and community needs and to obtain community resources to meet our students' needs. Through its website, Church Bulletins, School Newsletters, fairs, information booths and numerous other ways, Trinity communicates its invitation to Catholic Church Clergy, Parents, Alumni and other stakeholders to participate in Trinity events and activities.

The Committee also followed both the Florida Catholic Accreditation Program Principles and Standards Manual for Elementary Schools (Pre-K-8th Grade), and Florida Catholic Conference Companion to NSSE's School Improvement: Focusing on Student Performance in developing Area 1: Profile. Committee members were each assigned to a particular section of the Area 1 Profile and researched and reviewed accordingly.

EDUCATION OF SCHOOL COMMUNITY ABOUT SIP

The entire school community was educated about the SIP via Home and School Meeting presentations and through announcements in the various Church Bulletins. On its home page, the school website www.Trinityknights.org gave access to all stakeholders not only explaining what the School Improvement Process was but also providing ongoing updates of progress to keep everyone apprised of the same information at the same time throughout the entire process. See materials available in the Site Team Workroom.



DATA COLLECTION PROCESS

Data collection for this accreditation consists of processes at multi-levels.

- **SURVEYS:** Nine opinion surveys were conducted using the instruments from the National Study of School Evaluation (NSSE) and the Florida Catholic Conference (FCC). These surveys were conducted electronically and anonymously by the participants using access codes through Advanced Ed website at <http://web.nsse.org/nsse—surveys>. Participants included parents, teachers, staff, administrators, students in 4th through 8th grades, clergy, School Board members and community affiliates and benefactors. Seven of the surveys were completed during a first 30 day period. The last two surveys were completed in a second 30 day period. The results were compiled by Advanced Ed from the database. The chairman of the school SIP and the process facilitator formatted and distributed the results to all the area committees for their work process. See Attached: Survey Results for all nine (9) surveys are available in the Site Team Workroom.
- **INTERVIEWS:** Area committees conducted direct interviews with peers, stakeholders, community affiliates, and benefactors as needed for their respective areas.
- **PRINTED MATERIALS:** School reference materials including the Faculty and Staff Handbook, the Parent/Student Handbook, archived records, summaries of standardized testing scores and other testing results provided data for the accreditation process. See Attached: Available in the Site Team Workroom.

DATA STORAGE

The data collected was stored in multi-level processes. Most of the data and process documents are stored on the school's primary network server in public and private files. Depending on the data collected, the documents are stored in Microsoft Excel, a spreadsheet program, or Microsoft Word, a word processing program, or Adobe Reader, a storage software for documents produced from other types of media. Data from Advanced Ed or PowerSchool are stored on their respective servers at the source. Non-electronic data collected from sources not within the school or the area committees were copied and stored for review in manual files associated with respective topics.



COMMITTEE ASSIGNMENTS

SCHOOLS AND COMMUNITY ANALYSIS

- **CATHOLIC IDENTITY.** Mrs. Marilyn Hammond and Mrs. Jennifer Llewellyn assumed responsibility for the Catholic Identity section (1.a.). Mrs. Hammond is the school guidance counselor and serves on the Trinity liturgy committee. Mrs. Llewellyn has taught Religion at Trinity for over 20 years. Faculty was contacted via email from the Area 1 Committee explaining the purpose of the committee, and requesting their input. The Committee conducted personal interviews as indicated in developing the Catholic Identity profile.
- **DEMOGRAPHICS.** Mrs. Deb Gowens and Mrs. RoseAnn Wakeman assumed responsibility for the Current Demographics section (1.b.) Mrs. Gowens is uniquely qualified as she serves as the School Level Systems Administrator of Power School. Mrs. Wakeman is the parish secretary and as such tracks demographics of the parish. Together, they referred to the information on Power School in developing the Current Demographics section.
- **EDUCATIONAL PROGRAM.** Mrs. Jennifer Llewellyn and Mrs. Connie Hill worked on the Educational Program section (1.c.) since both of them have taught at Trinity for over 20 years. Questionnaires went sent to all faculty requesting input on educational programs. Both questionnaires and personal interviews used were to develop the Educational Program section.
- **PERSONNEL.** Mrs. Francine Hudson, Assistant Principal and Mrs. Carol Sunderhaus, Registrar/Bookkeeper developed the Personnel Section (1.d.). They referred to the personnel records in completing this section.
- **PROFESSIONAL GROWTH.** Mrs. Deb Gowens and Mrs. Connie Hill developed the Professional Growth and Development section (1.e.). Mrs. Gowens is the School Level System Administrator of Power School, and Mrs. Hill has taught at Trinity for over 20 years. They utilized interviews and surveys in developing the Professional Growth and Development section.

- **FACILITIES.** Mrs. RoseAnn Wakeman and Mrs. Angie Sipple developed the Facilities section (1.f.). As parish secretary, all requests to use facilities go through Mrs. Wakeman. Mrs. Sipple, a former Trinity student and now a Trinity parent, is a member of Blessed Sacrament Church and is familiar with the school and church facilities. They referred to school and parish records in developing the Facilities section.
- **BUDGET & FINANCE.** Mrs. Francine Hudson, Assistant Principal and Mrs. Carol Sunderhaus, Registrar/Bookkeeper developed the Budget and Finance section (1.g.). Both attend the School Board meetings and work closely with the Principal and Advisory Council Members in developing the school budget. They referred to financial records and projections in developing the budget and finance section.
- **SCHOOL, PARENT, COMMUNITY RELATIONSHIPS.** Mrs. Michelle Maguire and Mrs. Sarah Harris developed this section (1.h.). Both are former Trinity students, and now Trinity parents, who are active in the school and community. They referred to surveys and interviews in developing this section.

STUDENT DEMOGRAPHIC INFORMATION:

- **STUDENT ENROLLMENT.** Mrs. Deb Gowens, PowerSchool System Administrator and Mrs. Carol Sunderhaus, Registrar/Bookkeeper developed the Student Enrollment Information (2.a.) They referred to the permanent student records and to Power School in developing the Student Enrollment profile.
- **PUPIL SERVICES.** Mrs. Marilyn Hammond, Guidance counselor and Mrs. Fran Hudson, Assistant Principal developed this section (2.b.). Mrs. Hammond does student testing and is the Referral Coordinator for any students with special needs. She also counsels students, parents, and teachers as needed. Mrs. Hudson is responsible for such services as attendance, discipline, crisis management, cafeteria and food services program. They referred to surveys, interviews, and school records in developing the Pupil Services section.
- **ALUMNI DATA.** Mrs. Michelle Maguire and Mrs. Sarah Harris, former TRINITY students and now Trinity parents, developed this section (2.c.). Together they were instrumental in developing the Trinity Alumni Association. They referred to the Alumni website, the Alumni Facebook website, and the Alumni data base in developing the Alumni section.
- **STUDENT INVOLVEMENT.** Mrs. Connie Hill, 20+ year Teacher, and Mrs. Angie Sipple, a Trinity student now Trinity parent and whose children are actively involved in all areas of the school from academic to extracurricular, developed this section (2.d.). They referred to surveys, personal interviews with sponsors of extra-curricular activities, and Student Performance Data below in developing the Student Involvement section.

STUDENT PERFORMANCE DATA

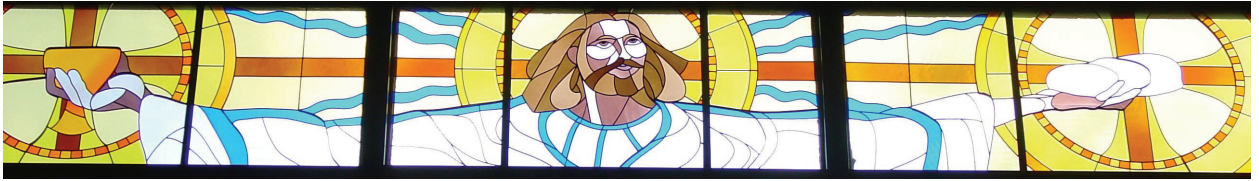
- Mrs. Deb Gowens, PowerSchool Systems Administrator and Mrs. Jennifer Llewellyn, Teacher, referred to test scores and PowerSchool in developing the Student Performance Data section (3.a.). They reviewed:
 - Standardized test data
 - Placement and/or assessment instruments
 - Academic awards
 - Promotion and Retention Criteria Data

SCHOOL AND COMMUNITY PERCEPTIONS.

Mrs. Michelle Maguire, Mrs. Sarah Harris and Mrs. RoseAnn Wakeman developed the School and Community Perception section. Mrs. Maguire and Mrs. Harris are parents who are active both in the school and in the community. Mrs. Wakeman is the parish secretary who deals regularly with Priests of other parishes as well as community members. They referred to surveys and interviews and used data from the NSSE Opinion Surveys. They spoke to a broad spectrum of stakeholders and people in the community to collect their information. Additionally, this information was carefully reviewed by Administration, an outside consultant, and the SIP Steering Committee.

1. SCHOOLS AND COMMUNITY ANALYSIS

a. Catholic Identity



Upon arrival to the school, visitors to Trinity know that they are in a holy place. Embedded with subtleness in the very architecture of the Administration Building at the main entrance is a two-story high simple cross. Upon entering the office, visitors pass the welcome bench adorned with filigree cross and inside see a loving statue of the Madonna and Child along with artwork and other symbols of our Catholic Faith. Those arriving at Trinity via the parking and playground areas, encounter a life size sculpture of a Guardian Angel watching over the campus. Carved from the trunk of a huge oak tree, the Angel sets a tone of spirituality and provides a retreat from the hustle and bustle of school life for children and adults to pray and meditate. Its message to the world is one of peaceful guardianship for the people, old and young who attend this school.



Each school day begins with a short faculty prayer in the school garden during which teachers, staff members, and administrators offer prayers of praise, thanksgiving and petition before beginning the school day. A short time later students, teachers and administrators begin the daily assembly with a short focused prayer, the Pledge of Allegiance and Birthday Blessings for those who are celebrating their birthdays. Prayer continues throughout the day with school prayers in the morning and afternoon, grace before meals, prayer at the beginning of each Middle School class, frequent recitation of the rosary, visits to the Perpetual Adoration Chapel and weekly participation in the holy sacrifice of the Mass. All classrooms have a dedicated

space and a bulletin board focusing upon the liturgical seasons and prayer. Crucifixes, statues, and holy pictures adorn the classrooms and student prayer corners become visual reminders of the rich traditions of our faith.

Trinity's Catholic identity has its roots in the history of the school when three Adrian Dominican sisters agreed to teach the children of this north Florida mission territory the good news of the Gospel along with a strong academic curriculum. Instruction based on Gospel values was the hallmark of Trinity. Throughout the school's history a concerted effort was made to maintain religious leadership with a core of teachers who were either in a religious order or were practicing Catholics, committed to their faith. This premise continues today.

Administration, teachers, assistants, and staff members are expected to be knowledgeable about and committed to the Catholic faith. Throughout the year catechesis is offered in school workshops and throughout the parishes in Leon County. All faculty and staff participate in an annual retreat before the school year starts and a day of reflection during the second half of the year. All teachers and staff members who have direct contact with children have earned or are working toward Level 1 Catechist Certification. The Principal, Assistant Principal and over 50% of the teachers of Religion have earned advanced Catechist Certification. Teachers can earn Master In-Service points as well as Catechist credit for their participation in workshops and seminars with a religious focus. Members of the Trinity staff are encouraged to participate in their local parish ministries and to demonstrate their faith life as the living witness to Christ in the world today.

Trinity also benefits from the commitment of the Pastors and priests of the Tallahassee area. The priests from four of the five feeder parishes come to Trinity to celebrate the Holy sacrifice of the Mass for the students on a weekly schedule. Blessed Sacrament Parish provides a chaplain for the school. Our chaplain devotes regular time to instructional classroom visits as well as getting to know the students, teachers, and parents of Trinity.

Another religious influence that has recently impacted Trinity is the arrival of the Fraternus missionaries. The young men, who operate the Fraternus organization for boys, ages 11 to 18, encourage and train students to become witnesses to the Catholic faith through a life of justice and virtue. The boys participate in weekly meetings off campus but bring the message of witness back to school in a visible way. The Fraternus missionaries spend time on campus during lunch and recess connecting with the Middle School students in a positive, affirming manner. The missionaries also instruct the boys in morals and virtue in cooperation with the Middle School teacher of Religion. This provides an opportunity for our older boys, in particular, to be examples of faith and virtue to each other and to the younger students.

Strong Catholic leadership models provide students with examples of living faith. It is an inherent part of our culture to see the face of Christ in every person we meet. The adults in the Trinity School Community strive to treat each other and the students with respect and care. Teachers lead their students in prayer and the practices of the Catholic faith. All faculty, staff, and volunteers are encouraged to incorporate respect, reverence, rituals, and righteousness throughout the day, not just during their daily religion classes. It is understood at Trinity that the adults serve as role models for our students, for better or worse, and that hypocrisy has a

devastating effect on the moral development of our students. Every subject is taught with the perspective of the Catholic Church in mind.

The celebration of Mass is central to the weekly schedule for students. Liturgies are planned by students. Each class, grades 1 – 8 is responsible for planning and assisting at two Masses a year. Teachers, guided by a Liturgy committee, lead their students in planning the Mass, writing the Prayers of the Faithful, selecting the music, and preparing the readings of the day. Students act as readers, servers, cantors, ushers and greeters. This involvement sets the stage for future participation in parish ministry.

In addition to the celebration of the Mass teachers and students also engage in other rituals of the Catholic faith including Eucharistic adoration, blessing of the classrooms, recitation of the rosary, processions, Reconciliation, the Christmas Pageant, the living Stations of the Cross, and social justice projects. Each class makes a commitment to Social Justice. Students help to select their cause, learn about the Catholic teaching in relation to the cause and identify an agency to assist in addressing their cause. During the school year students will work together to address their commitment and perform good works for those who are victims of social injustice.

Catholicity is not bound by the schedule of the school day. It extends in “Beyond the Bell”, the after-school care program for students. Counselors, under the direction of a committed Catholic director, care for the students in a loving and nurturing program. Extra-curricular activities which emphasize our Catholic focus include the Rosary Club, Elementary Chorus, and “PAWS” (Praise and Worship) for Middle School Students. The Sister Rose Aileen Chapter of the National Junior Honor Society, the Student Council and the Spanish Club also emphasize Christian service through peer tutoring, modeling Christian living and learning about other cultures.

Trinity sends the Gospel message home as well. Biweekly newsletters contain reminders of faith as well as a faith based message from the principal. Once a month a subscription newsletter, “Partners in Faith”, is attached to the school newsletter to bring the ‘Good News’ home to each family. Teachers and administrators act as mentors to many parents who struggle with child rearing issues. The school counselor provides grief counseling, helps with parenting and child development issues and imparts with them messages of hope and trust in God. See Attachment: Partners in Faith.

Often visitors to Trinity mention the “good feeling” they experience when they tour our campus; but, it’s more than that – “--- for God is in this place” (Genesis 28:16)

b. Current Demographics:



Enrollment/Withdrawal Information: Total enrollment for the last three years averaged between 480 and 500 at the beginning of each school year. The student re-enrollment averages 440 with additions of between 46 and 107 new students annually. During the school year, new enrollments average between two to seven new students. Admissions to Trinity are governed first by the Non-Discriminatory policy of the Diocese of Pensacola and second by Admissions Policy of the School Board, subsequent to the final decision of the local Pastor/Principal. The Non-Discriminatory Notice and Admissions Policy and Transferring Policy are published annually in the Parent/Student Handbook. As noted in the Admissions policy, the school accepts only those children whose parents demonstrate an understanding of the specifically Christian nature of the school and agree to participate in its Mission. Some students may not be accepted if the school's educational programs and/or facilities are not able to meet the needs of the student.

Current students are re-registered in January of the current school year which includes a non-refundable, re-registration fee per student accompanied by the appropriate forms. New student registration begins in January prior to the school year for the student will attend. The early childhood programs of Pre-Kindergarten 3 & 4 and Kindergarten are accepted based on the age requirements of Florida Law. Application for re-admission and new admissions are based on a hierarchy of categories from siblings of current families enrolled to other religious affiliations. All new students in Grades 1-8 attend on a probationary basis through the first grading period. Currently enrolled students in good academic, behavioral and financial standing are guaranteed placement for the upcoming school year. Students returning after withdrawing in a previous school year are accepted on a case-by-case basis determined by available space and prior circumstances.

Excluding the 8th grade graduates, students not re-enrolling prior to the beginning of the school year averages from 12 to 43. During the school year, student withdrawal averages from one to 18. Reasons for withdrawing students include financial circumstances, moving, local transfer to public or other private schools, and home schooling. Students withdrawn from the school during the current school year must be cleared for the return of all materials and financial responsibilities. An exit interview is required with either the Principal or Assistant Principal before records will be transferred to the next school.

Promotion to the next grade level is contingent on satisfactory completion of the current grade level. Parents are advised prior to the fourth quarter of the current school year, if the student will be recommended for retention. Any student with an end of year average of "F" in one or

more of the seven major subject areas (religion, reading/language arts, literature, math, science or social studies) must attend summer school or be remediated by a certified instructor. A minimum of 30 contact hours and a passing grade on a school administered test with official documentation of completion of the course work must be provided before the student will be advanced to the next grade level.

It is the view of the administration and faculty that each student can be nurtured and encouraged to achieve; therefore there are minimal grade level retentions. Faculty and parents maintain contact through phone calls, email and conferences, as well as access to student grades by the parents through the PowerSchool system.

While the ethnicity of enrolled students is predominately white, students of Hispanic, African-American, Asian, and Multi-Racial backgrounds enrich the student body. Clearly the dominant religion of the student body is Catholic. The Student Demographic Information, in Table and Chart form beginning on Page 15, reflects a relatively static enrollment, gender distribution, and a slight increase in the cultural diversity within the student body. It is our hope that this is a result of our welcoming environment as well as the academic and positive cultural benefits of attending Trinity.

BROAD STUDENT DEMOGRAPHIC STATISTICS

9/1/2004 Community Population*	Enrollment	Feeder Parish ** Students	Students' Ethnicity	%	Students' Religion	After Care BTB***
Counties: Leon: 250,646 Gadsden: 45,448 Jefferson: 14,276 Taylor: 19,123 Wakulla: 26,591 City of Tallahassee: 160,739	478	NA	290 - White 101 - Unknown 52 - Hispanic 16 - Asian 11 - Other 8 - African-American	61% 21% 11% 3% 2.5% 1.5%	NA	NA
9/1/2005 Community Population	Enrollment	Feeder Parish	Ethnicity	%	Religion	After Care BTB*
Counties: Leon: 253,673 Gadsden: 45,785 Jefferson: 14,384 Taylor: 19,453 Wakulla: 27,706 City of Tallahassee: 163,110	503	NA	364 – White 52 Unknown 46 - Hispanic 17 - Asian 11 African-American 13 - Other	72% 10% 9% 3.5% 2.5% 2%	NA	NA
9/1/2006 Community Population	Enrollment	Feeder Parish	Ethnicity	%	Religion	After Care BTB*
Counties: Leon: 257,617 Gadsden: 46,092 Jefferson: 14,530 Taylor Co: 20,070 Wakulla: 29,069 City of Tallahassee: 166,712	500	NA	415 - White 42 - Hispanic 17 - Asian 12 African-American 12 - Other 2 - Unknown	83% 8% 3% 2.5% 2.5% 1%	NA	136
9/1/2007 Community Population	Enrollment Power School	Feeder Parish	Ethnicity	%	Religion	After Care BTB*
Counties: Leon : 262,141 Gadsden: 46,756 Jefferson: 14,429 Taylor : 21,049 Wakulla: 30,099 City of Tallahassee: 170,355	518 M: 218 F: 300	232-BS 165-GS 50- STM 4-SM 3-SE 2-S L 1-STA	418 - White 46 - Hispanic 21 - African-American 18 – Asian 13-Multi-Racial 2 - Native American	80% 9% 4% 3% 3% <1%	476-Catholic 1-Baptist 5-Episcopal 3-Jewish 2-Lutheran 1-Methodist 6- Christian 24-N/A	148

9/1/2008 Community Population	Enrollment Power School	Feeder Parish	Ethnicity	%	Religion	After Care BTB*
Counties: Leon: 264,063 Gadsden: 47,560 Jefferson: 14,547 Taylor : 21,546 Wakulla: 31,089 City of Tallahassee: 171,922	486 M: 212 F: 274	242-BS 152-GS 50-STM 24-SL 7-CNPA 4-SE 4-SM 2-STA 1-IC	378 - White 40 - Hispanic 25 - Multi-Racial 21 - African- American 21 - Asian 1 - Native Hawaiian/ Pacific Islander	70% 8% 5% 4% 4% 4% <1%	455-Catholic 1-Baptist 4-Episcopal 3-Jewish 1-Lutheran 10-Christian 11-N/A 1- Non- Christian	156
9/1/2009 Community Population	Enrollment Power School	Feeder Parish	Ethnicity	%	Religion	After Care BTB*
Data Unavailable	487 M: 234 F: 253	241-BS 152-GS 56-STM 21-SL 9-CNPA 3-SE 2-SM 2-STA 1-IC	369 - White 48 - Hispanic 29 - Multi-Racial 19 - African- American 21 - Asian 1 - Native Hawaiian/ Pacific Islander	76% 10% 6% 4% 4% 4% <1%	464-Catholic 1-Baptist 4-Episcopal 3-Jewish 8- Christian 1-Non- Christian 6-N/A	146 Grades: P/K: 40 1/ 2: 38 3/ 4: 39 5-8: 29

<p>*Data from 2004-2008, US Census Bureau</p> <p>**Parish Key:</p> <p>BS - Blessed Sacrament – Leon County</p> <p>GS- Good Shepherd – Leon County</p> <p>STM – Co-Cathedral of St. Thomas More – Leon County</p> <p>SE- St. Eugene – Leon County</p> <p>SL - St. Louis – Leon County</p> <p>IC- Immaculate Conception – Taylor County</p> <p>SM- St. Margaret – Jefferson County</p> <p>STA - St. Thomas the Apostle – Gadsden County</p> <p>CNPA - Catholic Non-Parish Affiliated</p>	<p>***BTB – Beyond the Bell is the After School Care Program created as a benefit to parents serving Pre-K through 8th grade students. The program is staffed by a Director, Assistant Director and staff. It operates on its own budget and is self-sustaining. Hours of Operations are 2:30 – 6:00 PM on school days. BTB is located in four downstairs classrooms in the Elementary Building and groups children according to age. Two staff members are always present in each classroom to teach crafts, help with homework and monitor indoor recreational activities. The first hour, weather permitting, is spent outdoors in organized and free play.</p>
<p><u>Tallahassee Population www.census.gov</u></p> <ul style="list-style-type: none"> • Ages 5-14 = 11% • White - 65% • African-American - 31% • Hispanic – 4% • 5% of the Entire Diocese is Catholic - http://www.ptdiocese.org/about-us/about-us.shtml 	

