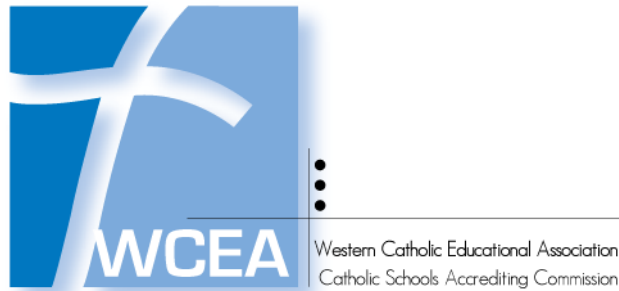


REPORT OF FINDINGS

E282 MORELAND NOTRE DAME SCHOOL
133 BRENNAN STREET
WATSONVILLE, CA 95076
(ARCH)DIOCESE OF MONTEREY



AND

WESTERN ASSOCIATION OF SCHOOLS AND
COLLEGES (WASC)

IMPROVING STUDENT LEARNING 2012

**A SELF STUDY PROCESS
FOR CATHOLIC ELEMENTARY SCHOOLS**

FEBRUARY 27-MARCH 1, 2019

REPORT OF FINDINGS

for
E282 Moreland Notre Dame School

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PREFACE

We, the Visiting Committee, wish to commend you, the Board of Directors, Sisters of Notre Dame, administration, faculty, staff, parents, and student body of Moreland Notre Dame (MND) Catholic School for working together to make the school a loving, caring and learning environment. We pray that the good work that you have done and the plans that you have made for the future will help you become an even better school.

The team found our three days at MND School professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority.

We wish to thank all of you, Board of Directors, Sisters of Notre Dame, principal, faculty, staff, parents and students for your warm and gracious hospitality.

May the Christ we serve bless you with every success as you journey into your future.

Chapter 1: Introduction

A. How the Self Study was Conducted

The faculty and staff of Moreland Notre Dame School (referred to as MND in the rest of this Report of Findings) completed leadership training early in the 2017-2018 school year. The superintendent presented an overview of the protocol during an in-service. Faculty met twice monthly beginning on October of 2017 both as an entire faculty and committees. The Board of Directors, Parent Club, and parent community were exposed to the ISL process through newsletters and meetings.

A timeline was established that would allow committees to share work with the larger group in year one, with some preliminary drafts to capture the work; in addition, all surveys were scheduled for spring of the first year. In the second year, discussion continued, written work was refined, data from surveys and fall testing was analyzed and reported, and findings were shared. Board members were included, particularly in sections relating to the school's mission and fiduciary responsibility.

The Leadership Committee indicated that there were no significant obstacles to completing the self study.

B. Involvement and Collaboration of Shareholders in Completing the Self Study

Accreditation Factor #1: *The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.*

The Visiting Committee observed that the faculty, staff, Sisters of Notre Dame, and the Board of Directors effectively worked together to provide the support needed to fulfill the mission statement and complete the on-going work of updating and implementing Philosophy Statement and SLEs. Information was shared through surveys, formal and informal meetings, and personal communication. Administration included updates regarding the progress of the self-study at Board of Director meetings, in newsletters, and at faculty meetings.

All shareholders have been involved in the self study process through surveys, notices, and review of data. In 2018, the Mission Statement was updated. The Philosophy Statement is currently under review. The SLEs are also under review with the goal of both integrating and assessing them more effectively.

Chapter 2: Context of the School

A. School Profile

MND first opened in December of 1899. The school owes its existence to the generosity of Margaret Moreland, who endowed the school in the memory of her daughter. Mrs. Moreland entrusted the school to the Sisters of Notre Dame de Namur. In 1999, MND underwent a process to strengthen the school's identity as a Catholic private school under the auspices of the Sisters of Notre Dame, in cooperation with the Department of Catholic Schools in the Diocese of Monterey. The demographics of the 240 students at MND match the local community of Watsonville.

MND is committed to on-going review of student data to enhance student achievement and learning. MND transitioned from IOWA to Renaissance Star Testing (referred to as STAR in the rest of this Report of Findings) for student assessments. This has allowed immediate access to data and assists staff to more effectively disaggregate the data. In addition to standardized tests, teachers use teacher-created tests, projects, formal and informal observations, writing samples, and exit tickets to gauge student growth.