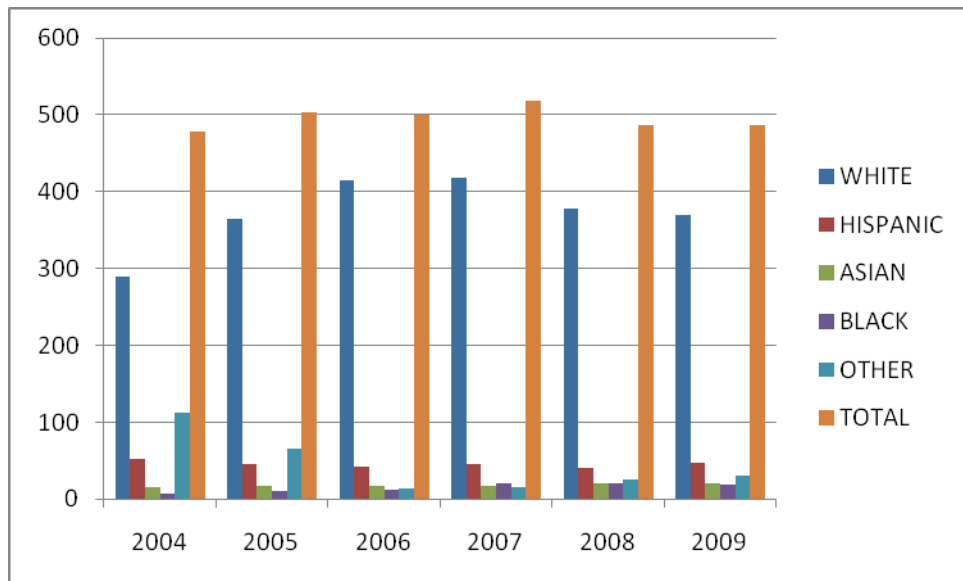


Figure 1 : STUDENT ETHNICITY

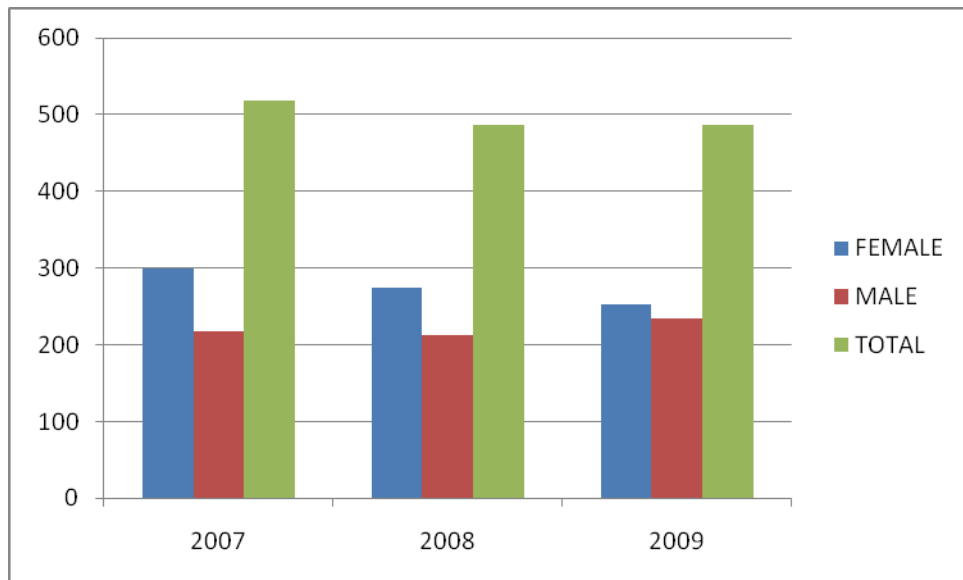


Figure 2: STUDENT GENDER

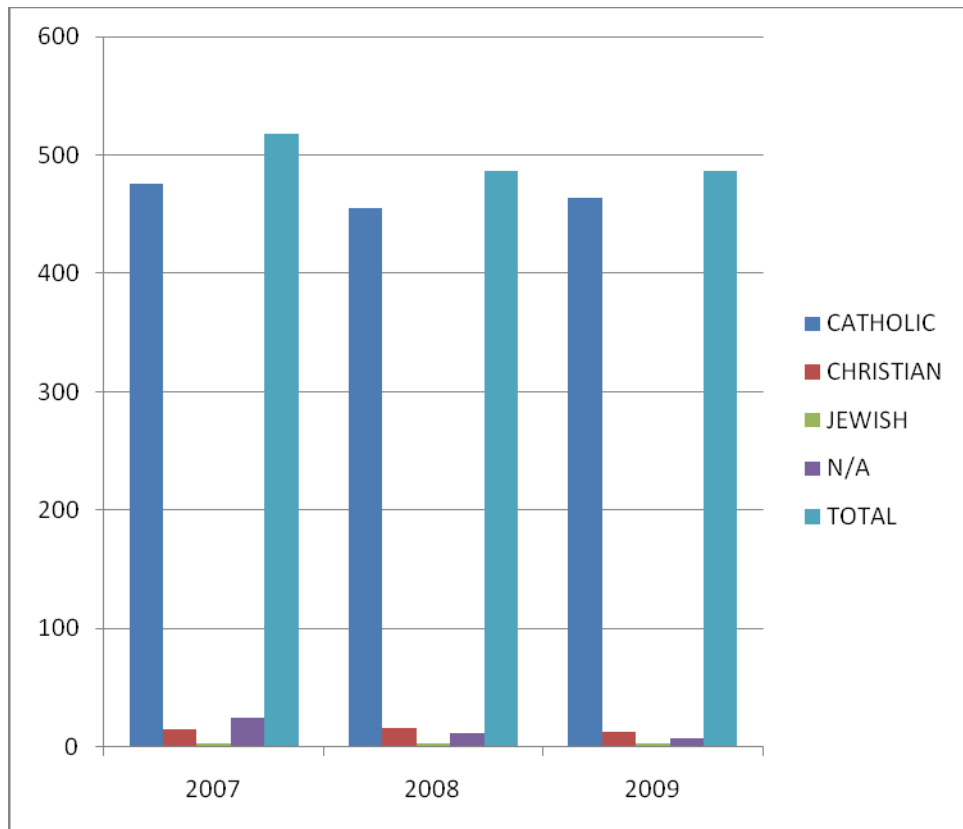


Figure 3: STUDENT RELIGION

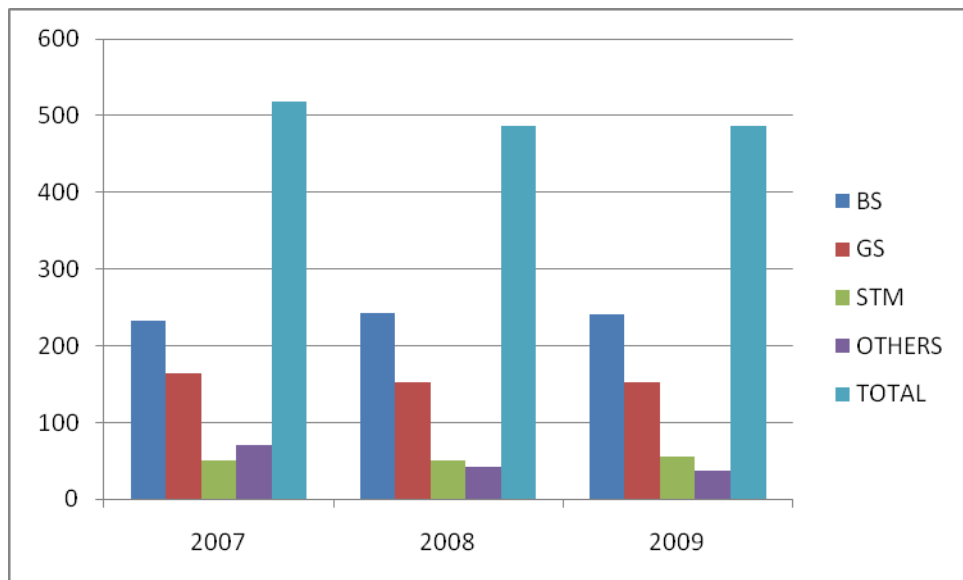


Figure 4: STUDENT FEEDER PARISHES

BS - Blessed Sacrament – Leon County
 GS- Good Shepherd – Leon County
 STM – Co-Cathedral of St. Thomas More – Leon County



Relationship with Feeder Parishes: Trinity has been a ministry of Blessed Sacrament Parish for over 50 years and enjoys a strong and supportive relationship with all of its feeder parishes. There are eight potential feeder parishes to Trinity of which four consistently provide students. The bulk of enrollments are from Blessed Sacrament Parish which averages around 230 students. The next largest enrollments of students are from Good Shepherd Parish (averaging 150 students) and Co-Cathedral of St. Thomas More (averaging 60 students.) See Figure 4.

Ministry Fairs are held providing an opportunity to display information about Trinity. During Catholic School week, student families participate in promotion of the school at the conclusion of Masses at their respective Parishes. For both events, the students attend Mass in their school uniforms and, with their parents, are available to speak about their experiences attending Trinity. The respective parishes provide priests for the Elementary and Middle School Masses each week. The parish priests come to Trinity twice a year to hear confessions. Blessed Sacrament Parish provides the school Chaplain who visits the school to work with the students.

The Parishes provide a tuition subsidy, currently \$625 per student, for participating members. Parishes may also provide additional tuition aid on a case-by-case basis. Parishes in close geographic proximity to Trinity also assist with facilities for student and faculty retreats and events, as well as provide religious and lay persons to assist, including presentations for Eucharistic Adoration, mission initiatives, religious life vocations and Fraternus, a young men's Catholic outreach for grades 6-12. Catholic students of Trinity are trained in the 4th grade as altar servers to assist at Mass at Blessed Sacrament. The Parishes also assist with publication of needs or events to the local Catholic community via the weekly Mass bulletin and/or their websites.

BARRIERS TO LEARNING

Family Impact: The parental impact on student performance is positive. There are minimal negative family impacts to our students such as poverty, unemployment, crime, hunger, violence etc. Parents are involved and supportive of both their students and the school. The majority of parents are married Catholics, of white ethnicity, and English language proficient. Data on the educational levels of parents is not collected. The majority of parents are employed outside the home ranging from professionals such as doctors and attorneys to waitresses, secretaries and adult students. The data on which these statements are based may be found in the Site Team Workroom labeled “Family Impact Data”



Involvement of Parishioners and Parents in the School Community:

Home and School Association Trinity is blessed to have a very active and involved Home and School Association (HSA). The HSA meets quarterly, and in addition to taking care of committee business, there is usually an informational speaker who addresses the parents and teachers. The HSA holds fund raisers throughout the year to supplement and enrich our school. Many Trinity benefactors participate in the school fund raisers each year.

The School Advisory Council is comprised of a representative from each feeder parish, Blessed Sacrament Parish, Parents, Administration, and an HSA representative. The School Advisory Council meets at the direction of its Chair approximately seven (7) times a year in the school Media Center. The dates and times of these meetings are published in the school newsletter. Parents are welcome to attend and observe. Two faculty members attend each School Advisory Council meeting and report back to the faculty following the meeting. The School Advisory Council assists with the planning, expansion, improvement, financing, construction, and maintenance of the physical plant of the school. It approves the budget, tuition, financial reports, audits, and major expenditures. The School Advisory Council operates under the Diocesan Commission of Education. Items to be brought before the Council must first be presented to the Council chairperson or administration for placement on the agenda.

TRINITY SCHOOL ADVISORY COUNCIL MEMBERS 2010

Officers:

Mr. Segundo Fernandez, Blessed Sacrament Parish, Council Chair
Mrs. Jeannie Scruggs, Council Treasurer
Mrs. Maggie Baker, Council Secretary

Members:

Dr. Will Simmons, Blessed Sacrament Parish
Mrs. Mary Rooney, Blessed Sacrament Parish
Mr. Steve Hourigan, St. Louis
Mrs. Arlene Toner, Good Shepherd Parish
Mrs. Missy Hollis, St. Thomas More Parish

Administration:

Msgr. John O'Sullivan, Pastor
Mrs. Janet M. Gendusa, Principal
Mrs. Francine Hudson, Assistant Principal

Home and School Association:

Mrs. Allison Manausa, Parent
Mrs. Kory Skrob, Parent

Parishes Twice a year Blessed Sacrament Parish has a workday in which parishioners and TRINITY parents work together to complete needed projects at the church and the school. The school children celebrate Mass weekly at a regularly scheduled Parish Mass. Parents and parishioners are invited to share in the student planned liturgies. Parents are encouraged to sit with their children for Mass to model appropriate behavior and assist in their formation. Parishioners and parents are also invited to attend student productions and competitions, including sporting events, academic competitions, and fine arts productions. As the only Catholic elementary school serving the Tallahassee area, many parishioners support the school's activities, perhaps as a way of connecting with and supporting Catholic education as they may have done in their former home towns. They also generously support the school financially through participation in school fund raisers and collections.

Parents are required to volunteer 25 hours per year per family. During the 2008-2009 school year, for example, parents volunteered 6, 477 hours; when including donations and 8th grade graduation fees which when converted into volunteers hours totaled 8, 317. The school gives parents a list of a variety of volunteer opportunities at the beginning of the school year. Recognizing that some parents are unable to volunteer during school hours, the school insures that activities outside the school day are listed as choices as well. Trinity also has a group, Moms in Touch, who meet weekly to pray for the intentions of the school and staff. Each week two staff members are lifted up in prayer in a special way by these moms. Staff members are also encouraged to submit prayer intentions for special needs within their own personal lives.



Academic Enrichment Academic enrichment is provided in all of our classrooms by the classroom teachers as needed by specific students. Middle School 8th grade students have the opportunity to take high school Honors Algebra 1. Middle School students have the opportunity to receive a high school credit for Spanish.

In the 2009-10 School-Year, Trinity had 11 students who were designated eligible for Gifted Education and have an IEP (Individual Education Plan) to this effect. There are four Middle School students with Gifted IEPs who are not receiving outside services as no existing program is available through the public school system for Middle School students. Two 5th grade students attend gifted classes at Kate Sullivan Elementary School twice a week. Five 1st – 4th grade students attend gifted classes at Kate Sullivan one day per week.

There is ongoing screening (KBIT2) done by the School Counselor to determine if any of our other students are eligible for gifted testing, either by Leon County schools or a private

psychologist. In 2007-08, eleven screenings were given by the counselor. In 2008-09, six were given, and so far in 2009, four have been given. Students are referred for screenings by either teachers or parents.



Extra-Curricular Programs Trinity offers a wide range of extra-curricular activities that are meant to help promote the physical, intellectual and spiritual welfare of the students. The school is a member of the Florida High School Athletic Association which allows us to compete with other FHSAA affiliated Middle Schools in various sports that are offered in the Fall, Winter, and Spring seasons. Trinity also offers after school extra-curricular activities such as Praise and Worship, Drama, Chorus, Brain Bowl and Math Counts. Trinity constantly juggles competing needs and desires to achieve a proper balance between “teaching” time and extra/co-curricular activities.



Family Support Services: Direct family support services include the After-Care program “Beyond-The-Bell” available at a charge to parents from dismissal until 6:00 pm most school days. The PK-K “Boo Hoo Breakfast” assists families transitioning from home to school. The School Counselor is available to parents requesting guidance on how to work with their children and on emotional issues such as divorce, death in the family, etc. Qualified speakers are provided at the Home and School Association Meetings to educate parents on issues such as internet safety. Trinity provides identification and referral of at-risk students.

Trinity also provides information and referral to Catholic and community programs for child care, adoptions, health care issues, ESE services, mental health issues, spiritual support, sexual abuse prevention, and emergency family services. Referrals are coordinated through the guidance counselor.

Trinity supports parent-school partnerships by providing confidential internet access to their children’s grades and email communication with their teachers. Pre-K, K, and First Grade teachers meet with all parents semi-annually. Parents and teachers of Elementary and Middle

School students may request conferences whenever either party feels it is necessary. Parents of Middle School students new to the school are asked to meet with teachers early in the first quarter and, on an as-needed basis thereafter. Limited Financial Aid is available to parents. School classrooms are often made available to parents involved in Scouting. There is an annual Volunteer Appreciation Mass; and finally, Administration has a literal “Open Door” policy for parents to quickly and easily share any concerns.

Counseling Services: The school-based counseling program is both developmental and preventative. It addresses the needs of our students in grades PreK3 – 8 through classroom guidance, individual counseling, and small group counseling. The School Counselor is a part-time employee who works 3 days per week, and also serves as the Referral Coordinator and the Peace Works Coordinator for the school. For Classroom Guidance, the Counselor visits each classroom at least once during the school year. Early childhood classes are seen at least twice each year. Additional classroom visits are made as needed. Friendship Groups are provided by the Counselor as needed on short-term basis. Additionally, the counselor conducts many impromptu individual sessions throughout the day as she is needed. The Counselor meets with Small Groups to deal with various issues. The Counselor is the Referral Coordinator for all referrals made to Leon County for gifted eligibility and/or learning needs. The Counselor coordinates all paperwork with teachers and parents for ESE referrals to Leon County and submits the completed referral packets. She also interfaces with the Leon County School Psychologist and Staffing Specialist as well as other professionals in the ESE offices to accomplish the referrals. The Counselor also facilitates Divorce Groups, the “Banana Splits” that meet once a week for seven weeks.

COUNSELING UNITS	2005	2006	2007 508	2008 486	2009 YTD 11/1/09
Individuals			141 28%	111 23%	30
Divorce Group	2	2	NA	1	0
Gesell Screening	18	24	22 4%	26 5%	15
KBIT2-Gifted	16	10	11 2%	6 1%	4
ESE Special Needs	12	8	4 <1%	12 2%	5
ITBS Testing Needs	15	17	19 <4%	15 3%	18

Parent Education Program Parent education at Trinity begins with a family conference with Administration prior to a student's acceptance into the school. New family and grade level orientations are held prior to the beginning of the school year. Time is also set aside to educate parents for special volunteer roles including lunch and recess and homeroom parents. Teachers meet with parents throughout the year and offer ideas on how to work with their children, giving strategies for work, or behavior. The use of the class web site is often a source of educational guidance for parents and for students. Grade appropriate links for students and parents are listed on the class websites. Parents are also encouraged to take part in parent education programs offered by the local parishes and community. Fifth grade parents participate in a pre orientation night during which they visit the 6th grade teachers and have a preview into the life of their soon-to-be Middle School student. Speakers from the Diocese, the community, the police and sheriff's departments present programs on child safety, cyber safety, and other topics of interest to parents during our Home and School Association meetings.



TRINITY holds PeaceWorks' meetings with parents and faculty in conjunction with the school wide PeaceWorks initiative. This initiative unites home and school in an effort to give students the skills to solve problem and resolve conflict peacefully both at home and at school.



c. Educational Program

Introduction

Trinity offers an academic program that meets the needs of diverse learners and is challenging at each grade level. Religion, Mathematics, Language Arts, Social Studies, and Science comprise the core academic curriculum. Physical Education, Spanish, Visual Arts, Music, Technology and Library Skills complement our core curriculum. The Diocese of Pensacola/Tallahassee Curriculum along with the Sunshine State Standards guide instruction in grades Kindergarten through 8. The Pre-School Curriculum at Trinity is based on the curriculum developed by the High Scope Research Foundation and direct instruction with an infusion of Religion using the Sadlier Religion Program for Early Childhood. Currently Trinity is working with the Diocese of Pensacola/Tallahassee in an alliance with Notre Dame University to develop curriculum. This is known as the Notre Dame Curriculum Initiative. It is hoped that this work will result in creating a Catholic based shared curriculum model. See Attached: Notre Dame Curriculum Initiative.



Textbook Selection

Trinity has an established five year textbook rotation cycle. It is aligned with The State of Florida adoption cycle and the Diocese of Pensacola/Tallahassee recommendations. As the state shifts to a six to seven year cycle it is reasonable to believe that Trinity will follow that model in order to have the widest availability of current textbook series. All textbook series are approved by the Diocese of Pensacola/Tallahassee prior to purchase. See Attached: Textbook Rotation Cycle.

Structure of Design for Learning



TRINITY Comprises Four Divisions:

Early Childhood	Grades Pre-K 3 - 2
Elementary	Grades 3 - 5
Middle School	Grades 6 – 8
Special Areas	Kindergarten - Eighth

Teachers and staff from each division meet regularly to discuss common issues, update calendar events within their grade levels.

A Special Areas division was established to form a cohesive unit among the complementary subject areas. This was done to provide a voice for the teachers and staff who work with all grades levels in the school.

Core Curriculum Overview

At Trinity we recognize the tremendous responsibility entrusted to us by parents who place their children in our school. Educational time is valued as a precious gift, not to be wasted. We also recognize that the increased demands in instructional goals forces us to use educational time wisely through integration of subject areas wherever possible.



Pre-School 3& 4

Religion, language arts, math, science, social studies, music, and art are integrated daily, providing students with a hands-on, developmentally appropriate learning experience. Through morning center activities such as building, experimenting with a variety of media, completing puzzles, and working with manipulatives students are exposed to a wide variety of learning experiences spanning the curriculum. Theme- based lessons also lend themselves toward subject integration through thematic units. Religion is delicately woven throughout the entire curriculum with a particular focus on God's love and the child's unique potential and place in creation in the pre-kindergarten classes. Language Arts is developed with a particular focus on oral communication in the pre-kindergarten years. Students are encouraged to communicate through the spoken word across all disciplines. Students also develop specific pre-reading skills such as letter recognition, phonemic awareness, drawing and writing. Math is

developed conceptually. Students are challenged to count, work with geometric shapes, recognize numbers and solve real life problems. Science, Social Studies, Art, Music and Physical Education are integral parts of the theme based units. Through themes relevant experiences can be brought to the Pre-Kindergarten students to engage them in active learning and development of large and small motor skills. Conceptual understanding begins with concrete active learning thus enabling the youngest of Trinity's students to learn about their world.

Kindergarten through Grade 2

The academic program in the early grades focuses on the importance of teaching children the art of learning. Lessons are structured to meet the needs of a variety of levels of learners. Small group instruction in language arts and math allows the teachers to instruct in a tiered style thus meeting the learners where they are. The class schedules are developed so that a language arts block in the morning provides uninterrupted time for students to focus on integrated reading skills. The Accelerated Reader Program is introduced in grade 1, beginning with a diagnostic reading test, "STAR", which establishes the student's reading level. Guided by the Star Test teachers work with parents to encourage students to read for pleasure and to take computer based tests on the books they read. A reading goal is set within each grade level with recognition and rewards for those students who accomplish their goal. Religion transcends the entire school day. Students learn to pray by praying often, many times inserting their own intentions. Students learn about our loving God, the church community, the Mass, our Blessed Mother and the lives of the saints through Bible stories, visits from the school chaplain, participating in the school's commitment to Social Justice and attendance at school liturgies and celebrations. Math development in Kindergarten through Grade 2 is spiral in nature. Beginning in kindergarten with hands on experiences in geometry, time and space, one to one correspondence, number recognition and writing, and recognizing patterns the students progress to problem solving, automaticity in addition and subtraction and predicting patterns and outcomes to mathematical puzzles. Science and Social Studies lend themselves to integration through themes, seasons, and real-life experiences. Guest speakers, cross curricular projects, experiments, and the first paired and group work experiences provide a variety of styles to best meet the needs of our young primary grade students. Students in kindergarten through grade 2 also enjoy the opportunity to work with older students as Mass buddies, reading buddies, science investigators, and math helpers. These intergenerational learning opportunities address the individual needs of many of our students. Beginning in kindergarten, students take part in special area classes. Music, art, physical education, Spanish language, computer and library provide a wide variety of learning experiences for our young students. Homeroom teachers and special area teachers consult with each other in order to integrate themes and content area goals in order to give the students a sense of continuity. Writing, speaking, singing, artistic expression, and movement activities are cross curricular as they are applied throughout the early childhood grade levels. Students from Kindergarten through grade 2 participate in creative writing competitions, handwriting contests, and poster contests. These competitions are often cross curricular in nature and offer students an opportunity to express themselves creatively as well as to display their skills.

Elementary Grades 3 – 5

As students enter grade 3 academic achievement becomes important. In grades 3 through 5 the goal is for students to develop a strong academic work ethic. They are challenged to become responsible students who strive to do their best work. Students are taught how to use the official school planner to organize their plan for learning. They are given responsibilities to help with younger students through Mass buddies, reading buddies, math helpers and science investigators. Academic achievement is recognized beginning in grade 3 by the publishing of the names of all students that earn A's and B's during each quarter. These students are recognized as 'All Stars' for the quarter. Religion in grades 3 – 5 becomes a real faith life. Students learn to spread the "Good News" through prayer, especially the Rosary, participating at Mass, studying the lives of the saints, bible study, and participation in the school's commitment to Social Justice. As in earlier grades Religion is infused throughout the curriculum. Writing lessons are faith based and social studies lessons about the history of Florida and civics are approached from a Christian/Catholic perspective. Students in grades 3 – 5 write across the curriculum using the Six Step Writing Process. Journaling often begins with prompts taken from a content area focus. Reading and writing are intertwined with the expectation that students will be able read across the content areas and to write a cohesive five paragraph narrative essay in any subject area. The language arts, reading, spelling, writing, grammar mechanics are all guided by the use of the Scott Foresman reading series, which integrates skill development with literature. Accelerated Reader, an individualized independent reading program is also incorporated in grades 3 through 5. This program allows students to read at or above their diagnosed reading level in genres and interests of their own choosing. Students are tracked in Mathematics in order to meet the needs of a wide span of learning styles. Students use the same text and curriculum for both tracks; but, teaching style, use of concrete materials, and enrichment problems allow all students to make sufficient progress at or above grade level. Mathematics computation is the focus of a school wide improvement goal set in 2007. In order to improve basic computation in the four basic operations: addition, subtraction, multiplication and division, students practice regularly, taking timed tests. Parents are asked to support this effort by means of a Math Contract, in which they confirm that their child has studied math facts for at least 10 minutes a day. Science lends itself to student group and partner work in grades 3 – 5. Students have the opportunity to develop skills in observation, classification, prediction, comparing, measuring and graphing. Math skills and writing opportunities occur quite often in the area of Science. Students learn to apply the skills learned in those subject areas to the area of Science. Beginning with early American studies, students in grades 3-5 study the history of the United States with special emphasis on Florida History in grades 3 and 4. Geography is of particular importance for students in these elementary grades. Students study maps of all types, learning to follow a key and interpret data.