Parent and student surveys indicated great satisfaction with MND. 98% are likely to recommend the school and the top three reasons people send their children to MND are: Safety, Catholic Identity, and Academic Quality. Observations and discussions with shareholders indicated that the community are committed to the education of the whole child.

B. Use of Prior Accreditation Findings to Support High Achievement of All Students

Accreditation Factor #2: *The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.*

MND effectively addressed their 2013 significant goals: Development of an organizational structure that allows for the successful use of data during the transition to Common Core State Standards (CCSS) using a standards-based curriculum, development of SLE assessment while integrating them into curricular planning and instruction, and the formation of a professional learning community approach to math while mapping the math curriculum.

MND has successfully transitioned to CCSS Standards in Reading and Math. The transition to STAR has allowed for real time data to be used to drive and differentiate instruction. It can also be given multiple times to show student growth over time.

MND has currently integrated the Hallmarks into their current SLEs. Specific school projects and themes highlight individual SLEs or Hallmarks for students to focus on. They continue to work as a staff to improve ways of assessing and implementing them.

MND, beginning in 2016, adopted a new math series that meets the CCSS in Math. The entire staff participated in the professional development offered by the publisher. The study of the STAR data indicated that intervention was needed with some Junior High students, so a resource teacher leads a third math group.

MND is effective in their commitment to on-going assessment with the STAR program. They continue to include and increase the participation of all shareholders in the spiritual and academic development of students.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity

Accreditation Factor #3: *The school is Catholic, approved by the Local Ordinary (Canon 803), providing opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community.*

The school is Catholic, approved by the local ordinary (Canon 803). It provides authentic Catholic teaching, opportunities for Community worship, participation in the sacraments, promotes evangelization and service to the community. MND is guided by the *Hallmarks of a Notre Dame de Namur Learning Community* anchored in Catholic beliefs and Catholic faith.

The Visiting Committee has observed a highly effective Catholic identity at MND School through their rich traditions of the sisters of Notre Dame de Namur. They are a school deeply rooted in the *Hallmarks of Notre Dame de Namur Learning Community* and are committed to providing quality academic preparedness while educating their students for life.

The thirteenth of every month represents St. Julie Billiard's feast day of May 13. The students celebrate the day with students and staff wearing Hallmark shirts. The staff members and students focus on a different Hallmark each month. The Hallmark is highlighted by weekly assemblies, skits, and school activities to focus attention on its teaching. Student surveys regarding Catholic identity show 78% felt that focusing on Hallmarks each month and the various activities helped them to understand their faith.

The school integrates Catholic values across the curriculum. First Reconciliation and First Communion are shared responsibilities as parents are encouraged to deepen their own understanding of the sacraments their child will receive. The school encourages families to attend Sunday mass with their child. Parents are informed of monthly liturgies, prayer services, and liturgical season reflections. Parent surveys have indicated that families would like the school to provide them with more opportunities to grow in their faith and to provide support as they develop their child's spiritual growth. Faculty and Staff are the vanguard in providing a strong foundation for their students. The school provides their teachers with a variety of training opportunities for a strong Catholic foundation. Retreats, prayer time at all meetings, Master Catechist to support teachers, and development of faith and religious instructions are some of the training opportunities.

The rich traditions of MND and the legacy of the school provided by the sisters of Notre Dame are highly effective. The school has embraced the Hallmarks, its rich Catholic beliefs, ideals regarding social justice, embracing diversity, community service, and believing God is good. The Hallmarks incorporated by the school, its Catholic teachings, and its faith filled traditions are the reasons the school has and will continue to have a strong Catholic Identity to support the spiritual, academic and social development of all MND students. Parents have chosen MND because of the Catholic Identity of the school; it provides a faith-based education in a family-type environment while successfully preparing the whole child.

B. Defining the School's Purpose

Accreditation Factor #4: *The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

MND is effective in reflecting the Catholic Identity through the mission and philosophy. MND has a unique relationship with the Diocese of Monterey. The school operates with the blessing of the Bishop, but is fully private. They are able to participate in Diocesan schools resources and have a working relationship with St. Patrick's Parish. The school is undergoing a transition

which all stakeholders are coming to an understanding that MND is continuing to grow and change. The MND philosophy is currently being reviewed/updated and the school has recently integrated the Hallmarks into their SLEs.

As the school wide learning expectations were once connected to the Hallmarks in previous years, it now became clear that a new format for teaching the SLEs and Hallmarks is not practical for the school. The question arises on how the Hallmarks of a *Notre Dame de Namur Learning Community* can be reflected in the SLEs and continue to include them as part of the school culture and create methods of assessments. MND has adopted the CCSS and updated curriculum to address the new standards.