Middle School, 6 – 8

The middle grades are departmentalized. Experienced teachers, certified in their own field of expertise instruct the middle grade students in the core courses of Religion, Science, Math, Social Studies and Language Arts.

Religion permeates the Middle School day. Each class begins with prayer. Students look forward to participating in the planning and participating in school liturgies and para-liturgical celebrations. Through an annual thematic approach to learning the Catholic faith, students are given opportunities to model Christian life and learn to live their faith by the way they live. Middle School students annually present the Christmas pageant and the Re-enactment of the Passion of Christ for their peers and parents as well as the parish members.

Science is approached from the premise that depth of knowledge is more important than breadth of knowledge. The sixth grade level is devoted to Earth Science. Seventh graders study life science and eight graders investigate physics and chemistry. Social Studies provides experiences in geography, history and civics. Sixth graders study world cultures. Seventh and eighth grades are devoted to United States history. All three levels study map skills and the relationship between history and our current world. In order to provide increased educational time for the language arts all three grade levels of the Middle School study four classes of Literature and four classes of English Skills weekly. The Middle School students have time for independent reading and receive guided instruction in specific grammar and vocabulary skills. Middle School students participate in The Criterion web-based writing program which develops their composition and essay writing skills. Mathematics continues to be ability-tracked with eighth grade students having the opportunity to take high school Honors Algebra I, provided they demonstrate readiness and commitment.

The Middle School students also study one semester of Visual Arts and one of Music each year. Sixth graders study computer skills in a graded class while seventh and eighth graders complete computer projects within the content areas through integrated instruction. Spanish language classes continue in the middle grades with more than half of the eighth grade class earning their first high school credit in foreign language through a dual enrollment class with John Paul II Catholic High School. All Middle School students receive a minimum of ninety minutes of Physical Education instruction weekly. See Attached: Algebra Qualifications.

Specials Area Division



Spanish - Spanish is taught to all students in Pre-K through grade 8. A strong emphasis on conversational vocabulary guides early childhood and elementary instruction. In the Middle School years students learn the more formal conventions of the written language. Graduating students may earn High School credit for Spanish I provided they meet the existing criteria.



Physical Education - Formal Physical Education classes begin in kindergarten and continue through 8th grade. Physical Education is critical to the development of the whole child. Students not only learn sport skills but healthy life skills and good sportsmanship. The highlight of Middle School Physical Education is the successful completion of the President's Physical Fitness Challenge. Eighth grade students also complete the Red Cross First Aid Course and most qualify to be certified in adult and child Cardiopulmonary Resuscitation (CPR).



Computers K-6 - Computer classes are held in one of two Dell equipped labs for grades K – 6. Seventh and eighth graders use the computer labs by request as an integral tool within the content areas.



Music and Visual Art - Music and visual art round out the curriculum

for grades Kindergarten through eight. Music is taught by a certified Music Education teacher who is adept at voice, piano and guitar. The Yamaha “Music in Education” program is taught using fifteen double keyboards supported by computer software and teacher directed instruction. Students learn to read music, play instruments, including keyboards, recorders, Orff instruments, and drums, and engage in singing and movement activities beginning in kindergarten and continuing through the eighth grade. Older students also study music around the world and begin to compose music independently.

Visual Art classes begin in Kindergarten and continue through eighth grade with a strong emphasis on history, technique, style and creativity. Students are encouraged to be real artists using a variety of mediums and techniques including collage, clay, charcoal, Chinese brush painting, sketching, pastels, oils, and book binding under the guidance of a certified Art teacher.

d. Personnel

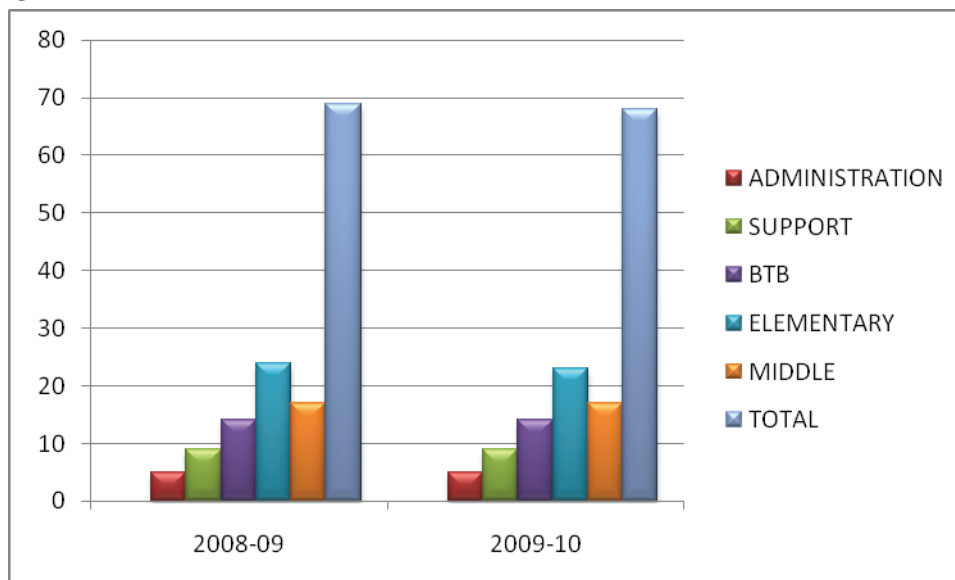


Figure 5: All Faculty and Staff

Overview: The number of Trinity personnel remains static, comprises primarily white, female, Catholics. Longevity ranges from one year to 34 years. A major transition occurred in 2003 when Trinity recruited and hired its first lay Principal. Administration ranges from 7-34 years among three people. Support staff ranges from one year to 12 years among eight people. Elementary Faculty ranges from one year to 37 years among 24 people. Middle School and Specials Area Faculty ranges from one year to 29 years among 17 people, two of whom are male. The wide range of longevity contributes to the diversity of perspective among faculty.

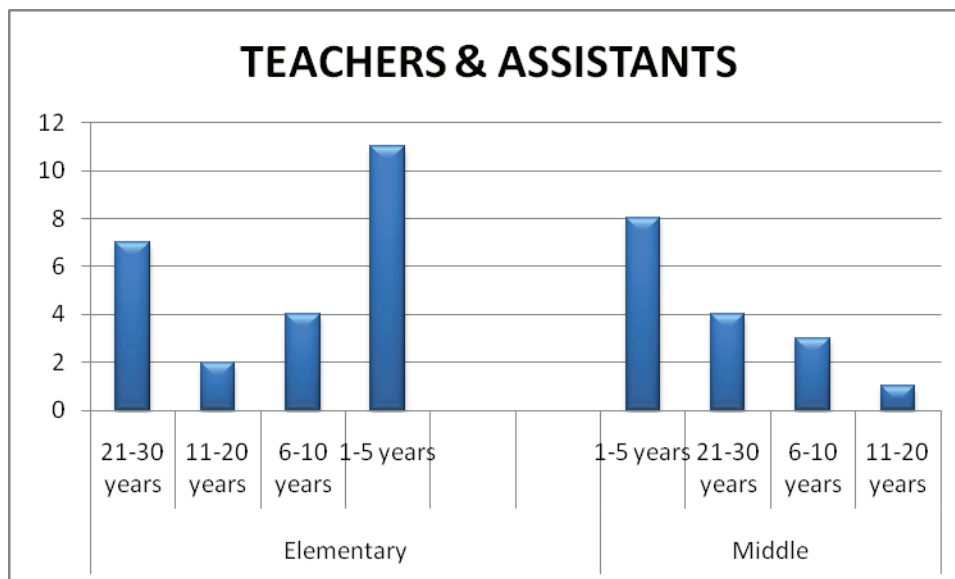


Figure 6: Longevity-Teachers & Assistants

Personnel Files are maintained in accordance with Diocesan policy in the office of the Principal.

SCHOOL YEAR	TEACHERS/ASSISTANTS ELEMENTARY MIDDLE SPECIALS	ADMINISTRATION	SUPPORT STAFF
2008-2009 Total 55	<u>24 Elementary</u> <u>9 Middle</u> <u>5 Specials</u>	5	12 Support & Aftercare
2009-2010 Total 55	<u>24 Elementary</u> <u>9 Middle</u> <u>5 Specials</u>	5	12 Support & Aftercare

Job Descriptions are maintained in the Faculty/Staff Handbook and a copy is in employee's personnel file.

Benefits:

<u>INSURANCE:</u> Paid 32 hour+ employees are offered Group Major Medical Insurance with the majority of the cost paid by Trinity and a small percentage paid by the employee. Long term disability insurance is provided by Trinity for all employees at no cost to the employee. Also offered at a cost to the employee is dental, vision, group term life, long term care, and cancer care insurance.	<u>RETIREMENT:</u> A 401k Savings Retirement Plan is available to paid employees who complete 1000 hours of service in a fiscal year. Employees are 100% vested after six years. Contributions are made to these accounts by the employee and matched by Trinity by increasing percentages over time.	<u>PAID TIME OFF:</u> 10 Paid Vacation Days for FT Office and Maintenance Staff. 10 Paid Sick/Personal Days for FT Employees. All employees are paid for official Diocesan Holidays. Office and Maintenance and Administrative staff report to work during the summer break. Faculty and other staff members received time off as defined through their written agreements.
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Hiring:

Faculty and staff are recruited by the Assistant Principal through various means including advertising, referrals and recommendations, personal contact through Florida State University, other schools and churches. Every effort is made to obtain at least three candidates for an open position. Applications are reviewed by the Assistant Principal to determine qualification for the position. The qualified candidates are then thoroughly interviewed jointly by the Assistant Principal and the Principal followed by a verification of all references following a checklist provided by the Diocese. Prior to employment applicants are subject to a criminal background check, required to complete the Bishop's Charter on Sexual Abuse. Teachers must possess or obtain within the first year of employment a Florida Teaching Certificate. Within the first 10 days of employment, all employees are required to review materials on blood borne pathogens and take the appropriate test.

Teachers, new to the diocese, receive a Diocesan Orientation at the beginning of the school year. New teachers also receive a gradual orientation to Trinity over a two-month period and are then paired with an experienced teacher for the remainder of the school year for mentoring. Beginning Teachers also participate in the Diocesan Professional Education Certification training. Teachers enter into a standard form Diocesan Contract with Trinity which sets forth specific delineation of certain aspects of the relationship.

Evaluation:

During the annual contract renewal process in the spring of each year, all faculty participates in a performance appraisal with the Principal to determine compliance with contractual obligations and the philosophy of the Diocese. Additionally, faculty is evaluated according to their level of competence in the workplace environment, communication, student relations, professional responsibility, in the classroom, and other administrative concerns.

In accordance with Contract, the Principal may suspend and/or dismiss the Teacher for good cause, including, but not limited to misconduct, neglect of duty, physical or mental incapacity, conviction of a crime involving moral turpitude, violation of the terms of this agreement, or any conduct tending to reflect discredit upon the School or tending to impair the Teacher's usefulness as a Teacher. The contract will also be termination if the Teacher's life style is incompatible with Catholic moral values or if professional conduct is at variance with Catholic teaching. The School has the right to terminate the contract without cause, irrespective of the prior paragraph upon 30 days' written notice to the other party prior to termination. In the event the school terminates the contract pursuant to this paragraph, the Teacher shall have no right to appeal, or redress through the Diocesan Grievance Policy.

Extra- Curricula Teacher Assignments: During the summer break prior to the beginning of each school year, administration reviews teachers' prior year assignments beyond teaching the curriculum. These activities include internal duties affecting school operations as well as assignments affecting students. All teachers are assigned a number of duties depending on the interest (survey data), school need and teacher skills, talents and abilities. The number of assignments varies according to teacher availability (scheduling) and assignments are generally rotated on an annual basis unless a Teacher and administration are in agreement that it become a repeated assignment, such as Geography Bee, Tropicana Speech, etc.) Teacher assignments are included in the Faculty Handbook annually.

TEACHER: STUDENT RATIO					
Grade *With Assistant	Diocese Standard	Trinity SAC Standard	Trinity Standard	TCS Actual 9/1/2008 486 Total	Trinity Actual 9/1/2009 487
PREK-3*	1:20	1:20	1:10	1:10	1:10
PREK-4*	1:25	1:25	1:12	1:12	1:12
2-KINDERGARTEN*	1:30	1:30	1:15	1:13	1:10
2-FIRST*	1:35	1:32	1:15	1:14	1:14
2-SECOND	1:35	1:32	1:15	1:27	1:26
2-THIRD	1:35	1:32	1:15	1:29	1:28
2-FOURTH	1:35	1:32	1:30	1:22	1:26
2-FIFTH	1:35	1:32	1:30	1:30	1:23
2-SIXTH	1:35	1:32	1:30	1:21	1:24
2-SEVENTH	1:35	1:32	1:30	1:21	1:24
2-EIGHTH	1:35	1:32	1:30	1:21	1:24

2008 = 486 Students

2 PreK 3 & 4 Classes, 4 full time faculty, 41 students = 10.25
 2 Kindergarten Classes, 4 full time faculty, 51 students = 12.75
 2 First Grade Classes, 4 full time faculty, 57 students = 14.25
 2 Second Grade Classes, 2 full time faculty, 53 students = 26.5
 2 Third Grade Classes, 2 full time faculty, 57 students = 28.5
 2 Fourth Grade Classes, 2 full time faculty, 44 students = 22
 2 Fifth Grade Classes, 2 full time faculty, 59 students = 29.5

Middle School Teacher Student Ratio (6-7-8) was calculated by the total number of students in the Middle School divided by the number of class periods in the daily schedule:

124 Students /6 Class Periods = 20.6

2009 = 487 Students

2 PreK 3 & 4 Classes, 4 full time faculty, 41 students = 10.25
 2 Kindergarten Classes, 4 full time faculty, 41 students = 10.25
 2 First Grade Classes, 4 full time faculty, 55 students = 13.75
 2 Second Grade Classes, 2 full time faculty, 52 students = 26
 2 Third Grade Classes, 2 full time faculty, 56 students = 28
 2 Fourth Grade Classes, 2 full time faculty, 52 students = 26
 2 Fifth Grade Classes, 2 full time faculty, 45 students = 22.5

Middle School Teacher Student Ratio (6-7-8) was calculated by the total number of students in the Middle School divided by the number of class periods in the daily schedule:

145 Students /6 Class Periods = 24.16

e. Professional Growth & Development

Faculty Participation in Catechesis:

All Trinity teachers participate in the diocesan program of Catechesis Formation. It is required that everyone be certified, or working toward certification, at Level 1. There are three levels of formation: Level I/Basic, Level II/Intermediate, and Level III/Advanced. In a period of not more than three years, fifteen additional hours are needed to advance to the next level. There are lists of requirements for each level provided by the Diocese and it is each person's responsibility to record dates and obtain documentation of completion. Learning and instruction in the basic doctrines of the Catholic Church is provided through on-site in service as well as through attendance at workshops offered at local area parishes.

Professional Organizational Affiliations:

The following are some of the professional organizational affiliations to which faculty belong:

- National Catholic Education Association
- National Association for Secondary Principals
- Association for Curriculum Development
- National Council of Mathematics Teachers
- National Science Teachers Association
- Leon County Reading Council
- AOSA (American Orff Schulwerk Assoc.)
- MENC (National Assoc. for Music Education)
- ACDA (American Choral Directors Association)
- Catholic Library Association
- Delta Kappa Gamma (International Educational Sorority)
- National Junior Honor Society Advisory
- Florida Association of Media Educators
- Florida Foreign Language Teachers Association
- Big Bend Foreign Language Teachers Association

Onsite Offerings:

The school calendar provides a "Knights Out" (early release) day each month with a 12:15 dismissal so that time can be devoted to teachers' professional growth. A portion of each teacher planning day is also spent on continuing education for teachers. School site trainings are planned at the beginning of each school year and are based on recommendations of the Diocese of Pensacola/Tallahassee, Department of Schools Office; on-site based needs as determined by administration; and faculty selected topics.

Each year eight (8) In-service Trainings are made available to faculty:

- 2 dedicated to catechesis
- 2 for technology
- 2 curriculum-related
- 2 are selected from suggestions offered by faculty or identified needs.

Participative Process to Plan In-service Trainings:

Each on-site in-service is carefully planned by Administration in cooperation with the facilitator/presenter, and each service component is tailored to meet specific needs as expressed by the faculty through survey instruments (Survey Instrument Sample Attached). Faculty committees are occasionally formed to provide amenities, technology expertise and support for in service training. Final determinations about Master In-Service Points for continuing education are determined by administration and the Master In-Service Points school coordinator. (Files are available in the Media Center.)

Annual Budget for Professional Development:

Between \$8,000 and \$10,000 is budgeted annually for professional development. This includes on and off-site training. Title II funds, based on student population are also used for professional development each year.

Strategies and Best Practices Incorporated into Teaching:

Trinity's Administration holds high expectations for student academic success. Built into the culture and climate of the school are clear goals for teachers which focus on student achievement. This is evidenced through the following school-wide practices:

- Student achievement data is used to direct instruction based on class and individual student needs
- Reading skill and practice are emphasized through summer reading assignments and the Accelerated Reader program (AR) supplements a researched-base guided reading program; in addition, a Middle School literature approach incorporates novels to teach higher level reading skills
- Writing instruction occurs across the curriculum
- Diocesan time allotments for subject areas are followed
- Student academic progress is measured annually in the fall through standardized testing and the results are documented, reported, and publicly displayed
- Targeted professional development is regularly provided
- Recognition of student success is given through various venues thereby reinforcing student effort
- A school-wide philosophy regarding homework supports maintaining practice, extending instruction or preparing for new learning
- Classroom cooperative or collaborative learning experiences are encouraged and supported



Best Practices Highlights by Division Levels:

Early Childhood (Pre-K 3 through Grade 2): Children in the early grades rely on concrete learning experiences, relevant knowledge, and active learning. They are curious, focused learners who seek to make connections in learning. Some of the best practices used in this division at Trinity include:

- Modeling
- Providing oral language
- Practicing skills
- Establishing routines
- Providing choice in learning
- Use of manipulatives
- Active learning experiences
- Concrete learning experiences
- Scaffolding
- Tiered instruction
- Support through encouragement and challenging activities

Elementary (Grades 3 – 5): As thinkers and learners, the elementary student can begin to handle abstractions and conceptualize. School becomes more challenging and teachers' goals are geared to forming life-long learners through the following practices:

- All of the above, and...
- Teaching summarizing strategies
- Using inquiry-based problem solving
- Teaching and using questioning/cueing/advanced organizers
- Accessing and building on background knowledge
- Teaching comparing-contrasting and similarities and differences
- Effective use of technology
- Teaching note-taking
- Cooperative or collaborative learning
- Use of graphic organizers
- Formative assessment
- Use of centers
- Curriculum-based, on and off campus, field trips

Middle (Grades 6-8): Students in this group are ready for more complex thinking and are able to think symbolically. They are also beginning to take more responsibility for their own learning. Students at this age may range from concrete operational to formal operational thinking and because they are able to learn and think more critically, all of the above listed strategies are appropriate; and, in addition:

- Refining skills previously introduced
- Study groups
- Task options which meet behavioral objectives
- Lesson plans which incorporate periods of passive and active learning
- Long Term Projects

f. Facilities:



The Trinity facilities comprise:

1. The School Buildings
2. The Parish Hall
3. The Church

The facilities located on campus utilized by Trinity are:

Building A: Trinity office and grades 1 through 5 classrooms (2 classrooms each grade)
Building B: Trinity Middle School Classrooms and Dell Computer Lab
Building C: Trinity Music Room, Art Room and Guidance Counselor's Office
Building D: Trinity Spanish & Physical Education Classrooms
Building E: Trinity Media Center
Building F: Trinity Pre-K3/4 Classroom
Building G: Trinity Kindergarten Building
Building H: Trinity Pre-K 4 (House across Miccosukee Road)
Blessed Sacrament Church
Blessed Sacrament Parish Hall
Campus Map

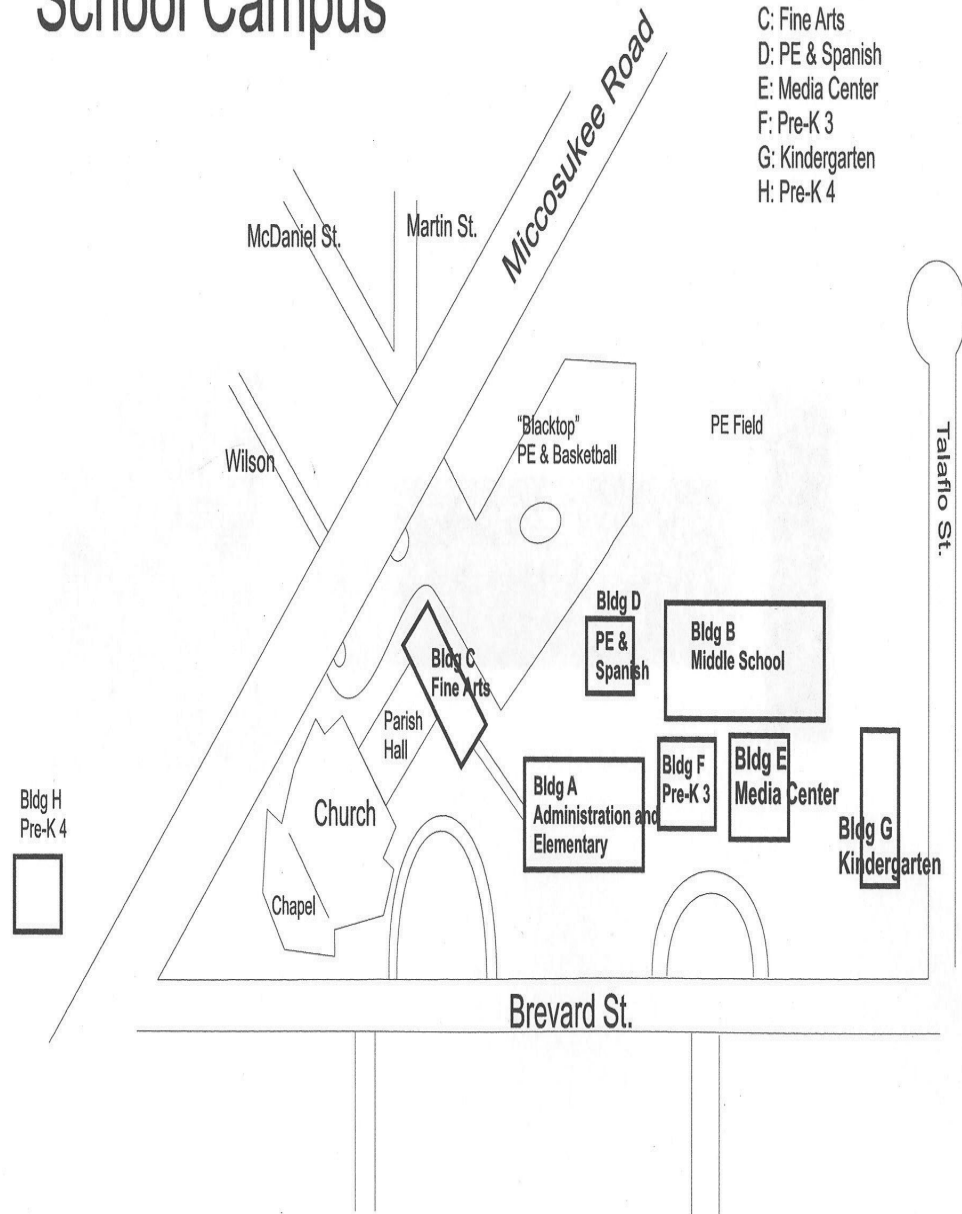
The School Buildings are used primarily for classrooms for grades PreK3 through grade 8, as well as Special Area Classrooms. The Media Center is composed of the library and one computer lab. There is also a computer lab located in the Middle School Building. The School Buildings are used exclusively by the school and its students during school hours. The after-school program at Trinity ("Beyond the Bell") utilizes the first floor classrooms in the Elementary Building after school hours. In addition, the Blessed Sacrament Church's Religious Education Program meets in the Elementary Building on Sundays for classes. The Girl and Boy Scouts use various classrooms and the Parish Hall for meetings and activities. The Blessed Sacrament Women's Circles also use the Media Center for meetings.