The visiting team found that MND is highly effective in the connectedness to the Sisters of Notre Dame de Namur. The Sisters of Notre Dame de Namur do a good job of validating Catholic traditions, participating in Catholic faith through their work and outreach, traditions, and teachings. As stated in Hallmark number seven, the school provides an environment and appropriate training for student leadership development. Their partnership with parents seeks to create an environment where their child can grow in their understanding of themselves as children of God and as important members of ever widening communities of faith: family, classroom, school, local and global communities and church. The school community desires that their children's actions demonstrate the goodness of God. The Visiting Committee applauds the new direction of Moreland Notre Dame School and its roadmap to determine its future direction and growth. They implement the words of Sister Julie Billiart "we work to teach our students, whatever is necessary to equip them for life."

The school's purpose can be split into two areas of focus: preparing students for the academic world and creating a faith filled community in which the Hallmarks are lived out through its faculty, staff, parents, and most importantly students.

C. Organization for Student Learning to Support High Achievement of All Students

Accreditation Factor #5: *The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.*

The Visiting Committee observed that the organizational structures of MND effectively focus on high achievement of all students and communicate student progress to all shareholders.

Organizational structures are in place, defined, and understood by all. The MND organizational structures comprise the Sisters of Notre Dame, MND Board of directors, principal, Alumni and Friends, MND Parent Club, and Irish Crew, as well as the faculty and staff. The description of each entity in the self-evaluation clearly indicates institutional understanding of the functions, contributions, strengths, and further potential of each. This insight was further confirmed through observation and discussions during the visit.

Leadership is active and supportive of the faith formation and academic achievement of all students. The Religion Coordinator plays a major role in ensuring this dual emphasis by ensuring that all faculty and staff are well versed in the teachings of Saint Julie Billiart and connected to the purpose and identity of MND. The donation of funding for transitional kindergarten by the Sisters of Notre Dame serves as an excellent example of leadership action that added further foundation for faith formation and academic achievement throughout each student's early education. Overall, as noted in the self-evaluation, the Principal effectively serves at the center of faith formation and academic achievement by fostering a positive school climate, facilitating effective communication among the MND organizational structures, organizing a faculty and staff faith formation retreat focused on the *Hallmarks of a Notre Dame de Namur Learning Community*, and much more. Moreover, the school has set a goal to further create intentional faith formation activities for all shareholders including parent faith nights and follow-through on required catechist training.

Faculty and staff are committed to high achievement of all students. This is exemplified by the role of the Resource Teacher, who provides inspiration to the faculty and meets with them regularly to discuss student success. It is further reinforced by the thoughtful review and adoption of ever-improving curricular materials such as *Envision Math* and *Step Up to Writing*, adoption of the Next Generation Science Standards across all grades TK-8, and the ever-important provision of professional development related to these adoptions. As a next step, the school has targeted a goal of full faculty participation in curriculum mapping activities.

Student achievement is consistently communicated to parents and other shareholders. In fact, the adoption of the suite of web-based communication solutions provided by Beehively provides a highly effective forum for communication between teachers and families so that student achievement becomes a center of attention. The school recognizes that it must become more proficient in using these tools to both unify and simplify communications.

The Catholic school environment is supported by the participation of all organizational structures. As an example, the various entities have collaborated on campuswide safety upgrades that help create a secure and peaceful campus atmosphere where students feel supported in their learning and the development and practice of their Catholic faith.

D. Data Analysis and Action to Support High Achievement of All Students

Accreditation Factor #6: *The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.*

The Visiting Committee observed MND has been effective in using educationally sound assessment processes to collect data. The school has made limited progress on the disaggregation of data due to the limited amount available. MND moved to the STAR platform two years ago. Faculty recognizes the need for a more robust approach to data analysis.

MND has primarily relied on results from 2 years of STAR tests in grades K-8. The limited results, though, have shown two trends that are currently being addressed. The first is a

weakness in Math across all grade levels, but especially in Junior High. Faculty conclude that a part of this may be the result of outdated textbooks, class size, lack of professional development in current methodology, and transition to CCSS. The second trend was that a significant number of student were performing below the 50th percentile in Reading.