Blessed Sacrament's Parish Hall is available to Trinity for a variety of purposes but availability is subject to the needs of the Parish. Grades 1 through 5 eat lunch in the Parish Hall. The Parish Hall is also reserved by Trinity for a variety of activities including but not limited to Trinity Orientation, Home and School Meetings, Spelling Bee, Geography Bee, Talent show, Fellowship Dinner, Science Fair, 8th Grade Graduation Reception, First Communion Reception, and 3rd Grade International Luncheon.

Blessed Sacrament Church Grades K through 5 attend Mass on Thursday, and Grades 6 through 8 attend Mass on Wednesday. At least once a month an all-school Mass takes place in the Church usually on a day of religious significance. In addition Grade 1-5 use the Church for Liturgy practice during the week and throughout the year for special events.

Trinity Catholic School Campus

A: Administration and
Elementary
B: Middle School
C: Fine Arts
D: PE & Spanish
E: Media Center
F: Pre-K 3
G: Kindergarten
H: Pre-K 4





Technological Resources are found throughout all of the Trinity facilities. Many technological resources are stored inside the Media Center. The Media Center contains approximately 19,000 books, reference materials, video/DVD, magazines and professional library materials. The Media Center also has a computer lab with 16 PCs. In addition, the Media Center has available for checkout a laptop and projector for Power Point presentations. Within the Middle School Building, there is computer lab with 31 PCs. The Middle School Computer Lab also contains a White Board and a projector for Power Point presentations. Within each classroom are at least two computers for student use. In addition, each teacher is assigned a computer on his/her desk for their use. Each classroom also has a TV with a DVD/VHS player and an overhead projector. A document camera, kept in a 4th Grade classroom is shared by the elementary classrooms. In the Music Room there is a flat screen TV, an Hitachi Starboard T-15XLG (an interactive tablet that works through the computer to project onto a screen), and Yamaha keyboards for 30 students. In the Administration conference room we have a MAC computer system for webinars and both the Parish Hall and the Media Center have wireless access.



Preventative Maintenance Plan

- Blessed Sacrament Church, through its maintenance staff, Mr. Joe Biggs since 2005, is responsible for the maintenance of all Trinity facilities because Trinity is a ministry of Blessed Sacrament. Mr. Biggs is hired by the Pastor of Blessed Sacrament and paid by Blessed Sacrament, although Trinity does contribute to his salary commensurate with the work he performs at Trinity. Mr. Biggs maintains two notebooks: 1) Fire Alarm Testing & Inspection Book, and 2) Maintenance Book in the Trinity office. Within the Maintenance Book, there is a monthly maintenance and safety self-inspection checklist for each month. The checklist is as set forth by the Diocese of Pensacola-Tallahassee.
- Mr. Biggs performs a maintenance and safety inspection each month according to the checklist, signs and dates it and files it in the notebook. At the time of his inspection, Mr. Biggs performs any required maintenance needed. If necessary, he will contact an outside contractor to perform any maintenance which may be beyond his expertise.
- Maintenance Notebook available in the front office.

Capital Improvements to the facilities is determined and/or decided by the Trinity Administration and approved by the Trinity School Board. Funds for any capital improvements would come from the School or the Trinity Home & School Association. In some situations,

private donations may cover the cost of capital improvements. Capital improvement requests exceeding \$10,000 must be approved by the Diocese. There are currently no planned capital improvements.



Health, Safety & Security Issues The school is compliant with County and State health and safety requirements. Leon County Health Department form DH4030 provides the result of their annual inspection and is on file in the school office. The local Fire Department also conducts an inspection of the school annually to determine that the standards established by the State Fire Marshal's Office have been met. (Reports on file in Office) The school also adheres to the Diocesan policies regarding Fingerprinting of administrators and school employees. Trinity's participation in federal and state scholarship programs are dependent and contingent upon all of these requirements being met annually.

The following list represents how health, safety and security issues are addressed at Trinity:

- Trinity participates in the Worker Protection Training Program (Risk Management Best Practice, Arthur J. Gallagher Risk Management Services) required by the Diocese of Pensacola/Tallahassee (documentation available in the school office).
- An active School Safety Committee meets quarterly or as needed.
- Teachers and staff are knowledgeable of and observe child abuse laws and procedures.
- Teachers and staff participate in blood borne pathogens training annually.
- Trinity provides and demonstrates organized, safe and efficient arrival and dismissal procedures.
- A protocol exists ensuring that students are released only to authorized persons.
- Medication is administered to the students in accordance with state law and diocesan policy.
- The school's three playgrounds are age-appropriate and are protected from access to streets and other dangers.
- Classrooms are spacious, with limited window access and clearly marked fire exit and evacuation routes.
- Available is a large grassy playing field for outdoor activities.
- The art classroom contains a locked kiln room.
- Throughout the school are fire sprinklers, fire alarm and security alarms (with motion detection for administrative building).
- Throughout the school are security doors.
- There is emergency lighting in hallways and stairwells.
- Classrooms are carpeted and tiled rooms such as science labs/faculty room/clinic.
- There is a First Aide Clinic in the Administration building.
- A public address system connects all classrooms and additional outside phone lines installed in PK and K.
- Concrete sidewalks and breezeways are safety painted at steps and clearly marked for doors swinging opening.

- In the Administration building there is a fireproof vault for record storage and a safe.
- In the Clinic there is a locked medicine cabinet.
- Inside hallways with private bathrooms for Grades 1-5, inside classroom bathrooms for Grades PK 3, PK4, K, 1 and 2.
- Elevators are key-operated.
- Locked storage and teacher workrooms provide places for equipment that could pose a danger to students.
- There is an Emergency Operations Plan: See page 57 for additional information.



g. Budget and Finance:

The Trinity fiscal year is July 1 through June 30. The annual budget process begins in Spring each year based on the current enrollment. The budget review process involves a comparison of the current budget with the actual year-to-date revenue/expenses by Administration. A 3% estimate is used to project increases in ongoing expenses such as utilities, supplies, etc. Based on directives from the Diocese liability and health insurance costs are applied to the proposed budget, as well as any increases in payroll expenses. A preliminary budget is then presented to the School Board which then set the tuition rate for the upcoming school year. The budget is then submitted for approval to the Diocese by the end of March. In September the budget is “flexed” to reflect actual enrollment and expenditures are adjusted. If enrollment is higher than expected, funds are set aside for enhancements and reserve funds.

Salaries are the largest budget expenditure and are derived from a salary scale which is modeled after the Leon County Public Schools salary scale. Currently Trinity teachers earn 80 – 83 percent of Leon County scale. Increases in salaries are based on longevity through a step process plus and annual percentage increase determined by the school board and approved by the Bishop. See Site Team Work Room file: Budget/Salary History.

The cost per pupil for the three most recent school years are:

COST PER STUDENT			
	2007-2008	2008-2009	2009-2010
# of Students	520	497	478
Total Yearly Expenses	\$2,222,774.25	\$2,310,235.86	\$2,444,478.00
Cost per student	\$4,274.57	\$4,648.37	\$5,113.97

Over the last two years Trinity has seen a decrease in enrollment. This appears to be the current trend in schools throughout the state of Florida, both public and private. In addition the recent economic downturn has forced some families to withdraw from the school due to financial reasons despite the availability of partial scholarships. The consensus among the board members and administration is that the enrollment in the school will grow again once the economy turns around. However, it is believed that the trend of declining enrollment throughout the public schools in the state will be mirrored in Catholic schools, including Trinity.

Trinity is a tuition based school working within a lean budget based on actual costs. In order to continue to provide quality environment for learning, cost per student rises when enrollment declines. Tuition is held at a relatively low rate when compared with local private schools in an effort to offer a Catholic education to those Catholic students who desire it. The difference between cost per student and the Catholic school tuition rate is made up through a combination of increased tuition charges for non-Catholic students and the cost per pupil stipend paid by each parish in support of students who attend Trinity from the feeder parishes. These parishes include Blessed Sacrament, St. Thomas More, St. Louis, St. Margaret, Good Shepherd, and St. Eugene Chapel.

A review of the budgets for the last three years will show a discrepancy in the categories and budget determinations. This is due to a change in the budget directives from the Diocese of Pensacola/Tallahassee. In August of 2009 changes to the descriptors and categories were made to the budget reporting forms along with changes in the way some budget items were to be shown. Trinity is currently adapting to these changes and expects to be in compliance with the new reporting and budgeting methods by the end of the current fiscal year.

Payment Program

Beginning in 2008-09 School Year all families were required to participate in the Smart Tuition Management program which offers payment options to parents through an outside company that is set up to manage the fee collection process for Trinity. The offered services employ the efficient and effective use of technology that is beyond Trinity resources such as the automatic and/or electronic transfer of funds.

Scholarships

Step Up for Children Scholarship (f/k/a Children First Florida; Corporate Tax Credit): Currently five (5) students are being served. Florida's K-12 Private School Scholarship for low-income families. The 2008 amount of the Scholarship was \$3,950 per year. Students must follow TRINITY's regular application process and are accepted based on the State admission policy. Any difference between the scholarship and TRINITY's tuition and fees must be paid by the parent.

McKay Scholarships: Since 2002, Trinity has served 22 McKay students and currently have eight students enrolled for the school year 2009-2010. The McKay Scholarships for Students with Disabilities Program offers parents the opportunity to select a school (public or a private) that best meets their children's needs. Students from K-12, who have a documented disability are eligible, but must have spent the prior school year in attendance at a Florida public school. This scholarship stays in effect until the child returns to a public school, graduates from high school, or reaches the age of 22 – whichever happens first. Trinity must meet annual State requirements in the form of reports and compliance issues to remain active in the program. Because Trinity does not have an ESE certified teacher on staff, nor special education classes or resources, potential McKay scholarship students are screened carefully upon application to determine whether the school can successfully meet their needs. The screening consists of examining existing documentation such as IEPs (Individual Education Plans) written by the public school system, professional clinical reports, previous school report cards, and FCAT scores, if applicable. If there are student accommodations cited that the school is able to justify as "doable," then a student may be accepted on conditional placement (according to present school policy which applies to all new students, grades 1-8). The school facilitates any additional or outside support services that may be required to support the students' progress.

Financial Aid: Trinity budgets a set amount each year for financial aid. This practice began in 2007 when the administration asked the Home and School Association to designate money each year for financial aid. For the past two years \$10,000 has been set aside to help families who are struggling with their tuition. For 2009-2010, \$14,670 was allocated in the General Budget for financial aid.

Parish Scholarships of varying amounts are provided under the auspices of the individual parishes. Trinity is grateful for the ongoing support of Pastors for the students from their parishes that are in need of financial assistance. The following chart shows the total scholarship amounts from the various parishes. These amounts are in addition to the diocesan mandated stipend per pupil.

Parish	2009-2010
Blessed Sacrament	\$50,365
St. Thomas More	\$32,600
Good Shepherd	\$8,017
St. Louis	N/A

Detailed Budgets available in the Site Visit Workroom

h. School-Parent-Community Relationships:

Trinity enjoys a fine reputation of academic excellence and a long tradition of teaching Catholic/Christian values. Families new to Trinity often cite recommendations of friends as the principal reason they were drawn to our school.

Besides word-or-mouth, Trinity implements a variety of tools to communicate our mission, program, activities and policies to the following constituents:

Pastor(s): Trinity is a ministry of Blessed Sacrament Church, but also serves the children of other local Catholic Churches and thus maintains mutual relationships of support and an open line of communication through various venues. In particular: Church Bulletin announcements concerning, but not limited to, The School Improvement Process, Faculty openings, Open-Enrollment, etc.; School Brochures placed in Church offices, vestibules, welcome packets ; Pulpit talks given by Trinity families during Catholic Schools Week; and Display tables at Church Ministry Fairs.

School Advisory Council: The Trinity School Advisory Council has seven scheduled meetings a year and is comprised of six voting members, one parent representative from each of the Catholic Parishes Trinity serves and three members from Blessed Sacrament Parish. The Pastor of Blessed Sacrament Parish, the School Principal and Assistant Principal, the President of the Home and School Association, a recording secretary, and an accountant also serve ex officio on this School Advisory Council. The School Advisory Council recommends policy, approves the annual budget, monitors the school budget, and recommends tuition scale and teacher salaries. They also approve the Home and School budget and offer advice on matters brought before it by the Administration. The agenda is set by the Council Chair with input from Administration. A recurring agenda item is the Principal's Report which outlines important school activities and events, accomplishments, enrollment updates, or any other reports of interest that affect the school and its stakeholders. The meeting is also attended by two faculty representatives who report back to the faculty. Parents are invited to attend general meetings of the Council via the school newsletters, marquees and Home and School email "Blast."

Students and Parents: The students and parents are recognized as the school's primary stakeholders, and as such, are partners in the goals and objectives set by the school. The Parent-Student Handbook is the primary tool which conveys the Mission, policies, activities and programs of the school and is available both in hardcopy and on the school website. Students and parents are required to read and sign a form which verifies they have read and accepted the school's philosophy and all that emanates from it. In addition to this document

the school publishes a bi-monthly Newsletter which is sent home via the family's designated carrier and is available on the Trinityknights.org website.

Teachers communicate classroom news to homes through their own newsletters and via their classroom web pages on the school's home website. The PowerSchool Student Information System provides a PowerSchool Bulletin link. The Home and School Association provides weekly/emergency information e-blasts to those who have registered for this service. Two marquees located on both sides of the campus announce important reminders to parents and students on a daily, weekly, or monthly basis. Students are kept informed of upcoming deadlines, team sport news, school-wide project updates and inspirational messages in line with Trinity's mission via the Public Address System during morning and afternoon announcements.

Other tools used to communicate messages to particular audiences are:

- Parents' Nights at all levels
- New Student Conferences with Parents and Teachers
- Home and School Meetings four times a year
- Phone trees, class email lists
- Orientation meeting for lunch parent volunteers
- Orientation for new families
- The school yearbook

Local Community: Trinity Catholic networks through its local community in the following ways:

- The Mission is reflected through the varied Social Justice projects involving public agencies and causes
- The principal speaks at local meetings such as the Sierra Club
- School tours are offered to the general public and hosts an Open House during Catholic Schools Week
- The school maintains membership in the Neighborhood Association
- Families are invited to share their support of Catholic education and TRINITY from the pulpits of their parish churches during CSW
- The Trinity Chorus performs at the annual legislative Red Mass at the Co-Cathedral of St. Thomas More
- Trinity participates in the annual Knights of Columbus essay contest which enables students to communicate the Good News of Catholic Education

Other Constituents: The general public is made aware of the Catholic presence in our city in other ways, not limited to, but including:

- Student uniforms enable our students to be public ambassadors
- Car magnet decals of the TRINITY logo of cross and shield
- Radio/TV spots
- Printed advertisements
- Listings in local educational magazine publications
- Student art displays in public venues such as the county library and state museum

- Grandparents' Day offers special insight into Catholic school life
- Visiting college interns and observers spread the good news of our school, as do college staff in the after school program, Beyond the Bell

2. STUDENT DEMOGRAPHIC INFORMATION BY GRADE

a. Enrollment:

Enrollment figures below were generated by the PowerSchool record system. The nature of the student population from 2004-2008 for Grades Pre-k to 8th is reflected in the table below followed by a table by grade and religion for 2009-2010. Over time it appears that 95% of Trinity students continue to be Catholic with the vast majority being Caucasian. Female students consistently outnumber males with the greatest difference occurring in Middle School. Additional demographic information, See Attached BROAD DEMOGRAPHIC STATISTICS (1.b)

POWERSCHOOL REPORTS: GRADE/GENDER/ETHNICITY 4/21/2009

GRADE	2005	2006	2007	2008	Totals
PK ¾	42	43	33	41	159
Male	14	22	17	21	46%
Female	28	21	16	20	54%
Asian	2	0	1	3	
Black	2	4	4	2	
Hispanic	1	1	5	2	
Multi-Racial*	6	1	1	4	
White	31	37	22	30	
KINDERGARTEN	59	59	60	52	230
Male	27	20	26	26	43%
Female	32	39	34	26	57%
Asian	2	3	1	1	
Black	3	2	5	4	
Hispanic	2	2	2	6	
Multi-Racial*	6	1	2	4	
White	46	51	50	37	
FIRST	51	61	59	56	227
Male	26	26	23	23	44%
Female	25	35	36	33	56%
Asian	2	2	3	1	
Black	1	2	1	5	
Hispanic	5	4	2	2	
Multi-Racial*	6	4	1	3	
White	37	49	52	45	

SECOND	55	48	63	53	219
Male	23	23	26	20	43%
Female	32	25	37	33	57%
Asian	3	2	3	3	
Black	0	0	2	2	
Hispanic	1	5	4	2	
Multi-Racial*	3	0	3	1	
White	48	41	51	45	
THIRD	50	58	48	58	214
Male	26	24	23	26	44%
Female	24	34	25	32	56%
Asian	1	3	2	3	
Black	1	0	0	2	
Hispanic	8	1	4	4	
Multi-Racial*	2	2	1	4	
White	38	52	41	45	
FOURTH	46	52	63	43	204
Male	17	26	29	20	43%
Female	29	26	34	23	57%
Asian	5	1	2	2	
Black	0	1	3	0	
Hispanic	3	7	4	5	
Multi-Racial*	2	3	2	0	
White	36	40	52	36	
FIFTH	49	49	50	59	207
Male	18	16	26	28	43%
Female	31	33	24	31	57%
Asian	1	5	1	2	
Black	2	0	1	3	
Hispanic	8	4	7	5	
Multi-Racial*	6	1	3	2	
White	32	39	38	47	
SIXTH	41	50	55	41	187
Male	19	16	18	22	40%
Female	22	34	37	19	60%
Asian	0	1	6	1	
Black	1	2	1	1	
Hispanic	6	8	5	5	
Multi-Racial*	5	1	1	3	
White	29	38	42	31	

SEVENTH	57	39	49	54	199
Male	20	18	13	18	37%
Female	37	21	36	36	63%
Asian	0	0	0	6	
Black	0	1	2	1	
Hispanic	6	6	8	6	
Multi-Racial*	7	0	1	1	
White	44	32	38	40	
EIGHTH	37	41	37	45	160
Male	11	11	16	13	33%
Female	26	30	21	32	67%
Asian	1	0	0	0	
Black	0	0	1	2	
Hispanic	6	4	6	7	
Multi-Racial*	22	1	0	1	
White	8	36	30	35	

*Includes Unclassified and Pacific Islanders

POWERSCHOOL REPORTS: GRADE/RELIGION 2009 ONLY

9/1/09	Catholic 95%	None 1%	Other Christian 3%	Non- Christian 1%	Total
PK3	11		1		12
PK4	30				30
K	38	1	1		40
1	52	2		1	55
2	52				52
3	55		1		56
4	49	1	1	1	52
5	44		1		45
6	51		3		54
7	35	1	2	2	40
8	47	1	4		52
Total	464	6	14	4	488

b. Pupil Services

Needs of Students:

Mixed ability classrooms demand that teachers address the needs of all students, including high achievers and those identified with special learning needs. Though none of Trinity's teachers are certified in Special Education, they do an outstanding job of providing accommodations for the students in their classrooms with special learning needs. Teacher manuals are structured with suggestions for challenging students with high ability that may need extension activities, as well as strategies for students experiencing learning problems. Teacher Assistants in lower grades help by working with students individually and in small groups.

Process Used to Determine Student Needs and Programs:

Student needs are identified in a variety of ways:

- Beginning with incoming Kindergarten students, the School Counselor administers the Gesell Developmental Assessment individually to each child in the spring in order to assess their developmental readiness to begin Kindergarten the following August. The counselor conferences with the parents and discusses the results regarding proper placement for the new school year.
- Parents indicate on the Trinity Registration Form whether their child has any type of special need or an IEP (Individual Education Plan) for Speech/Language, Learning Disability, or Gifted. These needs are addressed with parents when they meet with one of the administrators during the intake interview.
- The School Counselor administers the KBIT II (Kaufman Brief Intelligence Test) to any students recommended by teachers and/or parents to determine possible giftedness. If the student achieves a score which meets Leon County criteria, a referral is made for further testing by a Leon County School Psychologist.
- The Trinity counselor serves as the school's Referral Coordinator and works with parents and teachers to determine if a learning disability exists. The counselor facilitates the use of interventions and aids teachers in submitting the necessary paperwork for a Leon County referral. To expedite the process, some of our families decide to use private psychologists at their own expense to administer testing to determine giftedness or the presence of a learning disability.
- In-Services for teachers are presented periodically to demonstrate and identify techniques and accommodations to use with special needs students. Presenters have included, for example, Leon County School Psychologist, FSU CARD Center, psychologist specializing in ADD/ADHD, as well as specialists in Processing Disorders.
- Students Grades 3 -8 identified and documented by an IEP, test report, or letter from a physician are given special assistance as indicated.

Efforts to Assure Student Success after Promotion:

In order to ensure student success after promotion, there is ongoing parent-teacher communication. End-of-year conferences are held with parents of students who have been determined to be low-performing and in need of additional academic reinforcement. Interventions such as summer tutoring, specialized summer academic camps, Florida Virtual School course options and required summer reading are some options recommended to parents of children who struggle academically. Sometimes a student's continued placement at

Trinity is contingent upon one or more of these interventions occurring. The measures used to predict success from year to year are teacher observation, final grade averages, yearly growth as determined through the Iowa Test of Basic Skills and the student's general work ethic as evidenced in work habits and study skills.

Counseling and Tutoring:

The school-based counseling program is both developmental and preventative. It addresses the needs of our students in grades Pre-K 3 – 8 through the following:

- Classroom Guidance – the School Counselor visits each classroom during the school year. Guidance topics are planned according to the age level and needs of the students. Topics for classroom instruction include: *Introduction to the Counselor* for our Kindergarten students and a safety program, *Kids and Company, Together for Safety* and *School Lures Program* for grades Pre-K 3 through 8. Additional topics addressed throughout the year include sexual harassment, respect, bullying prevention, peer empathy, friendship, and grief.
- Individual Counseling – Students at all levels may be referred to the School Counselor by teachers, parents, or by the individual student (self-referral). Referral forms are available in the school office and classrooms for this purpose. The counselor may confer with the teacher and/or parent to gather information. Often an observation is conducted of the student in the classroom. For emotional and social concerns, an individual counseling session is scheduled to address whatever the core issue might be – friendship/social skills, anger management, personal self-worth, grief and loss, family needs, transitions, goal setting and time management, or stress/anxiety, to cite a few examples.
- Small Group Counseling – the counselor meets with small groups of 3-5 students to deal with various issues such as divorce and step-families, grief and loss, friendship/social skills, conflict mediation, study skills/test taking and test anxiety.
See Attached "Counseling Statistics"

Tutoring and Mentoring Programs:

- During the 2008-2009 school year a Leon County ESE teacher was made available for support services to private schools through a grant. This educator worked with individual and small groups of students once or twice a week in a third grade classroom and with a Middle School student as well. The school is hoping to have this service extended into the 2009-2010 school year.
- At times, faculty and staff members volunteer their time after school to help children who are struggling with reading or in other academic areas.
- The School Counselor maintains a list of available tutors and resources to recommend to parents.
- In after-school peer tutoring program is sponsored by the librarian, with help from the National Junior Honor Society and selected Middle School students. Help sessions are available to students Monday through Thursday until 3:30. This program began in the 2009-2010 school year.

Title I and Other Federal/State Programs:

Trinity does not participate in Title I funding as our students do not reside in areas zoned as Title I Schools. Trinity is enrolled as a McKay Scholarship School and presently (2009-2020) serves 8 students under this program. There are also five students currently under scholarship with Step Up for Children based on financial need.

Daily Attendance and Record Keeping:

Trinity has invested in a Student Information System called "Power School" which performs various functions electronically, such as attendance. The teachers record students as absent or tardy on their computers before 9:00 each morning. Calls are made home by the office manager and staff to verify absences. The Assistant Principal is responsible for maintaining accurate records of tardiness, absences and school-sponsored releases.

Disciplinary/Referral Data:

Referral forms are available to teachers who send students to administration for behavioral or academic concerns. This documentation is kept on file for a year. Teachers keep emails sent home or anecdotal records to monitor communication between home and school. Middle School students may be referred to lunchtime detention the day the infraction occurs or the next day if the student is cited after lunch. Parents are notified daily, via email, or a telephone call the same day that detention is assigned. Teachers and administrators are also notified daily, via email, of those students placed on the detention roster.

Health Services:

A full time registered nurse manages the health clinic and attends to the health needs of our students within the school setting and maintains student medical records. Trained parent volunteers are available to assist in the clinic on most afternoons. Students receive various services dependent upon their age or grade:

- Vision Screening: K, 1st, 3rd and 6th grades
- Hearing: K, 1st, and 6th
- Scoliosis: Grade 6
- BMI (Body Mass Index): Pre-K through 8th
- Nurse visits the Early Childhood Classrooms PK-2, on a scheduled basis teaching basic hygiene practices.
- Nurse and the PE faculty certify Eighth Grade students in First Aid and CPR.
- Nurse coordinates with the Leon County Department of Health to provide onsite flu clinics.

Crisis Management Plan:

The Emergency Operations Plan outlines the job descriptions of administration, staff, and faculty should an emergency situation occur and a Leon County Sheriff's Safety Plan identifies off-site operation centers depending upon the nature of the crisis. A flip chart is assigned to all faculty and staff and provides a summary and quick guide to various emergency situations. Available in the Site Team Workroom Files

Cafeteria and Food Services Program:

Trinity does not have a cafeteria, but uses the church's parish hall as a lunchroom for grades 1-5. Middle School students eat lunch outside on picnic tables and Pre-K and Kindergarten classes eat in their classrooms. The Home and School Association provides a lunch program as a fund raiser using local vendors. Parents are given the option of ordering their child's lunch in grades K-8 or sending it from home. All students are required to have a balanced lunch.

**c. Alumni Data:**

The Trinity Alumni Association is a fledgling organization. November 2007 the Alumni Association began meeting. Their mission statement was developed and goals were set for year one. During that first year the core committee launched a community outreach to locate other alumni who would be interested in participating in this new association. In August 2008 the Alumni Association hosted the first "All Class Reunion". Over 100 people attended. In the debriefing after the event, it was decided to move the reunion to a cooler month. In May 2009 the Association hosted a reception after the Ribbon Mass for all alumni, including the 2009 Trinity graduates. The Association enrolled members of the class of 2009 and collected data to include what high school they attend. The intent is to begin to track the alumni population to ascertain the influence of a Catholic elementary education in a person's life. Future plans for the alumni association will focus on building a strong support organization to insure the future of Trinity.

"The mission of the BSS/TCS Alumni Association is to provide an opportunity for alumni to reconnect and share in faith and friendship while fostering the continued development of TCS and its students."

d. Student Involvement:

Trinity has many extra/co-curricular activities. It is the students and their involvement that create the heartbeat of giving service, demonstrating compassion, modeling good sportsmanship and acquiring knowledge. The activities that spark their energy and motivate involvement are spiritual, physical and mental in nature and comprise a variety of special events, programs, causes, curriculum ties and community builders.

The following is a list of current extra-curricular activities:

Extra-Curricular (Unrelated to Curriculum)

- Brain Bowl – Middle School
- Chorus – Grades 4&5
- Middle School Praise and Worship Team – leads music for school liturgies
- Math Counts – Middle School
- Drama Club – Middle School
- National Junior Honor Society – Rose-Aileen Chapter
- Student Council – Middle School Officers and Representative from 3rd – 8th

- After School Peer-Tutoring
- Sports Teams – Grades 6-8 (FHSA)
 - Golf (coed)
 - Cross Country (coed)
 - Girls' Volleyball
 - Boys' Soccer
 - Boys' & Girls' Basketball
 - Girls' Softball
 - Boys' Baseball
 - Track (coed)
- Scouting Organizations – School Affiliated Cub and Boy Scouts, Daisy's and Brownies; Boy Scouts meet in Church hall and Girl Scouts meet in classrooms after school. Scouts participate routinely after school in a paper recycling project for the school.
- YMCA teams at the elementary level with a majority of Trinity students participate in sports on the school field after school intermittently.

Co-Curricular (Supportive of Curriculum)

- Tropicana Speech – Grades 4-6
- Geography Bee – Grades 4 – 8
- Spelling Bee – Grades 4 – 8
- Science Fair – Grade 7
- History Fair – Grade 8
- Spanish Club – Grades 6-8
- Reading Buddies – 1st and 4th

School Spirit

- Talent Show – Grades 1- 8
- Field Day Teams – Grades 1-7
- Fall Festival
- Middle Girls' Fashion Show for grades 5-8
- Middle School Assemblies
- Home and School Association Fellowship Dinner
- Parish Ministry Fairs
- National Junior Honor Society Peer Tutoring
- First Communion Reception
- Spirit Days
- Daily Prayer and Pledge Ceremony with Prayer



Catholicity

- Prayer Buddies
- Mass Buddies
- Student-Led Prayer Daily (AM/PM)
- Student-Planned Weekly School Masses
- Daily Words of Wisdom – Thought for the Day
- Christmas Pageant
- Lenten Stations of the Cross –Written and narrated by Middle School students.
- Passion of Christ Re-enactment
- National Evangelist Team (NET) Retreat
- May Crowning and Living Rosary
- Middle School Retreats
- Eucharistic Procession/Benediction
- School-Wide Social Justice Commitment
- Adoration Visits to Chapel
- Altar Servers
- Rosary Club

3. STUDENT PERFORMANCE DATA

a. Standardized Test Data

The Iowa Test of Basic Skills (ITBS) standardized achievement test is administered each fall to all students in grades 3 - 8. The Cognitive Abilities Test (CogAT) is also administered to students in grades 3, 5 & 7. Grades 5 & 7 are administered a writing component in the Spring (through 2008). Results of these tests become part of a student's cumulative record, and a copy is sent home to parents. The ITBS statistics are set forth in more detail in the Area 3 section of this report. Test data is accessed by administration and teachers using a web based management tool, Interactive Results Manager (IRM). Data is used for school wide curriculum adjustments and goal setting as well as analysis of individual grade level modifications to instruction. A complete breakdown of a single student's scores can be accessed through IRM to assist in individualized educational planning.

Test scores over the last three years reflect a stable student population functioning in the top quartile in all subject areas. A relative weakness in math computation has prompted a strong focus on improvement in that area.

b. Placement and/or Assessment Instruments:

The Gesell School Readiness Test is used for screening children for placement in kindergarten. Beyond Kindergarten incoming students are assessed for placement based on report cards and test scores from their prior schools.

c. Academic Awards:

Academic achievement is a primary goal of TRINITY, therefore a great deal of effort is invested in publicly honoring those students who have outstanding academic performance.

Quarterly Awards:

Students receive Honors recognition every quarter. They are issued a certificate and publicly recognized in the bi-weekly newsletter. Students can earn Honors based on their earned grades at different levels. The levels of Honors are communicated to the parents and students in the Parent/Student Handbook at the beginning of every school year.

Awards

Students at Trinity are challenged to use their gifts and abilities in a variety of ways. When they rise to meet or exceed academic expectations, physical endurance or creative enterprise, they are acknowledged and awarded recognition in school, in the community and nationally. Some of the competitions in which Trinity students have earned recognition are:

- Spelling Bee Champion Award (School Level)
- Scripp's National Spelling Bee Competition
- Leon County Science Fairs
- Big Bend Middle School Brain Bowl Competition
- The Florida History Fair
- National Geographic's Geography Bee

Universal Publishing's Writing Our Catholic Faith National Handwriting Contest
 Modern Language Exposition
 The Tallahassee Chapter of the Veterans Of Foreign Wars' Essay Contest
 The Leon County Reading Council's Writing Contest
 Leon County's Tropicana Speech Contest
 Rose-Aileen Chapter of the National Junior Honor Society
 Athlete of the Year
 Carolyn Hulsey Fernandez Memorial Scholarship
 DAR Patriot Award – Essay Contest
 Erica Elizabeth Davey Memorial Scholarship
 John Rollins Meikenhous Iii Memorial Scholarship
 Father Franklin J. Murray, S.J. Memorial Scholarship for Academic Excellence
 Knights of Columbus Leadership Trophy
 President's Education Awards
 Presidential Physical Fitness Award Competition

Venues are designed to publicly recognize achievement appropriately and to include all stakeholders. The presentations are an opportunity for teachers to craft personalized messages of appreciation and accomplishment for each of their students. Teachers also devote class time to share those messages with the students in each class in a more personal way.

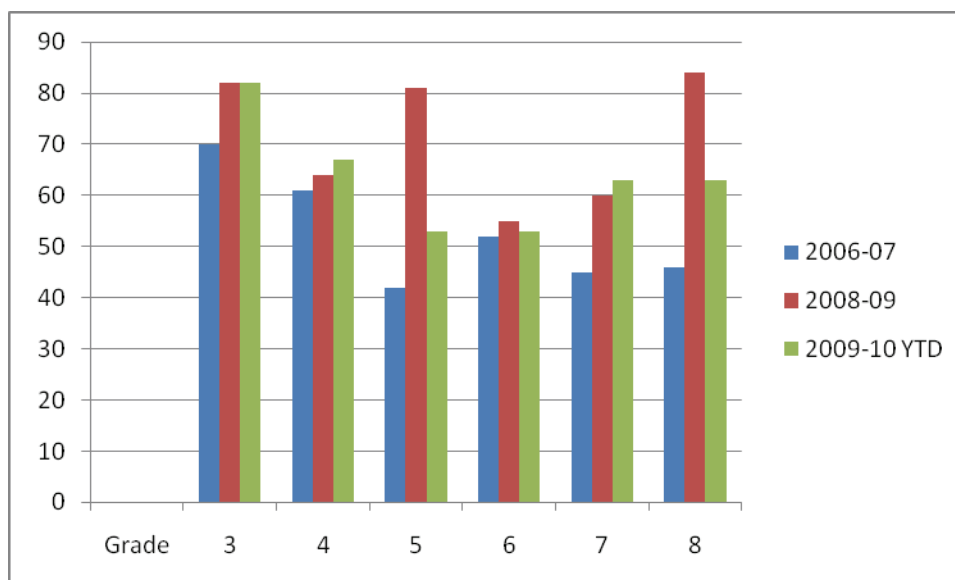


Figure 7: Honor Roll: Year, Grade, and Percentage of Class

d. Promotion and Retention Criteria/Data:

Promotion and retention criteria are governed by the Diocesan Commission for Catholic Schools of the Diocese of Pensacola-Tallahassee. This policy is communicated to Faculty and Staff in their Handbook which is reviewed every school year. The policy is also summarized and communicated to parents and students in the Parent/Student Handbook which is issued at the beginning of every school year. In the last three school years less than .05% of the students were retained.



4. SCHOOL AND COMMUNITY PERCEPTIONS

Stakeholders' perceptions regarding Trinity and its performance were gathered through a variety of means including group meetings, one-on-one discussions, and surveys. Ultimately, it was determined that the most productive method to gather reliable, quantifiable information was by using the electronic anonymous National Study of School Evaluation Opinion Surveys via the services of AdvancED/NSSE. Stakeholders were oriented to the purpose of the surveys and the surveys themselves through presentations at Home and School Associating Meetings, Faculty Meetings, School Board Meetings, postings on the school website, the school newsletter and the Church Bulletins.

Of the 1,000 surveys administered, a total of 855 (85.5%) NSSE/FCC Inventory and Opinion electronic surveys were administered between March 9, 2009 and May 8, 2009. Research was intentionally conducted during the Area 1 Profile stage both to ensure consistency of information by surveying a static group of participants; and to inform the entire School Improvement Process early in its development. The targeted groups were determined through extended discussion among Administration, faculty, staff, consultant and the SIP Steering Committee. Copies of the full survey results are available for review in the Site Team Workroom.

OVERVIEW OF ALL SURVEYS CONDUCTED					
9	SURVEY INSTRUMENTS	TARGET GROUPS	NUMBER ADMINISTERED	NUMBER RESPONDENTS	%
1	FCC School Beliefs Inventory (Details in Area 2)	100% Faculty, Staff, 7 & 8 Graders, Sample of Parents & Community	280	224	80%
2	FCC Survey of Seven Goals for Student Learning (Details in Area 3)	100% of Teachers, Aides, Support Staff, Prin. Asst. Prin.	50	48	96%
3	FCC Survey of Instructional and Organizational Effectiveness (Details in Area 4)	100% of Faculty, Staff	40	33	83%
4	Support Staff Opinion Inventory	100% of Support Staff	19	19	100%
5	Teacher Opinion Inventory	100% of Teachers, Aides, Prin. Asst. Prin.	29	28	97%
6	Elementary School Student Opinion Inventory	100% of 4 th & 5 th Graders	101	101	100%
7	(Middle School) Student Opinion Inventory	100% of MS Students	139	139	100%
8	Parent Opinion Inventory	+/-50% Parents	314	235	75%
9	Community Opinion Inventory	Sample: School Board, Priests, Feeder High School	28	28	100%
			1,000	855	85.5%

SUPPORT STAFF OPINION INVENTORY

On the Closed-Ended survey with a rating scale of 1 (Strongly Disagree) to 5 (Strongly Agree) this group indicated:

Strengths		
1	Substance abuse is not a problem.	4.72
2	Everyone is treated with respect regardless of race, religion or gender.	4.72
3	Students are recognized all types of accomplishments.	4.68
4	Cheating is strongly discouraged at our school.	4.68
5	Family members feel welcome.	4.63
The Open-Ended comments supported these perceptions.		
In Need of Improvement		
	Our school offers learning opportunities that support the full range of student abilities.	3.83
	Students who are struggling receive additional support.	3.63
	Class sizes are appropriate for effective learning.	3.53
	There are no problems with bullies at our school.	3.22
	Salaries are not comparable with similar schools in area.	2.50
The Open-Ended comments generally supported these perceptions, however open ended comments also strongly indicated a need for improved communication throughout all levels.		

“Note: score of 3 or above indicates neutral to positive opinions”.

TEACHER OPINION INVENTORY

On the Closed Ended survey, on a rating scale of 1 (Strongly Disagree) to 5 (Strongly Agree) this group indicated:

	Current Strengths	Rating
1	Students are recognized for all types of accomplishments.	4.68
2	Cheating is strongly discouraged at our school.	4.64
3	Effective procedures are in place to support my communication with parents.	4.64
4	Substance abuse is not a problem.	4.59
5	School provides a safe and orderly environment for learning.	4.57
The Open-Ended comments supported these perceptions. Additionally, these comments indicated faculty believes the school is well run administratively, standardized test scores reflects a quality academic program, there is a strong family atmosphere, faculty is collegial and supportive of one another, and an appreciation for the faith based environment.		
	In Need of Improvement	Rating
1	Teachers collaboratively develop instructional activities to help students learn across different subject areas.	3.78
2	School is doing a good job teaching health education.	3.75
3	Class sizes are appropriate for effective learning.	3.43
4	There are problems with bullies at our school.	3.00
5	School is doing a good job teaching career/vocational education.	2.73
The Open-Ended comments indicated faculty believes there are too many interruptions to classroom teaching time, their workload is overwhelming, administration is aware that faculty would like smaller class sizes, and a need for improved communications.		

“Note: score of 3 or above indicates neutral to positive opinions”.

ELEMENTARY SCHOOL STUDENT OPINION INVENTORY.

On the Closed Ended survey with a rating scale of 1 (I Don't Agree Disagree) to 3 (I Agree) this group indicated:

	Current Strengths	Rating
1	My teachers want students to learn.	2.86
2	My school does not allow cheating.	2.85
3	Our school does a good job in teaching students.	2.73
4	The principal and teachers at my school care about the students.	2.69
5	My teachers tell us the school rules.	2.67
The Open-Ended comments indicated elementary students greatly enjoy recess and PE, they are overall pleased with the education provided to them, they overwhelmingly enjoy the extra-curricular activities, they are pleased with the methods used by faculty to teach, they indicate a high level of satisfaction with the warm and safe environment, and they are highly satisfied with their teachers.		
	In Need of Improvement	Rating
1	I am happy with my school.	2.29
2	My teachers listen to my ideas.	2.19
3	Students are rewarded when they do a good job in my school.	1.95
4	I use a computer at school to help me learn.	1.90
5	There are no problems with bullies at our school.	1.76
The Open-Ended comments indicated the elementary students generally want more time to play, do not like to wear uniforms, expressed that the homework assignments were too much, some students expressed that the teachers are mean and don't care about them, some think there are not enough extra-curricular activities, several students indicated a desire to have an older student mentor them as they prepare for the next grade, and a significant number of students expressed concerns about the amount of bullying that occurs.		

“Note: score of 2 or above indicates neutral to positive opinions”.

MIDDLE SCHOOL STUDENT OPINION INVENTORY

On the Closed Ended survey with a rating scale of 1 (I Strongly Disagree) to 5 (I Strong Agree) this group indicated:

	Current Strengths	Rating
1	Cheating is strongly discouraged at our school.*	4.55
2	I have an opportunity to participate in the activities that interest me (e.g. clubs, sports, music).	4.23
3	Substance abuse (e.g. drug/alcohol) is not a problem at our school.	4.12
4	Teachers hold high expectations for student learning.	4.11
5	In addition to written tests, I am provided with a variety of ways to show my learning (e.g. projects, presentations, portfolios).	4.01
The Open-Ended comments indicated they are generally pleased with overall academics, overwhelmingly enjoyed extra-curricular activities, and were greatly pleased with the overall athletic program in spite of the lack of facilities. The students also expressed a considerable satisfaction with the overall environment in that they feel like it is a “family”. The students expressed teacher accolades in a number just slightly less than their number of complaints. They also indicate a high level of satisfaction with their fellow students and having many friends. Regarding values students expressed a high level of satisfaction regarding their faith formation. *While this statement is true, Middle School students have verbally expressed concern about widespread cheating, rationalizing that “I have to cheat to get good grades to please my parents.”		
	In Need of Improvement	Rating
1	The amount of homework I am given help me succeed in my studies.	2.87
2	Students’ opinions are considered when important school decisions are made.	2.86
3	There are no problems with bullies at our school.	2.75
4	A counselor/advisor is available to help me select classes and provide guidance in planning for the future.	2.55
5	I look forward to going to school each day.	2.50
The Open-Ended comments indicated a great number of complaints about teachers ranging from unfairness to teaching methods. These students also greatly disliked wearing uniforms, had concerns about the amount of bullying, the lack of adequate PE facilities, the homework load, strict discipline, structure of the school day, academic preparation, special needs, and values being taught in Religion but not in practice.		

“Note: score of 3 or above indicates neutral to positive opinions”.

PARENT OPINION INVENTORY

On the Closed -Ended survey with a rating scale of 1 (I Strongly Disagree) to 5 (I Strong Agree) this group indicated:

Current Strengths		
1	Cheating is strongly discouraged at our school.	4.52
2	Our school provides sufficient opportunities for parent involvement.	4.50
3	Our school provides a safe and orderly environment for learning.	4.48
4	Substance abuse (e.g. drug/alcohol) is not a problem at our school.	4.47
5	School rules are clearly communicated to parents.	4.39
The Open-Ended comments indicated the majority of parents' comments were overwhelmingly satisfied with the safe, warm, friendly family atmosphere and the values and faith formation aspects of Trinity. Their satisfaction/dissatisfaction with Administration was fairly balanced as being both a strength and a weakness. Parents were very satisfied with faculty and support staff. They were satisfied with the level of discipline, very satisfied with the curriculum and academic achievement. Discipline was both praised and decried in equal number of comments.		
In Need of Improvement		
1	Teachers are willing to give students individual help outside of class time.	3.38
2	The quality of schools influenced my decision to live in this community.	3.37
3	Our school offers learning opportunities that support the full range of student abilities.	3.36
4	There are no problems with bullies at our school.	3.25
5	Our school is doing a good job teaching career/vocational courses.	3.01
The Open-Ended comments indicated the parents were very concerned about the large size of classes and a perception of poor communication among Administration, faculty, parents and students. Many expressed concern about the high level of tuition. The satisfaction/dissatisfaction with Administration was fairly balanced as being both a strength and a weakness. Discipline was both praised and decried in equal number of comments. A balanced number of parents indicated there were not enough extra-curricular activities while others commented there were too many. Parents expressed concern over math instruction. Many parents were deeply concerned with the lack of faculty to address special needs in students. Some parents indicated a need to be more included in the Trinity family. Many parents indicated a concern for the lack of modern facilities and the inability to expand the campus to include amenities such as a gym, formal cafeteria, or auditorium. A significant number of parents indicated negative comments regarding faculty. Negative comments from parents about values seemed to focus on bullying and cliques. There were a few strong comments seemingly indicating that Trinity was not conservative enough in its values.		

“Note: score of 3 or above indicates neutral to positive opinions”.

COMMUNITY OPINION INVENTORY

On the Closed Ended survey, on a rating scale of 1 (I Strongly Disagree) to 5 (I Strong Agree) this group indicated:

Strengths		
1	Substance abuse (e.g. drug/alcohol) is not a problem at our school.	4.68
2	All students in our school have equal access to quality education.	4.67
3	Our school provides a safe and orderly environment for learning.	4.61
4	Our school ranks well academically when compared to other schools.	4.52
5	All students and staff are treated with respect, regardless of race, religion or gender.	4.51
The Open-Ended comments indicated that the Community believed Trinity to have strengths in the areas of Administration, Faculty, Environment, and Values.		
In Need of Improvement		
1	Our school's facilities are adequate to support students' learning needs.	3.87
2	Our school offers learning opportunities that support the full range of student abilities.	3.81
3	Our school uses community resources to help students with their school work.	3.53
4	There are no problems with bullies at our school.	3.44
5	School staff members reflect the diversity of the community.	3.30
The Open-Ended comments indicated that the Community believed Trinity to have weaknesses in the areas of Communication and "superior attitude" toward public or other private schools.		

"Note: score of 3 or above indicates neutral to positive opinions".

Tab 4

Area 2

TRINITY CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN

2008-2010



AREA 2: MISSION AND BELIEFS

Committee Members:

Janet Gendusa, Principal, Chair
Debbie Cross, Kindergarten Teacher
Allison Manausa, Parent
Cheryl McCarron, Middle School Religion Teacher
Marty Outland, Third Grade Teacher
Fr. Richard Schamber, School Chaplain

TABLE OF CONTENTS

MISSION AND BELIEFS	Page Number
Committee Members	1
Table of Contents	2
Introduction	3
Process of Defining the School's Mission and Belief's Statements	4
Survey Results	4
Mission Statement & Beliefs Statements	5
Letter to Prospective Committee Members	7
Detailed School Beliefs Inventory	Site Team Workroom

AREA 2

MISSION AND BELIEFS STATEMENTS

INTRODUCTION

In considering the Design Questions: “What is the primary purpose of our school? What do we believe about teaching and learning?”, the goal of the SIP Steering Committee was to recruit a collaborative group representative of the school’s various stakeholders to participate in the development of the Mission and Beliefs Statements. Mrs. Gendusa represented the School Administration, Mrs. Cross and Mrs. Outland represented the faculty, Mrs. McCarron represented the School Religion program, Mrs. Manausa represented the parents, and Fr. Schamber represented our home parish of Blessed Sacrament. (Recruitment Letter Attached). The primary purpose of this Committee was to ensure that the promulgated Mission and Beliefs of Trinity Catholic School represent the ideals of the School supported by the stakeholders. Further, the Members strived to develop clear and concise statements to accurately guide the teaching, learning and operational activities of the school.

At the first meeting of the Area 2 Committee, members were provided with a copy of the FCC Companion to NSSE School Improvement: Focusing on Student Performance, Area 2: Mission and Belief Statements, Pages 17-19 and instructed to read the materials to gain a perspective of the goals and methods of this Committee. Additionally, the committee was advised to consult the various resources:

- FCC Principles and Standards, Area A: Beliefs and Mission,
- Architects of Catholic Culture: Part 2: Defining the School’s Beliefs and Mission
- Read and highlight Chapter One in *The NCEA Catholic Educational Leadership Monograph Series*.
- Clarify the use of the words “Gospel Values” so children of other faiths are aware of the Gospel values we share and to be open to children of all faiths in the Tallahassee community. Access information online (i.e. “Catholic School Culture”) for ideas in creating our mission/beliefs statement.
- Copy and document any articles used in researching our mission/beliefs statement.
- Bring ideas in what our mission/beliefs statement should look like (i.e. length, language, etc).
- Research Diocesan mission statement

The Area 1 School Beliefs Inventory was administered in March 2009 and the results were reviewed by the entire committee to inform this process.

Stakeholders were oriented to the purpose of the survey and the survey itself through presentations at Home and School Associating Meetings, Faculty Meetings, School Advisory

Board Meetings, postings on the school website, the school newsletter and the Church Bulletins.

Process of Defining the School's Mission and Belief's Statements

Trinity Catholic School began the work of the examining its existing mission and beliefs in January 2009 by promulgating the standing Mission Statement to Trinity stakeholders. Stakeholders included administrators, teachers, parents, support staff, students, alumni, members of the community at large and those involved in our supporting parishes. This constituency was encouraged to evaluate the current Mission Statement and provide feedback. Feedback was collected verbally, via email, telephone and face-to-face encounters by the Area 2 Chair and presented to the Committee for changes that would better describe the mission of the school. In an effort to gather quantifiable feedback, in Spring 2009 the FCC/NSSE School Beliefs Inventory was administered to 280 stakeholders comprising faculty, staff, middle school students, parents and the community to which there was an 80% responses (224). Additionally, a study team examined the school's profile data from Area 1. Further, feedback was received from the Area 3 Committee (Student Performance) as they researched the seven goals of learning, future trends, and implications for education as it impacts the Mission and Beliefs.

A final meeting of the Committee was held on November 19, 2009 in which various feedback was reviewed and the final Mission and Beliefs statement was devised.

SURVEY RESULTS

Using the National Study of School Evaluation Opinion Surveys via the services of Advanced/NSSE, the School Beliefs Inventory was administered to 280 stakeholders with 224 (80%) responding. The 224 Respondents comprised: 120 (53.6%) Parents, 47 (21%) Students, 33 (14.7%) Teachers, 12 (5.4%) Other, 10 (4.5%) Community Members, 2 (0.9%) No Response. The instrument contained 25 questions gauging beliefs in Trinity's mission to provide a Catholic education and to provide an overall high quality of education. On a rating scale of 1 (Strongly Disagree) to 5 (Strongly Agree) this group indicated:

STRENGTHS:

Items 1-14: Trinity's achievement of its mission to provide a Catholic education and environment.	4.36
Items 15-25: Trinity's achievement of providing an overall high quality of education.	4.49
<u>These closed-ended</u> results clearly indicate that a major strength of Trinity is the emphasis on a high quality of faith formation and maintaining an environment in which Catholic teachings are integrated into the daily practices and lives of all students, faculty and staff. Further, the majority of the respondents also indicated a high level of satisfaction with Trinity's provision of a high overall quality of education.	

The open-ended comments confirmed high satisfaction regarding faith and education. Responses were very strong and very positive about the school environment. All respondents recognized that Trinity is a caring community as a whole and within the microcosms that comprise the school community.

WEAKNESSES:

Within the open-ended comments the following weaknesses were revealed: (1) lack of increase public awareness about the comprehensiveness of the Trinity educational experience and (2) bullying and/or the perception of bullying.

MISSION STATEMENT & BELIEFS STATEMENTS

Based on survey results, feedback, and examination of the data and referencing the resources recited above in the Introduction, the Committee worked collaboratively to identify the core issues related to the needs of the students and community served by Trinity Catholic School. Initial drafts of the school's beliefs were distributed to all of the staff and a representative sample of students, parents, and community members for review and feedback. Suggestions were collected by the Area 2 chair and presented to the committee for modifications. A recommendation from the SIP Area 3 committee was reviewed. Based on all of the research the following new mission statement was developed:

MISSION:

The mission of Trinity Catholic School is to teach the Catholic faith within a challenging academic curriculum, laying the foundation for all students to grow in Christian maturity, integrity, and knowledge.

BELIEFS STATEMENTS:

At Trinity Catholic School we believe –

- Each student is a unique child of God.
- A Catholic school reflects the integration of a Catholic faith and values with learning and life.
- Catholic education is an integral part of the Church's mission to proclaim the gospel message of Jesus, to build faith communities, to celebrate through worship and to serve others without distinction.
- Parents are the primary educators of their children.
- Students experience faith-based traditions as part of their educational formation in Catholic schools.
- Ongoing evaluation and improvement of the curriculum is crucial to the development of a sound educational program.

- A safe and comfortable learning environment promotes learning and success.
- The opportunity for success is an important component of student learning.
- A healthy learning environment is everyone's responsibility.
- A supportive and challenging learning environment increases a student's potential for responsible decision making.

At the conclusion of the 2009 School Improvement Process, the final Mission and Beliefs Statements will be promulgated to all stakeholders via the school website, a PowerPoint presentation to the Home & School Association (the school's parent organization), the School Advisory Council, the Pastors and Priests who serve our school, posted in the Administrative Area of the school, and made available to prospective parents and other interested persons.

ATTACHMENT: Letter to Prospective Committee Members

January 7, 2009

Dear Faculty, Chaplain and Parent:

As some of you already know, the school is beginning their Self-Improvement Process (SIP), a collaborative process which focuses on the improvement of student performance and, consequently, on the improvement, growth, and quality of the school program.

The Steering Committee has already attended a December meeting in which Mrs. Gendusa and Mrs. Hudson introduced the process to the faculty and staff.

The purpose of this letter is to ask you to serve on the Area II Committee of this study which frameworks the Beliefs and Mission of Trinity Catholic School. This focuses on the primary purpose of our school and what we believe about teaching and learning. It will demand reviewing our present mission statement in light of changing times perhaps and our vision of the school and its Catholic identity. It will also involve getting input from the major stakeholders of our school.

To achieve this it will be necessary to attend meetings regularly and set a schedule to accommodate as many team members as possible so that the work commences quickly and continues according to a timetable.

However, first I ask that you respond and let me know: a) your willingness to provide the time and effort; and b) if you are, then a general idea of when you would be available (days/times) so that I can advise our Chair of this committee, Principal Gendusa, of your preferences.

By now you may have received correspondence from Rosanne Morse, our on-site Facilitator, regarding Area II instructions for beginning our committee work. Please respond to her as well or copy her in your response to me regarding the above points.

Thank you for your support in advance and I look forward to guiding this process and monitoring your work.

Sincerely,

Fran Hudson
SIP Chair

Tab 5

Area 3

TRINITY CATHOLIC SCHOOL
SCHOOL IMPROVEMENT PLAN

2008-2010



**AREA 3: DESIRED RESULTS FOR STUDENT LEARNING
(STUDENT PERFORMANCE)**

Committee Members:

Stephanie Bechtol, Chair, Middle School Literature Teacher
Martha Clements, Media Specialist
Jo Anne Dyer, Kindergarten Teacher
Janet Gendusa, Principal
Kierstan Greif, School Nurse
Michelle Harrison, Middle School Math/Science Teacher
Missy Hollis, Parent/School Advisory Council Member
Francine Hudson, Assistant Principal
Angela Saxon, Third Grade Teacher

TABLE OF CONTENTS

Area 3	DESIRED RESULTS FOR STUDENT LEARNING (STUDENT PERFORMANCE)	PAGE #
	Committee	1
	Table of Contents	2
	Introduction	3
1	Standards Review	4
2	Research	4
3	Analysis of Student Performance Data	5
4	Review of the Mission and Beliefs Statements	5
5	School Community	5
6	Data Collection	10
7	Setting the Priorities for Improving Student Learning Performance	25
8	Establishing Goals and Baselines	27
	ATTACHMENTS – The following are all located in the Site Team Workroom Files: Summations and copies of the research articles are available in the Site Team Workroom files. All survey results are available in the Site Team Workroom files; List of Raw Scores; Strengths and Weaknesses List; Resurvey Instrument; Resurvey Rankings	

DESIRED RESULTS FOR STUDENT LEARNING



INTRODUCTION

In recognition that the work of the Area 3 Committee would become the cornerstone of the planning process, the SIP Steering Committee gave great consideration to the composition of this group. It was determined that the members of Area 3 should include academically-minded stakeholders such as teachers from varying grades and subjects, administration, support staff and a representative from the parent/school board. In a collaborative process, this Committee used the data presented in the School Profile and the Mission and Beliefs section to develop a shared vision for student learning and worked to achieve consensus on the priorities for improvement related to student learning, present achievement and future expectations.

The questions we asked ourselves were:

- What is our vision of a well-educated student?
- What do we expect students to know and be able to do?
- What are our priorities for improving student learning?

Following are our answers:

It is the endeavor of Trinity:

- To provide the tools necessary for our students to become lifelong learners;
- To develop well-rounded students who are prepared to weigh life decisions using moral integrity;
- To use the foundations of academic knowledge for meaningful applications and strive for the best quality of work;
- To be committed, self-reliant, able to seek and use information from a variety of sources and be able to communicate to a variety of audiences with clarity of purpose;
- To know how to find information, interpret that information and analyze it for a result;
- To work within a group, as well as self-monitor for progress and deadlines;
- Students will be able to take and use knowledge across all areas of academia and beyond, and;
- To strive for strength of character, both personally, globally and spiritually.

The Goal of the Area 3 Committee is to ensure that the focus of Trinity is on these critical attributes.

1. Standards Review

Area 3 Committee members reviewed the FCC Principles and Standards, Area C: Program for Learning in round robin fashion and discussed what each standard required of the school. We used these standards in reviewing the data from Area 1 Profile, Area 2 Mission and Beliefs, Opinion Inventories, ITBS scores and anecdotal information to identify areas of strengths and weaknesses in our school.

School Profile Review

In October 2009, Area 3 received a copy of entire Area 1 draft document for review. Additionally, Area 3 received all of the survey and inventory results administered during the Area 1 Profile process including the open ended comments for review. Reviews were conducted individually and in group discussions.

Mission and Beliefs Review

In October 2009, Area 3 reviewed each of the items in the FCC School Beliefs Inventory. Additionally, Area 3 received a copy of the entire Area 2 draft document for review and the School Beliefs Inventory results. Reviews were conducted individually and in group discussions.

2. Research

Prior to research, Area 3 Committee members brainstormed what the Seven Goals for Student Learning meant and where they were present in our school. Through this brainstorming (using charts and lists), we gained a better understanding of what the goals meant and the areas of research that could be included. The Area 3 Chair reviewed the national, state and diocesan guidelines, standards, and benchmarks along with the seven school-wide Goals for Student Learning with the entire faculty.

The Committee researched and reviewed materials related to the Seven Goals of Student Learning, all other survey results, reviewed ITBS scores, discussed anecdotal information, and used all of that information to identify areas of quality strengths and weaknesses at Trinity. In Spring of 2009, the [Area 3 Survey: *NSSE/FCC Survey of Seven Goals for Student Learning* was administered to all faculty and a sampling of parent/community stakeholders. In May 2009, every teacher was given a research assignment to be completed by the first two weeks of the 2009/10 school year. Each faculty member was required to research three of the Seven Goals for Student Learning. Two were assigned and the third was a free choice. Research was conducted using professional books, journals and websites. Research was required to be published no earlier than 2006, in the effort to keep up with future trends and changing expectations in the workplace. Each faculty member turned in copies of research, if available, and summaries, including a bibliography and a brief response to the article. This research was analyzed, cited in an annotated bibliographic format and editorialized (briefly) for its usefulness/feasibility at Trinity. The research was then used in the "Action Plan" stage of the SIP process, after identifying the strengths and weaknesses (based on surveys) of student learning. A brief synopsis of the research in each of the seven goals focusing on future trends/potential implications and identification of changing expectations in the workplace are available in the Site Team Workroom.

3. Analysis of Student Performance Data

In November 2009, Area 3 was provided with a copy of the draft document of Area 1 Profile to inform their process and in particular to review the Performance Data as it compared to the Area 3 research. This information was reviewed initially by the Area 3 chair and then disseminated and discussed by the entire Area 3 focus group. As part of their ongoing review of the Area 1 School Profile, Committee members specifically analyzed the section of the document dealing with the results of the Opinion surveys (*specifically 1.a, 1.c, 2.b, 2.d, 3.a, and 3.b*) to gather information regarding strengths and areas for improvement.

4. Review of the Mission and Beliefs Statements

After reviewing all of the resource information described above, the Committee carefully reviewed the results from the School Beliefs Inventory. After reviewing the Mission and Beliefs draft, the group cross referenced each of the Inventory strengths with the Proposed Mission Statement and concluded that all the strengths identified were represented in the Mission Statement except the inclusion of who the statement is for, i.e. STUDENTS. After careful review and discussion it was determined that there was a collective belief that one of Trinity's greatest strengths is that we, as a school, teach and provide opportunities for all of our students, regardless of ability, faith, background, etc., and this should be recognized in the Mission Statement. A recommendation was made to Area 2, which subsequently revised the Mission Statement to read as follows:

The mission of Trinity Catholic School is to teach the Catholic faith within a challenging academic curriculum, laying the foundation for all students to grow in Christian maturity, integrity, and knowledge.

5. School Community

a. Establishing a Focus Group.

As the Area 3 Committee evolved it became apparent that they should also serve as the Focus Group as they had all committed to participate and who had been educated and oriented to the SIP process, and comprised academically-minded stakeholders including teachers from varying grades and subjects, the Principal and Assistant Principal, the School Nurse, the Media Specialist, and a representative from the parent/school board. Additionally, all focus members participated in the *Survey of Goals for Student Learning* and had a vested interest in accurately identifying strengths and weaknesses of student learning. Members of this group were encouraged to participate in discussions of how the indicators of quality could be demonstrated by students through their behavior and performance.

b. Presenting Research to the School Community.

The community was initially educated about the entire SIP process via Home and School Meeting presentations and through Announcements in the various Church Bulletins. On its home page the school website www.trinityknights.org gave access to all stakeholders not only explaining what the School Improvement Process was but also providing ongoing updates of progress to keep everyone apprised of the same information at the same time throughout the entire process. The School Board was provided with copies of all draft documents in March 2010.

In May, 2010, the school community was specifically educated regarding the: (1) Outcomes of the School Profile and the Mission and Beliefs with respect to student performance; (2) Meaning of the Seven Goals for Student Learning including practical examples; (3) Survey results; and (4) Article research on future trends and expectations. This education session took place at a Home and School Association Meeting.

c. Introduction and Validation of Goals for Student Learning:

A handout of school wide goals for student learning identified by the National Study of School Evaluation and supported by the Florida Catholic Conference Companion to the NSSE School Improvement guide: Focusing on Student Performance, was provided to the audiences targeted in 5b above.

School Wide Goals of Learning	Practical Examples of Goals
Faith Formation	Students will connect their knowledge of the Trinity, Sacraments, Catholic Catechism and Bible in developing a life-long relationship with Christ, as well as a moral compass to weigh decisions in the contemporary world.
Communication Skills	Students communicate with clarity, purpose and understanding of audience; integrate the use of a variety of communication forms and use a wide range of communication skills; and recognize, analyze and evaluate various forms of communication.
Personal and Social Responsibility	Students take responsibility for personal actions and act ethically (e.g., demonstrate honesty, fairness, integrity); respect themselves and others, and understand and appreciate the diversity and interdependence of all people; demonstrate an understanding of and responsibility for global and environmental issues; and act as responsible citizens in the community, state and nation.
Expanding and Integrating Knowledge	Students connect knowledge and experience from different subject areas; use what they already know to acquire new knowledge, develop new skills, and expand understanding; and demonstrate integrated knowledge and skills in applying multidisciplinary approaches to solving problems or completing tasks.
Interpersonal Skills	Students work with others in a variety of situations to set and achieve goals; manage and evaluate their behavior as group members; and deal with disagreement and conflict caused by diversity of opinions and beliefs.

Reasoning Skills: Critical thinking, problem-solving, and creative thinking.	Students gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences and justify conclusions appropriate to the context and audience; utilize, evaluate and refine the use of multiple strategies to solve a variety of types of problems, and generate new and creative ideas by taking considered risks in a variety of contexts.
Learning to Learn Skills	Students make a commitment to creating quality work and striving for excellence; use a variety of learning strategies, personal skills, and time management skills to enhance learning; and reflect on and evaluate their learning for the purpose of improvement.

Acknowledgment of use of the following: Fitzpatrick, Kathleen A. *Indicators of Schools of Quality: Vol. 1: Schoolwide Indicators of Quality*. Schaumburg: National Study of School Evaluation (NSSE) p.19.

d. Review the Survey on Goals for Student Learning:

The potential survey participants were educated and oriented at a Faculty meeting on December 10, 2009 via a Power Point presentation "A DIP Into SIP" by the Sip Chair, Francine Hudson. The audience was given an overview of the SIP and upcoming administration of the surveys, on the language of the surveys, and the three parts of the surveys. Information was also distributed in hard copy.

In reviewing the results of the closed ended survey, it appeared that the respondents indicated that there were no areas that showed a need for improvement; that, essentially, student learning was at the highest level it could be and we, as a school, did not need to improve on anything. Of course, this cannot be and is not the case. Although faculty had been educated about the survey early in the process and shortly before they took the surveys, they did not have a complete understanding and comprehension of the survey process. The glaring lack of priorities for improvement gave us pause and required the Area 3 Focus Group to investigate this lack of consistency with the open ended comments, test scores and performance of students. There appears to have been a breakdown in the initial survey process. It is possible that several things occurred that may have skewed the results:

1. The Education and Orientation sessions had no real meaning to them yet.
2. Survey takers experienced difficulty with the electronic nature of the survey process.
3. Survey takers did not pay attention to the repetition of identical questions in the two sections: Level of Achievement and Priority for Improvement.
4. Survey takers were resistant to the entire process and simply completed the surveys in a perfunctory manner.

Regardless, the Area 3 Focus Group believed strongly that the "Level of Priority for Student Achievement" portion of the Seven Goals for Student Learning Survey results did not accurately reflect the beliefs of the participants. Re-administering the survey to the entire body of respondents did not seem feasible in this late stage of the process. Area 3, being the focus group and the most educated in the process, decided the best course of action would be to "re-survey" a targeted group. The second survey was conducted in December 2009 with 17 participants (7 members of the focus group, 8 faculty members from varying grade levels, the principal and the assistant principal). Each survey item in the "Level of Priority for Improvement" section was addressed through an open panel discussion, based on our observations and experiences as teachers, parents and staff, we arrived at a consensus for what level of priority each item should be. This process spanned three weekly meetings to address and reach consensus on each item. We believe our results to be an accurate reflection of the highest and lowest priorities of improvement for student learning.

6. Data Collection

a. Survey Details

The Initial Survey of Seven Goals for Student Learning was administered to 100% of the faculty and staff, to 0% of students, and a random sampling of parents and community members. The 48 Respondents comprised 62.5% Teachers and 37.5% Parents and Community Members. At the close of this Survey, the results were distributed to all members of the Area 3 Desired Results for Student Learning (Student Performance) Committee for their review and utilization as they proceeded in their work in Area 3 of the SIP.

INITIAL SURVEY FCC Survey of Seven Goals for Student Learning		
100% of Teachers, Aides, Support Staff, Principal, and Assistant Principal.	Administered 50	96%
	Respondents 48	

As described above in section 5.d, a second survey regarding “Level of Priority for Improvement” was administered in December 2009 to 15 educated and oriented faculty and two administrators. The results of this second survey are included in this document for purposes of analysis of strengths and weaknesses.

DECEMBER 2009 RE-SURVEY FCC Survey of Seven Goals for Student Learning		
15 Teachers 2 Administrators	Administered 17	100%
	Respondents 17	

b. Survey Results - Raw Survey Data are available in the Site Visit Workroom File.

The original Survey of Seven Goals for Student Learning contained two sections: Level of Student Achievement and Priority for Improvement, following are the summarized results:

	LEVEL OF STUDENT ACHIEVEMENT	Rating
	NSSE/FCC GOAL	
1	Faith Formation	3.10
2	Communication Skills	2.96
3	Personal and Social Responsibility	2.87
4	Expanding and Integrating Knowledge	2.82
5	Interpersonal Skills	2.68
6	Thinking and Reasoning Skills	2.65
7	Learning to Learn Skills	2.61

Rubric: 0-No evidence of achievement; 1-Low levels of achievement; 2-Not yet fully competent; 3-Fully competent level of achievement; 4-Exemplary level of achievement.

<u>STRENGTHS:</u> The closed-ended highest rating of 3.10 on Faith Formation appeared to confirm positive results returned on the Beliefs Opinion Survey and supported by the Open-Ended Comments.	<u>AREAS FOR IMPROVEMENT</u> The closed-ended lower ratings on remaining six indicators ranged from 2.61 to 2.96 and indicated a need for improved student achievement. The Open-Ended comments indicated a lack of agreement among the faculty regarding curriculum, competency and teaching methods.
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Note: The following information was discarded as being inconsistent with the written open-ended comments, anecdotal information, and focus group discussion. This portion of the survey was re-administered in December 2009.

LEVEL OF PRIORITY FOR IMPROVEMENT	Rating
NSSE/FCC GOAL	
Reasoning Skills	2.05
Learning to Learn Skills	2.03
Expanding and Integrating Knowledge	1.99
Communication Skills	1.94
Interpersonal Skills	1.91
Faith Formation	1.83
Personal and Social Responsibility	1.78

Rubric: 0-No evidence of achievement; 1-Low levels of achievement; 2-Not yet fully competent; 3-Fully competent level of achievement; 4-Exemplary level of achievement.

STRENGTHS None of the ratings indicated a high priority for improvement in any of the goals.	AREAS FOR IMPROVEMENT The Open-Ended comments indicated a lack of agreement among the faculty itself regarding curriculum, competency and teaching methods.
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Note: The following information is the result of the re-administered portion of the survey in December 2009.

(1) This chart presents the averaged scored of all stakeholders in a rated order:

	RE-SURVEY RESULTS LEVEL OF PRIORITY FOR IMPROVEMENT	Average Rating
	NSSE/FCC GOAL	
1	Learning to Learn Skills	3.05
2	Thinking and Reasoning Skills	2.97
3	Interpersonal Skills	2.67
4	Expanding and Integrating Knowledge	2.64
5	Personal and Social Responsibility	2.41
6	Communication Skills	2.10
7	Faith Formation	2.08

Restated Rubric: (To clarify meaning as it relates to “improvement”) 0-No priority for improvement; 1-Low priority for improvement; 2-Moderate priority for improvement; 3-Some priority for improvement; 4-High priority for improvement.

Note: It should be noted at this point, that the re-administered portion of the survey resulted in an inverse ranking with the Levels of Achievement which appears to validate the concerns of the Area 3 Focus Group.

(2) The following is a re-creation of a survey section with the averaged scores of all stakeholders for each question and section. In priority for improvement order, i.e. Learning to Learn is the highest priority for improvement, while Faith Formation is the lowest priority for improvement.

RESURVEY RESULTS FOR LEVEL OF PRIORITY FOR IMPROVEMENT			
NSSE/FCC GOAL			
1. Learning to Learn: 3.05 (avg.)			
Faculty Sample	Focus Group	Total Avg.	Priority for Improvement
2.79	3	2.90	Students make a commitment to creating quality work and striving for excellence.
3	3.5	3.25	Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.
3	3	3	Students reflect on and evaluate their learning for the purpose of improvement.
2. Thinking and Reasoning: 2.97 (avg.)			
Faculty Sample	Focus Group	Total Avg.	Priority for Improvement
2.71	3.5	3.11	Students gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.
2.71	3	2.86	Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems.
2.86	3	2.93	Students generate new and creative ideas by taking considered risks in a variety of contexts.
3. Interpersonal Skills: 2.67 (avg.)			
Faculty Sample	Focus Group	Total Avg.	Priority for Improvement
2.36	2	2.18	Students work with others in a variety of situations to set and achieve goals.
2.57	2.5	2.54	Students manage and evaluate their behavior as group members.
2.57	4	3.29	Students deal with disagreement and conflict caused by diversity of opinions and beliefs.

4. Expanding and Integrating Knowledge: 2.64 (avg.)			
Faculty Sample	Focus Group	Total Avg.	Priority for Improvement
2.5	2	2.25	Students connect knowledge and experience from different subject areas.
2.36	3	2.68	Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.
3	3	3	Students demonstrate integrated knowledge and skills in applying multi-disciplinary approaches to solving problems or completing tasks.
5. Personal and Social Responsibility: 2.41 (avg.)			
Faculty Sample	Focus Group	Total Avg.	Priority for Improvement
2.71	4	3.36	Students take responsibility for personal actions and act ethically
2.36	3	2.68	Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people manages and evaluates their behavior as group members.
2.64	1	1.82	Students demonstrate an understanding of and responsibility for global and environmental issues.
2.57	1	1.79	Students act as responsible citizens in the community, state and nation.
6. Communication Skills: 2.10 (avg.)			
Faculty Sample	Focus Group	Total Avg.	Priority for Improvement
2.2	2	2.1	Students communicate with clarity, purpose, and understanding of audience.
2.07	2	2.04	Students integrate the use of a variety of communication forms and use a wide range of communication skills.
2.29	2	2.45	Students recognize, analyze, and evaluate various forms of communication.

7. Faith Formation: 2.08 (avg.)			
Faculty Sample	Focus Group	Total Avg.	Priority for Improvement
2.08	1	1.54	Students understand God's role in their lives.
2.5	1	1.75	Students demonstrate knowledge of the Catholic faith and traditions.
3.07	2.5	2.79	Students apply their faith and Christian values to their lives.
2.36	1	1.68	Students recognize the value and dignity of all human life.
3.29	2	2.65	Students make a commitment to Christian service.

c. Strengths and Weaknesses of Student Learning Performance

AREAS OF STRENGTH

Strengths of Student Performance as ascertained from Part 1 of the Survey

Category	Item (s)	Avg. Rating	Documentation
Faith Formation	All items in Faith Formation. Faith Formation was such an overwhelming area of strength that Area 3 took all the items of Faith Formation as one, instead of breaking them into separate entities.	3.10	<p>All levels of Faith Formation were viewed by all areas of respondents to be enormously strong areas of strength throughout the thread of our school.</p> <p>Students, faculty, parents and the community witness and/or participate in prayer and celebrations of God in our lives every day through:</p> <ul style="list-style-type: none"> • Teachers pray in the garden each morning before the day starts. • Praying, as a school, before the pledge • Praying, as a school, before and after school, during announcements • Praying before each class begins • Praying before each conference, meeting, social function, etc. • Mass celebrated each week, classes helping in the preparation and celebration • PAWS (Praise and Worship Club) • "Fraternus" organization on our school grounds as regular participants in the faith formation of our MS boys. • Stations of the Cross, Penance Services, Eucharistic Adorations, First Communion, Living Rosary, etc. • Christmas Program and Passion Play, Benedictions and other ceremonies to honor our Lord, Jesus Christ.

Category	Item (s)	Avg. Rating	Documentation
Communication Skills	Students integrate the use of a variety of communication forms and use a wide range of communication skills	3.04	<p>Students demonstrate strength in these areas of communication due to the opportunities and participation in a variety of types of communication, in the classroom, on a regular basis, such as:</p> <ul style="list-style-type: none"> • Writing assignments • Oral presentations • Interviews • Critiques and evaluations • Computer programs • Participation in various school and religious programs. <p>Students are given opportunities to participate in a variety of competitions in which they must present themselves and communicate effectively to move forward, such as:</p> <ul style="list-style-type: none"> • Spelling and Geography Bees • Tropicana Speech • Mandatory participation in school History Fair and Science Fair • Brain Bowl and Math Counts. • National Catholic Handwriting Contest • Creative writing contests (LCRC, Scholastic, Tallahassee Democrat • Letter writing to community • PA announcements
	Students communicate with clarity, purpose, and understanding of audience	2.96	

Category	Item (s)	Avg. Rating	Documentation
Personal and Social Responsibility	Students act as responsible citizens in the community, state and nation	3.00	<p>The participation and commitment our student body makes to participate and contribute to the world around them is evident in:</p> <ul style="list-style-type: none"> • School-wide participation in annual social justice projects. • Organization and participation in the annual Food Drive. • Organization and participation in the annual Toy Drive. • Organization and participation in fundraisers to aid those in special need, i.e. the earthquake victims in Haiti, the homeless needing warmth during particularly cold weather, etc.. • Participation in organizations such as “Fraternus”, Youth Groups, Boy Scouts, Girl Scouts, altar servers, and a variety of extra-curricular activities. • Volunteering in the community (a requirement for the 50+ members of NJHS), both individually and as a family.
	Students demonstrate an understanding of and responsibility for global and environmental issues.	2.89	

Category	Item (s)	Avg. Rating	Documentation
Interpersonal Skills	Students work with others in a variety of situations to set and achieve goals.	2.90	<p>The opportunity and participation our students body is given to work with others in a variety of situations to set and achieve goals is evident in:</p> <ul style="list-style-type: none"> • Organization and participation of weekly Mass, by class • Group projects • Games, both in the classroom, at recess, and during P.E. • Extra Curricular sports and clubs • Participation in Fall Festival and Field Days • Prayer Buddies and Reading Buddies

Category	Item (s)	Avg. Rating	Documentation
Expanding and Integrating Knowledge	Students connect knowledge and experience from different subject areas.	2.90	<p>Students connect knowledge and experience from different subject areas through a variety of cross-curricular projects, activities and lessons in the classroom.</p> <p>Subject area teachers work together to support areas of learning across the curriculum through shared topics and projects.</p>

AREAS FOR IMPROVEMENT

Areas for Improvement of Student Performance as ascertained from Part 2 of the Resurvey

Category	Item (s)	Avg. Rating	Documentation
Learning to Learn Skills	Students use a variety of learning strategies, personal skills, and time management skills to enhance learning.	3.25	<p>Many students do not effectively use time management and organization skills to maintain success in learning. Some of the behaviors that effect overall success include:</p> <ul style="list-style-type: none"> • Failure to use planner properly • Failure to have materials required for class • Habitually late work • Failure to utilize class time available to complete class work, homework, AR reading, etc. • Failure to effectively organize and schedule time for group projects
	Students reflect on and evaluate their learning for the purpose of improvement.	3.0	<p>Although academic success is very important to most students, submitting work and getting the grade seems to override the commitment to produce quality work. The students overlook the value of the process. They fail to reflect on mistakes they have made, thus by-passing a necessary teachable moment to prevent making the same mistakes in the future.</p>
	Students make a commitment to creating quality work and striving for excellence.	2.90	<p>Universal standards for neatness, spelling, punctuation, sentence structure, etc. are not held throughout all subject areas, thus creating a fluctuation of quality work.</p>

Category	Item (s)	Avg. Rating	Documentation
Thinking and Reasoning Skills	Students gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.	3.11	Students lack study skills (tying into Learning to Learn Skills). Behaviors that affect student learning are: <ul style="list-style-type: none"> • Failure to take effective notes • Failure to make appropriate outlines across subject areas for the purpose of studying. • Lacking ability to paraphrase information in own words (memorizes or writes information given, without true understanding of concepts)
	Students generate new and creative ideas by taking considered risks in a variety of contexts.	2.93	Students lack the higher order thinking skills and confidence required to take risks and think outside the box.
	Students utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems.	2.86	Problems/assignments are approached with little thought to the most efficient or productive way to handle the problem. Students stick to the straight and narrow (path of least resistance), often times missing the point of the question or exercise. Some behaviors that indicate that students are lacking in this area include: <ul style="list-style-type: none"> • Not answering entire question • Not evaluating material before attempting to solve the problem • Failing to analyze what is actually being asked

Category	Item (s)	Avg. Rating	Documentation
Interpersonal Skills	Students deal with disagreement and conflict caused by diversity of opinions and beliefs.	3.29	There seems to be a discrepancy with community, global and church actions and those actions pertaining to the “everyday” lives of our students. In focus groups with students, some of the responses ranged from fear of getting in trouble (thus cheating, lying and blaming others) to lack of fear or responsibility (thus bullying and lack of incentive to act ethically).

Category	Item (s)	Avg. Rating	Documentation
Expanding and Integrating Knowledge	Students use what they already know to acquire new knowledge, develop new skills, and expand understanding.	2.68	Lack of vertically aligned curriculum to ensure students are learning set standards, before stepping up to the next grade level. Some material may be taught that is not required at that level and other material may be omitted. Becomes problematic as the student moves to higher grades, as skill set may fluctuate and teachers must fill the gaps before progressing with the required curriculum.
	Students demonstrate integrated knowledge and skills in applying multi-disciplinary approaches to solving problems or completing tasks.	3.0	The students are not proficient in carrying skills taught throughout the subject areas. (i.e. the writing process, outlining, reading for comprehension)

Category	Item (s)	Avg. Rating	Documentation
Personal and Social Responsibility	Students take responsibility for personal actions and act ethically.	3.36	There appears to be a gap between core Christian beliefs and personal student actions.
	Students respect themselves and others, and understand and appreciate the diversity and interdependence of all people.	2.68	<p>Problematic behaviors include:</p> <ul style="list-style-type: none"> • Cheating • Lying • Failing to accept blame/blaming others • Pointing out wrongdoing of others, but not recognizing it in themselves. • Bullying • “Picking” on people (exclusive of bullying) • Lack of intrinsic incentive to act ethically • Failing to respect others. <p>Although these behaviors are not inclusive of all the students, they do set a tone that permeates throughout the student body.</p>

d. Desired Results:

A review of the FCC Principles and Standards, Area C (pages 3-5) identified the following results:

Instructional Design	Trinity meets all standards of Instructional Design. #5 & 14: Faculty acknowledges the desirability of increasing emphasis on critical thinking and problem solving skills; Faculty is also desirous of improving student transitions from one level of instruction consistent with the needs of the students. Both of these are directly reflected in the recommendation to improve the unification of K-8 curriculum. #6: Faculty desires expansion and enhancements to the technological experience of students. # 8, 9, & 12: Faculty desires the addition of a full time on site special education teacher.
Curriculum	Trinity meets all standards of Curriculum. #2, 3 & 4: Faculty acknowledges the need for improved curriculum integration. #11: Faculty acknowledges the need to improve the range of experiences for students to support current goals and objections.
Assessment	Trinity meets all standards of Assessment.
Age-Entry Date	Trinity meets all standards of Age-Entry Date

7. Setting the Priorities for Improving Student Learning Performance

a. The priorities to improve student learning at TRINITY are:

- Students are expected to use what they already know to acquire new knowledge, develop new skills, and expand understanding.
- Students are expected to demonstrate integrated knowledge and skills in applying multi-disciplinary approaches to solving problems or completing tasks.
- Students are expected to take responsibility for personal actions and act ethically.
- Students are expected to deal with disagreement and conflict caused by diversity of opinions and beliefs.
- Students are expected to use a variety of learning strategies, personal skills, and time management skills to enhance learning.
- Students are expected to reflect on and evaluate their learning for the purpose of improvement.
- Students are expected to make a commitment to creating quality work and striving for excellence.
- Students are expected to gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.
- Students are expected to generate new and creative ideas by taking considered risks in a variety of contexts.
- Students are expected to utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems.

b. Prioritized List

Based on all of the information gathered and the individual ratings (not the overall averages) on the Survey, the prioritized list to improve student learning at Trinity are:

- 1. Students are expected to take responsibility for personal actions and act ethically.**
 - 2. Students are expected to deal with disagreement and conflict caused by diversity of opinions and beliefs.**
 - 3. Students are expected to use a variety of learning strategies, personal skills, and time management skills to enhance learning.**
 - 4. Students are expected to gather and use information effectively to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.**
-
5. Students are expected to demonstrate integrated knowledge and skills in applying multi-disciplinary approaches to solving problems or completing tasks.
 6. Students are expected to reflect on and evaluate their learning for the purpose of improvement.
 7. Students are expected to generate new and creative ideas by taking considered risks in a variety of contexts.
 8. Students are expected to make a commitment to creating quality work and striving for excellence.
 9. Students are expected to utilize, evaluate, and refine the use of multiple strategies to solve a variety of types of problems.
 10. Students are expected to use what they already know to acquire new knowledge, develop new skills, and expand understanding.

8. Establishing Goals and Baselines

Based on results of all open and closed ended survey results, the research conducted in Areas 1 and 2, face-to-face meetings among faculty, and review by Administration, Area 3 has determined the following to be the **three top priority goals for TRINITY** at the present time.

Category	Goal Statements	Baseline Data
Personal and Social Responsibility and Interpersonal Skills	(1) Students will integrate and connect the values and beliefs of their faith, in order to take responsibility for personal actions, act ethically and (2) deal with disagreement and conflict cause by a diversity of opinions and beliefs.	Survey rating of 3.29 Survey rating of 3.36
Learning to Learn	(3) Students will adopt and incorporate a variety of learning strategies, personal skills, and time management skills to enhance learning.	Survey rating of 3.25

Thinking and Reasoning	(4) Students will examine, interpret and summarize information gathered to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.	Survey rating of 3.11
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The initial research findings were detailed above in section 5.b. It is intended that the results of the entire SIP process will be shared with all of the stakeholders as the conclusion of the SIP process.

Tab 6

Area 4

TRINITY CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN

2008-2010



**AREA 4: ANALYSIS OF INSTRUCTIONAL AND
ORGANIZATIONAL EFFECTIVENESS**

Committee Members:

Carol Pannell, Chair, Fourth Grade Teacher
Francine Hudson, Assistant Principal
John O'Sullivan, Middle School Teacher
Betty Blythe, Fourth Grade Teacher
Susan Gallivan, Office Manager

TABLE OF CONTENTS

Area 4	ANALYSIS OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS	PAGE #
	Committee Members	1
	Table of Contents	2
	Introduction	3
1	Standards Review	3
2	Education and Orientation	3
3	Data Collection and Analysis	4
4	Setting Priorities for Improving School Performance	10
5	Established Goals	11
	ATTACHMENT - Site Team workroom - Raw Survey Data	

ANALYSIS OF INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

INTRODUCTION

In recognition that the work of the Area 4 Committee would be instrumental in establishing organizational policies and procedures which support instructional practices for student learning, the SIP Steering Committee carefully selected members to represent longer term faculty as well as newer faculty and a representative of support staff who works closely with Administration. The membership consisted of Francine Hudson, Assistant Principal and Susan Gallivan, Office Manager representing Administration and Carol Pannell and Betty Blythe representing the Elementary faculty and John O'Sullivan representing the Middle School faculty.

Given the small number of participants in this group, they were able to work easily in a collaborative process. The Committee used the data presented in the School Profile, Mission and Beliefs, and Desired Results for Student Learning to develop consensus about organizational effectiveness as it relates to student learning.

The question we asked ourselves was: To what extent do the instructional practices and organizational conditions in our school help or hinder the achievement of our mission and desired results for student learning?

1. Standards Review

The Area 4 Committee began meeting in November 2009 to ensure that all Committee members had access to the appropriate resources: FCC Companion to NSSE School Improvement: *Focusing on Student Performance*, the NSSE *Indicators of Schools of Quality*, and the FCC Principles and Standards, Area D-H: Personnel Administration, Learning Media Services, Pupil Services, and School Plant and Facilities. Regular meetings followed to ensure that all Committee members had reviewed the standards and had a thorough understanding of the expectations of an organization with regard to appropriate support to student learning. .

2. Education and Orientation

In October 2009, the Area 4 Chair was provided with the following: Area 4 Template for Final Report, Area 4 FCC Instructions, Area 4 Checklist, Area 1 Profile Draft Document, and the Area 2 Mission and Beliefs Draft Document. In November 2009, all Area 4 Committee Members had received and read these drafts. The draft document for Area 3 Desired Results for Student Learning data and goals developed was received by this Committee in February 2010.

a. Analysis of School Performance Data from Area 1

As part of their ongoing review of the Area 1 School Profile, Committee members specifically analyzed the section of the document dealing with the results of the Opinion surveys (*4. School and Community Perceptions*) to gather information regarding strengths and areas for improvement. Student Performance Data was gathered and analyzed by Area 3 and provided to Area 4 in February 2010 for review for this report.

b. Review of Mission and Beliefs Statements from Area 2

After reading the Area 2 report, Committee members met to review the strengths and areas for improvement. Discussions included proposed action items.

c. Review of Principles and Indicators

In early November 2009 the Committee received copies of the NSSE/FCC: Principles and Indicators of Quality Schools and read the information independently. On November 19th, the group discussed the information and verified that everyone was up to date on these principals and the seven categories. The draft document for Area 3 was received in February 2010 for review.

3. Data Collection and Analysis**a. Survey: NSSE/FCC Survey of Instructional and Organizational Effectiveness**

Between March 9, 2009 and May 12, 2009 all stakeholders' perceptions regarding Trinity and its performance were gathered through a variety of means including group meetings, one-on-one discussions, and surveys. Ultimately, it was determined that the most productive method to gather reliable, quantifiable information was by using the electronic anonymous National Study of School Evaluation Opinion Surveys via the services of AdvancED/NSSE. Stakeholders were oriented to the purpose of the surveys and the surveys themselves through presentations at Home and School Associating Meetings, Faculty Meetings, School Board Meetings, postings on the school website, the school newsletter and the Church Bulletins.

The NSSE/FCC Survey of Instructional and Organizational Effectiveness was administered to faculty during this process. Research was intentionally conducted during the Area 1 Profile stage both to ensure consistency of information by surveying a static group of participants; and to inform the entire School Improvement Process early in its development. Results of this survey were shared with this Committee in September and October, 2009. Raw survey data are available for review in the Site Team Workroom.

FCC Survey of Instructional and Organizational Effectiveness		
Faculty, Principal, and Assistant Principal	Administered 40	83%
	Respondents 33	

b. Results of the NSSE/FCC Survey of Instructional and Organizational Effectiveness

The Area 4 Committee reviewed the drafts of the School Profile, the Mission and Beliefs Statements, and the Desired Results for Student Learning, and the attendant surveys. In light of that review, the Area 4 Committee concluded that the results of the NSSE/FCC Survey of Instructional and Organizational Effectiveness were consistent with information gathered in the

other Areas. The Area 4 survey indicated that responders agree that Trinity curriculum is based on clearly defined learning standards. Trinity is less effective in teaching career/vocational education.

Trinity received high marks for the quality of the instructional program. Noted weaknesses were the large class sizes, lack of cross curricular instructional activities, and interruptions during the school day. Teachers' open ended responses also indicated a need for special support services for low-performing students and enrichment opportunities for gifted students. Responders generally reported high agreement with Catholic values and their integration at Trinity. Open ended responses indicated appreciation of our school's religious atmosphere and sense of community. Both parents and teachers expressed a need for more effective communication with administration.

c. Charts/Tables - NSSE/FCC Survey of Instructional and Organizational Effectiveness

Based on the Topic Averages of the Closed-Ended survey results, this group indicated that they perceived all Indicators of Quality to be Fully Functioning and Operational or greater.

Total 33 Respondents: 31 Faculty, Principal, and Assistant Principal	
CLOSED ENDED RESPONSES	
INDICATORS OF QUALITY INSTRUCTIONAL SYSTEMS PART I TOPIC AVERAGES	
Curriculum	3.24
Assessment	3.15
Instructional Design	3.10
INDICATORS OF QUALITY ORGANIZATIONAL SYSTEMS PART II TOPIC AVERAGES	
Climate/Environment	3.28
Communication	3.18
Structure	3.17
Professional Development	3.11
RUBRIC: 4 = Exemplary Level; 3= Fully Functional and Operations; 2= Evidence of Progress but not Fully Operational; 1= Low Level of Development and/or Implementation; 0 = No Evidence of the Indicators of Quality	

d. Areas of Strength and Weakness based on the NSSE/FCC Survey of Instructional and Organizational Effectiveness and other sources. Given that none of the indicators of quality fell into the “...not fully operational” or lower category, the committee chose to look beyond the Topic Averages to specific questions in each area with the following results.

AREAS OF STRENGTH			
Category	Q#	Item	Survey Rating
Part 1 Indicators of Quality Instructional Systems			
Curriculum	1	The school’s curriculum furnishes instruction in Catholic truths and moral values that are an integral part of the school program.	3.55
Instructional Design	5	Daily planning activities incorporate developmentally appropriate instruction in Catholic truths and moral values.	3.45
Assessment	10	Assessments of student learning are aligned with clearly specified and appropriate achievement expectations.	3.21
Part 2 Indicators of Quality Organizational Systems			
Climate/Environment	17	The school’s mission is to proclaim the gospel message of Jesus, to build faith communities, to celebrate through worship and to serve others without distinction.	3.53
Structure	23	The school provides a skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, efficient and effective Catholic learning environment.	3.42
Communication	25	The school leadership – pastor, principal, teachers, parent advisory group – share responsibility for the mission of the school.	3.39
Professional Development	27	The school builds skills and capacity for improvement through comprehensive and ongoing professional development programs focused on the school’s goals for improvement.	3.12
Area 4’s Narrative Summary of Strengths:			

Based on all of the data gathered from various sources, surveys, focus groups, anecdotal information, Trinity’s strengths are:

Trinity has a shared vision that drives instruction, planning, and evaluation. Parents, teachers and staff report a high sense of community. Administration, parents, and teachers share a visible concern for constant improvement. Trinity’s community has a high level of faculty/staff satisfaction with the integration of living Catholic faith throughout the curriculum. Trinity’s community is highly satisfied with support systems including materials technology, and community resources are utilized effectively.

AREAS IN NEED OF IMPROVEMENT				
Category	Q#	Item	Survey Rating	Additional Indicators
Part 1 Indicators of Quality Instructional Systems				
Curriculum	3	The curriculum implementation plan ensures the alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum. The coordination and articulation of the curriculum leads to a shared vision for student learning held by teachers at each grade level, and parents and community members	2.91	36% of the open ended comments were negative about teaching methods.
Instructional Design	9	Students are provided with a variety of opportunities to receive additional assistance to improve their learning beyond initial classroom instruction.	2.70	15% of the open ended comments were negative regarding addressing the special needs of students.
Assessment	13	The student learning assessment system provides for the collection of a comprehensive and representative sample of student performance that is sufficient in scope to permit confident conclusions about student achievement and yield general results.	3.06	

Part 2 Indicators of Quality Organizational Systems				
Climate/Environment	15	The school facilitates a collaborative process in developing the school's vision, beliefs, mission and goals that engages the school community in an in-depth study and assessment of important information sources (student assessment data, demographic data, environmental scanning, future trend information, workplace expectations, etc.)	3.09	15% of the open ended comments were negative with regard to class-size.
Climate/Environment	18	The school defines measurable goals focused on improving student learning.	3.09	
Structure	21	The school employs effective decision making that is data-driven, research-based, and collaborative.	2.97	
Communication	26	The school extends the school community through collaborative networks of support for student learning.	3.06	18% of the open ended comments were negative.
Professional Development	28	The school creates the conditions that support productive change and continuous improvement.	3.09	

GATHERED FROM SURVEY OPEN ENDED RESPONSES

Respondents indicated ...	Respondents indicated ...
<p>A high level of faculty/staff satisfaction with the integration of living Catholic faith throughout the curriculum.</p> <p>Highly satisfied with support systems, including learning materials, technology, community resources are utilized effectively.</p> <p>There is a shared vision that drives instruction, planning, & evaluation.</p> <p>Faculty believes Administration fosters a sense of community and social justice by all members, students, teachers, parents, etc.</p> <p>Administration shows a visible concern for constant improvement.</p>	<p>Desire for improved communication.</p> <p>Reduction in the dissonance in teaching methods.</p> <p>Desire for adequate services for students with special needs.</p> <p>Faculty indicated a great concern for the number of interruptions to classroom teaching time, generally associated with extra-curricular activities.</p> <p>Administration indicated desire that faculty be more willing to achieve harmonious integration of extra-curricular activity into their regular workday.</p>

SCHOOL INSTRUCTIONAL/ORGANIZATIONAL WEAKNESSES IDENTIFIED FROM OPINION SURVEYS		
	Area of Weakness	Evidence:
1	Interruptions in Teaching Time	Teacher Opinion Survey Open Ended Negative Comments
2	Communication	Opinion Surveys Open Ended Negative Comments: 21% Support, 12% Parents, 9% Community, <1% Teachers, <1% MS, 0 - 4&5 Graders
3	Dissonance in teaching methods	Open Ended Negatives Comments Across all Surveys.
4	Services for students with special needs	Open Ended Negative Comments Across all Surveys and Inventories.
5	Faculty Cooperation	Teacher Opinion Survey Open Ended Negative Comments
6	Faculty attitude toward and treatment of students	Opinion Surveys Open Ended Negative Comments: 42% Middle School Students, 21% Support Staff, 17% Community, 15% Parents, 6% 4 & 5 Graders, <1% Teachers
7	Workload	Opinion Surveys Open Ended Negative Comments: 25% Teachers , 9% MS, 9% 4&5 Graders, 1% Parents, 0 Community, 0 Support Staff
Area 4's Narrative Summary of Weaknesses:		

Based on all of the data gathered from various sources, surveys, focus groups, anecdotal information, Trinity's weaknesses are:

Trinity should work to establish higher academic and behavioral standards. All stakeholders expressed a desire for improved communication. Trinity should work to improve effectiveness, variety, and integration in our teaching methods. There is a desire for adequate services for students with special needs. There is a need to work together to achieve balance between academics and extra-curricular activities.

e. Desired Results

A review of the FCC Principles and Standards, Area D-H, identified the following results:

D. Personnel	All personnel are currently in compliance.
E. Administration	All administration standards are in compliance. In the areas of class size and staff/student ratios, Trinity exceeds the compliance requirement. Improvement is desirable in the area of more formal evaluation of personnel and more detailed financial record keeping for Diocesan auditor.
F. Learning Media	All learning media services are in compliance.
G. Pupil Services	All pupil services are in compliance.
H. Facilities	School & plant facilities are in compliance with the FCC guidelines.

4. Setting Priorities for Improving School Performance

a. List of Priorities for Improvement

LIST OF PRIORITIES
Establish higher academic standards.
Establish higher behavioral standards.
Improve communication at all levels.
Improve effectiveness, variety, and integration in our teaching methods.
Provide adequate services for students with special needs.
Collaborate to achieve balance between academics and extra-curricular activities

b. Prioritized List based on consensus of the school professional staff.

PRIORITIZED LIST FOR IMPROVING SCHOOL PERFORMANCE
1. Improve effectiveness, variety, and integration in our teaching methods.
2. Provide adequate services for students with special needs.
3. Collaborate to achieve balance between academics and extra-curricular activities.
4. Improve communication at all levels.
5. Establish higher behavioral standards.
6. Establish higher academic standards.

5. Established Goals

- a. Compare/contrast the three priority goals from Area 3 and Area 4

	Area 3 Student Goals	Area 4 School Goals
1	Personal and Social Responsibility and Interpersonal Skills: Students will integrate and connect the values and beliefs of their faith, in order to take responsibility for personal actions, act ethically and deal with disagreement and conflict cause by a diversity of opinions and beliefs.	The faculty will work with referral coordinator to identify students with special needs. Teachers will make practical recommended accommodations prescribed to best meet the needs of identified students.
2	Learning to Learn: Students will adopt and incorporate a variety of learning strategies, personal skills, and time management skills to enhance learning.	The faculty and administration will devise a strategy to identify and prioritize all extracurricular activities and begin the process to create a greater balance between academics and extracurricular activities
3	Thinking and Reasoning: Students will examine, interpret and summarize information gathered to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience.	The administration and faculty will collaborate to determine topics for in-service to be offered at school while at the same time researching topic specific learning opportunities offered throughout Leon County and professional organizations to which the school or faculty belong.

- b. Develop three concise and measurable goals with a similar focus as Area 3.

Top Three Priorities for School Improvement	
1	Establish and implement a research based school-wide behavior plan that emphasizes problem solving and respect for all.
2	Devise a plan to schedule academic educational time effectively with religious and character building time using current research tailor the plan.
3	Implement research based and data driven teaching strategies that are in line with current standards

c. Area 4 Goals Statements, Baselines, and Measures.

#	School Goal Statement	Current Baseline	<i>SUGGESTED</i> Measures of Effectiveness
1	Establish and implement a research based school-wide behavior plan that emphasizes problem solving and respect for all.	Students with special needs often struggle behaviorally. Some students in 4 th and 5 th grades are several years behind in reading skills even though they have attended Trinity since Pre-K. Currently students are referred to the Leon County Public School System or private agencies for testing.	Track incidents requiring discipline or intervention over time.
2	Devise a plan to schedule academic educational time effectively with religious and character building time using current research tailor the plan.	Currently, extra-curricular activities, social justice activities, and special events are added at the discretion of Administration and or the desire of individual teachers.	Maintain a master calendar. Faculty Satisfaction Survey
3	Implement research based and data driven teaching strategies that are in line with current standards.	Currently, faculty members take random courses and workshops based upon individual interest. Division head meetings seem to have little effect on integration across grade levels.	Improved ITBS test scores on identified subject areas. Administrative Observation

d. The initial research findings were presented as detailed in the Area 3 section 5.b. in May 2010 at a Home and School Association Meeting. It is intended that the results of the entire SIP process will be shared with all of the stakeholders as the conclusion of the SIP process.

Tab 7

Area 5

TRINITY CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN

2008-2010



AREA 5: ACTION PLAN

Committee Members:

Janet Gendusa, Chair, Principal
Fran Hudson, Assistant Principal
Jennifer Seaman, Pre-K3 Teacher
Joyce Belena, First Grade Teacher
Kimberly Smith, Fifth Grade Teacher
Stephanie Bechtol, Middle School Teacher
Josh Whittaker, Middle School Teacher
Ali Lattner, Third Grade Assistant
Will Simmons, M.D., School Advisory Council

TABLE OF CONTENTS

Area 5	ACTION PLAN	PAGE #
	Cover/Committee	1
	Table of Contents	2
1	Introduction	3
	Action Plan - Cover	4
2	Action Steps/Strategies for Three Goals:	
	GOAL 1 ORGANIZATIONAL PRACTICES	5
	GOAL 1 INSTRUCTIONAL PRACTICES	7
	GOAL 2 ORGANIZATIONAL PRACTICES	10
	GOAL 2 INSTRUCTIONAL PRACTICES	11
	GOAL 3 ORGANIZATIONAL PRACTICES	14
	GOAL 3 INSTRUCTIONAL PRACTICES	17

INTRODUCTION

The members of this committee were initially selected for their knowledge of the organization, faculty, students, parents, and the larger Catholic community. The first order of business for this committee was for members to commit to the purpose of determining what action steps can be taken to help Trinity more fully achieve our mission and the desired results for student learning. Members of this committee were asked to be sincerely open to the need for continuous improvement and to be willing to work creatively together to create solutions whose outcomes would be measurable.

Once these commitments were obtained, the members reviewed the various resources: *FCC Companion to NSSE School Improvement: Focusing on Student Performance* pp. 27-28; *Background Information – NSSE School Improvement*, pp. 5-1 through 5-7; *Rubrics/Criteria – NSSE School Improvement*, pp. 5-8 through 5-11; *Sample Report – NSSE School Improvement*, pp. Sample Part 5, p. 1-8. After reviewing the literature, the committee then reviewed the work of the four preceding sections to ensure that any action plan would be informed by the findings of the work performed by each prior committee.

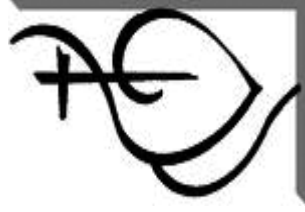
In particular, the committee focused on the three priorities for improving student learning developed at the end of Area 3. The committee then considered the three priorities for improving organizational effectiveness developed at the end of Area 4. From this wealth of information, this committee then linked the priorities to the appropriate NSSE/FCC Goals for Student Learning. Through vigorous discussion and challenging questions through role playing the committee worked diligently to make the Action Plan easily followed and understood by all stakeholders using the guidance provided by the NSSE/FCC resources. After each goal statement was written, it was tested by various stakeholders to ensure that the language of the goal statement would be clear and concise to all stakeholders. Once the committee had determined that each goal statement was appropriate, it then worked to develop clear action steps, time lines, resources required, responsible parties, and measurable outcomes.

Great effort was taken by the committee to ensure that stakeholders were informed throughout the process. Drafts of the Executive Summary, the History, the Introduction, Area 1 Profile and Area 2 Mission and beliefs were provided to the Area 3, Area 4 and Area 5 committees as these sections were completed in draft form. Feedback was solicited and changes were made as appropriate.

TRINITY CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN

2008-2010



AREA 5: ACTION PLAN

Over the next several pages are set forth the **THREE (3) GOALS FOR SCHOOL IMPROVEMENT**. Each goal consists of six (6) action steps which include a timeline, the resources needed, the persons responsible, and an evaluation of progress.

GOAL 1: Students will integrate and connect the values and beliefs of their faith, in order to take responsibility for personal actions, act ethically and deal with disagreement and conflict caused by a diversity of opinions and beliefs. NSSE/FCC School-wide Goal for Student Learning: <i>Personal and Social Responsibility and Interpersonal Skills</i>				
ORGANIZATIONAL PRACTICES				
ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	EVALUATION PLAN
1. SCHOOL STRUCTURE (CLIMATE) The school will review, revise, and implement a school-wide discipline policy with emphasis on implementation of a school-wide Bully Awareness Program.	9/2010- 9/2013	Faculty Meeting Time, Committee Meeting Time, Printing Costs. Bullying Awareness Program Costs & Materials	Faculty Administration	Publish timeline for accomplishment of goal Track number of discipline referrals over three years using 2010-2011 as a baseline. Track number of bullying incidents over three years using 2010 – 2011 as a baseline.

2. COMMUNICATION The progress on Goal 1 will be communicated through the school newsletter and the parent/student handbook which will be published on the school website. Updates and information will be made available to parents on an ongoing basis. Web-links for anti-bullying resources will be featured on the school website.	2010 - 2016 Annually	Copy Costs	Administration Faculty Committees Newsletter Editor Administration Guidance Counselor Volunteer Webmaster	Publication of revised discipline policy in parent/student handbook which is posted on the school website.
				Newsletter articles that feature anti-bullying strategies will be published in the newsletter which is posted on the school's website.
	Ongoing 2010 - 2016			
3. PROFESSIONAL DEVELOPMENT Faculty will receive in-service training in Bullying Awareness Program once it has been selected. School will schedule time semi-annually to update discipline and/or bullying prevention strategies.	Spring 2011		Administration	Annual Pre-assessment of faculty Annual Post Assessment of faculty
	On-going 2011 - 2016	Funding and time for professional development activities.	Administration Faculty	Meeting Minutes

GOAL 1: Students will integrate and connect the values and beliefs of their faith, in order to take responsibility for personal actions, act ethically and deal with disagreement and conflict caused by a diversity of opinions and beliefs. NSSE/FCC School-wide Goal for Student Learning: <i>Personal and Social Responsibility and Interpersonal Skills</i>				
INSTRUCTIONAL PRACTICES				
ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	EVALUATION PLAN
4. CURRICULUM DEVELOPMENT				
Faculty will review and adjust discipline policies annually.	On-going 8/2011- 2016	Committee meeting time.	Faculty	Administrative Observation and documentation. Written acknowledgement of review of policies.
Faculty Committee will research, identify and procure an appropriate Bullying Awareness Curriculum.	Fall 2010	Cost of program selected.	Faculty Committee Administration	Faculty review and selection of Bullying Awareness Program.

<p>5. CURRICULUM IMPLEMENTATION</p> <p>Teachers will diligently and universally apply policies published in the school handbook.</p>	<p>2011 - 2016</p>	<p>n/a</p>	<p>Administration Guidance Faculty Students</p>	<p>Monitor application of policies by classroom observation.</p> <p>Feedback from students, staff, and teachers- anecdotal</p> <p>Testimony from students and peers.</p>
<p>Faculty and staff will model appropriate scenarios of encouragement, respectfulness, and empathy across the curriculum.</p>	<p>2010 – Ongoing</p>	<p>n/a/</p>	<p>Faculty Staff</p>	

6. ASSESSMENT: Track and analyze discipline referrals and bullying incidents.	2011 - 2016	n/a	Faculty, Students, Parents, Administration Power School Coordinator	Documentation of discipline referrals and bullying incidents.
Provide and evaluate written surveys for teachers, parents and students.	2011-Annually	Copy Costs for survey Committee Release time for survey development and analysis	Faculty, Students, Parents, Administration Power School Coordinator	Statistical annual analysis based on documentation. Analysis of annual survey results.
Faculty evaluation of over-all student behavior.	2010 -2015 on a Regular basis.	Faculty meeting time	Administration Student Welfare Committee Faculty	Minutes of faculty meetings. Anecdotal observations will be recorded in meeting minutes.

GOAL 2: Students will adopt and incorporate a variety of learning strategies, personal skills, and time management skills to enhance learning. <i>NSSE/FCC School-wide Goal for Student Learning: Learning to Learn</i> ORGANIZATIONAL PRACTICES				
ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	EVALUATION
1. SCHOOL STRUCTURE (CLIMATE) The school will adopt school-wide use of official school planners by Grades 1-8.	8/2010 – Ongoing	Supply of Planners	Teachers of Students in grades 1 - 8	Planners will be purchased by the school to be sold to each student.
2. COMMUNICATION The school will initially communicate Goal 2 to all stakeholders and provide reminders through the school orientation package and newsletter which is published on the school website.	9/2010 - Ongoing Quarterly reminders to parents	Printing costs	Registrar Newsletter Editor Webmaster	Copies of the orientation package and newsletter reminders will be kept on file.
3. PROFESSIONAL DEVELOPMENT Teacher in service on the use of planners.	August 2010 Followed by annual updates	In Service Time	Administration Faculty	Pre-in service survey for teachers. Post in service survey for teachers.

GOAL 2: Students will adopt and incorporate a variety of learning strategies, personal skills, and time management skills to enhance learning. <i>NSSE/FCC School-wide Goal for Student Learning: Learning to Learn</i> INSTRUCTIONAL PRACTICES				
ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	EVALUATION
4. CURRICULUM DEVELOPMENT Designated time will be included in the schedule for organizational skill development including the use of planners.	8/2010 On going	n/a	Administration Faculty Schedule Committee	Schedules that reflect the designated time for skill development.
Teachers of all subjects will require students to use planners to notate homework and project work.	8/2010 On going	n/a	All teachers Students	Student completion of homework assignments will be monitored using Power Teacher Grade Books.

5. CURRICULUM IMPLEMENTATION	TIMELINE	RESOURCES	PERSON(S) RESPONSIBLE	EVALUATION
Teachers will post homework assignments and project timelines using the planner page layout.	8/2010 Ongoing	n/a	Teachers	Administrative walk-through observations.
Teachers will coach students in use of planners during designated organizational skills times.	8/2010 Ongoing	class time	Teachers Students	Administrative Observations.
Teachers will monitor use of planners by students.	8/2010 - Ongoing	n/a	Teachers Students	Random selection of student planners by Administration for compliance.

6. ASSESSMENT The faculty will review current trends in planner design and recommend suitable planners for each grade level.	5/2010 – 2016 Annually	Meeting time	Teachers of grades 1 – 8	Copies of planners selected each year will be kept on file.
A committee of teachers will develop pre and post surveys to determine student and parent attitudes toward the value of using planners.	9/2010 - Ongoing	Committee Meeting Time	Teachers	Student and Parent Feedback using survey instruments (pre and post). Adjustments to the elements of this action plan will be made using the data collected via surveys.
Power Teacher Grade books will be monitored to assess effectiveness of use of planners.	10/2010 ongoing Quarterly	n/a	Power School Administrator Administration	Based on the trends shown by the data collected quarterly during each year different planners and/or strategies may be used.

Goal 3: Students will examine, interpret and summarize information gathered to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience. <i>NSSE/FCC School-wide Goal for Student Learning: Thinking and Reasoning</i>				
ORGANIZATIONAL PRACTICES				
ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	EVALUATION
1. SCHOOL STRUCTURE (CLIMATE) Identify strategies to be used in the implementation of the STEM goals in Mathematics in grades K – 8 (STEM =Science, Technology, Engineering and Math)	8/2010 – 12/2010	Provision of the FDOE New Generation Standards for the State of Florida STEM Goals. Copying costs	Administration Math Division Chair Math Teachers	Survey of strategies currently in use in math classes. Identify Strategies to be implemented.
FDOE New Generation Standards for the State of Florida STEM Goals for Math will be substantially implemented in grades K – 8	1/2011-2013		Administration Math Teachers Grades K – 8	Lesson plans will be checked for indication of standard and benchmark for math lessons.
Math Committee Meetings will provide teachers with a forum for discussion and an opportunity to share ideas and strategies	2010 – 2013 Monthly	Time for meetings	Math Division Chair Math Teachers Grades K – 8	Minutes from the Math Committee Meetings

<p>2. COMMUNICATION</p> <p>The school will initially communicate Goal 3 to all stakeholders via the school newsletter which is published on the school website.</p> <p>Updates will be provided by teachers using the teacher website pages which are linked to the school website page.</p>	<p>9/2010 – 9/2016 Annually</p> <p>Quarterly updates on teacher websites.</p>	<p>n/a</p> <p>Cost of teacher website pages</p>	<p>Administration Newsletter editor Webmaster</p> <p>Math Teachers Grades K - 8</p>	<p>Copies of newsletter will be kept on file.</p> <p>Administration will check websites quarterly</p>
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3. PROFESSIONAL DEVELOPMENT In Service for Math Teachers in grades K – 8 Math teachers will take part in professional workshops provided by Leon County Math teachers will complete independent book study to enhance mathematical knowledge and skills Math teachers will collaborate and share techniques and strategies for using 21 st Century technology in math instruction	2010 - 2016 Annually	Cost of In Service	Administration Math Teachers	In Service Evaluations will be reviewed by administration
	2010 – Ongoing	Substitute Teacher Costs	Math Teachers	Feedback from teachers will guide future in service components.
	2010 - 2012	Cost of books/materials	Math Area Chair Math Teachers Media Specialist	Teachers will be required to blog weekly about the assigned reading in response to questions or prompts.
	1/2011 – Monthly	Copying Costs	Math Area Chair Math Teachers	Minutes of monthly meetings will be reviewed by administration. Teachers will be invited to videotape innovative lessons to share with colleagues.

Goal 3: Students will examine, interpret and summarize information gathered to gain new information and knowledge, classify and organize information, support inferences, and justify conclusions appropriate to the context and audience. <i>NSSE/FCC School-wide Goal for Student Learning: Thinking and Reasoning</i>				
INSTRUCTIONAL PRACTICES				
ACTION STEPS	TIMELINE	ESTIMATED RESOURCES	PERSON(S) RESPONSIBLE	EVALUATION
4. CURRICULUM DEVELOPMENT Math teachers will meet to review lessons taught within grade levels to assure vertical alignment	2010 – 2011 Monthly	n/a	Math Teachers	Math Teacher Meeting minutes will be checked by administration
Math Committee will develop a plan for mastery testing of students’ skills and computation abilities.	9/2010 – 12/2010	Committee Meeting time	Math Committee Chairperson Math Teachers	Plan will be posted in the Math Committee folder on the school’s public drive and checked by Administration
Math Committee members will share web links and other resources for use in structuring lessons.	10/2010 – ongoing	Committee Meeting Time	Math Committee Chair Math Teachers	A listing of web links will be posted in the Math Committee folder on the school public drive

5. CURRICULUM IMPLEMENTATION Math Teachers will provide students with multiple strategies for solving math problems.	1/2011 – ongoing	n/a	Math Teachers K – 8	Lesson plans will be reviewed by administration to assure inclusion of a variety of strategies
Math Teachers will test mastery of math skills including computation in grades K - 8	2010 – Ongoing	n/a	Math Teachers K – 8	Data from this testing will be reviewed by the Math Committee.
Math Teachers will implement 21 st century technology in math lessons.	2010 - 2013	n/a	Tech Team Math Teachers	Lesson plans will be checked to verify regular use of 21 st century technology in math. Lesson Observations

<p>6. ASSESSMENT</p> <p>Student progress will be monitored through unit and computation tests.</p> <p>ITBS test scores for students in grades 3 – 8 will be used track student progress.</p>	<p>2010 (baseline) 2011 – ongoing Quarterly comparisons</p> <p>10/2010 (baseline) 2011 – 2013 Annual Analysis</p>	<p>n/a</p> <p>Continuing costs associated with testing and Interactive Results Management Software tools.</p>	<p>Administration Math Teachers</p> <p>Administration Math Teachers</p>	<p>Test grades will be monitored using Power Teacher Grade books Administration will review results of computation tests.</p> <p>Student progress will be monitored using the IRM software.</p>
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Tab 8

Area 6

TRINITY CATHOLIC SCHOOL

SCHOOL IMPROVEMENT PLAN

2008-2010

AREA 6: ACCREDITATION STANDARDS REVIEW



Committee Members:

Rose Kolman, Chair, Physical Education Teacher

Janet Gendusa, Principal

Lori Fredrickson, Early Childhood Teacher

Pat Faragia, First Grade Teacher

Beverley Kaperak, Middle School Teacher

Kristy Herzog, Computer Teacher

TABLE OF CONTENTS

AREA 6: ACCREDITATION STANDARDS REVIEW	PAGE #
Committee Members	1
Table of Contents	2
Introduction	3
Review of the ARCA's	3
Exemptions	3
Executive Statement	4
ATTACHMENTS – Site Team Workroom: Current ARCA (2010), 2009 ARCA, 2008 ARCA, Limited Teaching Endorsements	

AREA 6 ACCREDITATION STANDARDS REVIEW

INTRODUCTION

As recommended this committee was kept small in number consisting of five members: Janet Gendusa, Principal representing Administration, Lori Fredrickson representing the Early Childhood Division, Pat Faragia representing the Elementary Division, Beverley Kaperak representing the Middle School, and Rose Kolman and Kristy Herzog representing special area of physical education and computer technology respectively.

REVIEW OF THE ARCA'S

The purpose of SIP Area 6 was to review the current ARCA and those of the previous two years. Chair Rose Kolman obtained and provided to the Committee the ARCAs for 2010, 2009 and 2008 in preparation for their first meeting on March 13, 2010. Committee members met and discussed the ARCAs to determine if they were in compliance with FCC standards. The members verified that Trinity is in compliance in all areas. There were no noncompliance issues to address. Trinity Catholic School is in accord with all of the mandated FCC accreditation standards.

EXEMPTIONS

The following official exemptions/waivers from standards were identified :

Exemptions/Waivers	Status
Martha Clements - Librarian	Grandfather Status
Angela Saxon – Grade 3 Teacher	Grandfather Status

EXECUTIVE STATEMENT

Trinity Catholic School is in full compliance with all accreditation standards.

No needed improvements concerning accreditation standards were identified as Trinity worked through the improvement process.