MND faculty, recognizing the need to improve student learning in these areas, have worked hard in implementing new materials, attending more professional development from both publishers and the Diocese, capping class sizes at 28, and increasing instructional time in Math past Diocesan Standards. Examples of updated textbooks include *Envision Math* (K-5), *Big Ideas Math* (6-8), *Superkids* (K-2), *Wonders* (3), *Flocabulary* (4-5), and *Vocabulary Workshop* (6-8). *The Step Up to Writing* program was adopted school wide.

MND faculty also use formative and summative assessments to inform instruction. These assessments are aligned with the CCSS and the school worked with the Diocese of Monterey to provide professional development on the new standards as well as in updating textbooks.

E. High Achievement By All Students Toward Clearly Defined SLEs and Curriculum Standards

Accreditation Factor #7: *All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.*

The Visiting Committee observed that MND incorporates the Catholic values found in the SLEs and Hallmarks in various aspects of school life. Faculty and staff are committed to modeling Catholic values.

MND is highly effective in the use of curriculum standards that are challenging, comprehensive, and relevant for all students. The school has adopted the national CCSS in grades TK-8. MND has updated their curriculum and been trained in its implementation. Teaching staff meets regularly throughout the school year for discussion and implementation of instruction. For students needing extra support, the assistance of teacher's aides in the classroom and resource professionals are provided. If a parent or teacher feels it is needed, an SST is used to develop a plan to support and seek additional testing as needed. If the student receives assistance from a resource teacher, reports of progress are sent home with the trimester report card.

The purchase of Chromebooks and projectors for classrooms supplements the weekly computer classes. Teachers are incorporating technology-based lessons and curriculum at different rates, depending on comfort, experience level, and the needs of the class.

Though the Visiting Committee observed the SLEs, supported by the Hallmarks, effectively integrated into the school community, MND recognizes the need for the SLEs and Hallmarks to inform instruction, be part of the curriculum planning, and be formally assessed. They recognized the need to measure student progress towards their attainment.

F. Instructional Methodology to Support High Achievement of All Students

Accreditation Factor #8: *The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.*

The Visiting Committee observed that the school is highly effective at modeling Catholic values. The *Hallmarks of a Notre Dame de Namur Learning Community* are a dynamic part of the school culture. The integration of the Hallmarks allows the school to integrate the mission and traditions of the Sisters of Notre Dame de Namur with the daily commitment of Catholic Education in cooperation with the Department of Catholic Schools of the Diocese of Monterey. The Hallmarks are visible in every classroom and throughout the school in age-appropriate representations and student response to their monthly focus. There are prayer corners, crucifixes, pictures and statues that demonstrate the Catholic identity for all who enter. The school routines of daily prayer, monthly masses, and seasonal liturgical observances are evidence of their commitment to the integration of the Catholic Identity in the school program. Prayer is part of each school day and formal religion classes are taught at every grade level.

The Visiting Committee observed that MND is highly effective in implementing a research-based instructional methodology to enhance student learning. All teachers follow diocesan and CCSS standards and the school-prescribed curriculum is consistent with these standards. Teachers attend in-service opportunities to further advance and update their skills and techniques, and utilize many strategies to reach all learners. The varied needs of the MND student population are met with SDAIE strategies for all students, resource programs for intervention, resource pull-out programs for ELL students, and differentiated math for middle school classes. Teachers have attended research-based training by Marzano, catechist training by the diocese, and technology training. This will be further enhanced by professional development in curriculum mapping.

The Visiting Committee observed that MND is effective in using assessment to modify instruction/curriculum to help all students achieve the SLEs and curriculum standards. Teachers use a variety of methods to engage and improve student performance as demonstrated by a variety of formal and informal assessments. Data from STAR is incorporated as well to inform lesson planning, differentiate student groupings, and create individualized learning plans. Data taken from the STAR test has allowed students to continuously work toward meeting personal goals in reading through the Accelerated Reading (AR) program. The school will begin the process of defining how the new SLEs, which have the Hallmarks integrated in them, will be measured to better encompass student expectations.

The Visiting Committee observes that MND is effective in integrating technology into the teaching/learning process. The school has made a strong commitment to the implementation of new technologies school wide. The increase in technology and infrastructure has allowed for students to access the curriculum in reading, math, and science. Data taken from the STAR test has allowed teachers and students to monitor personal reading goals through the AR program both individually and as a class. The use of STAR assessment data in reading and math is

immediate for teachers to allow for timely differentiation and reteaching to support high achievement of all learners. Each classroom utilizes projection systems to model and help visualize curriculum concepts. Full utilization of the technology tools is ongoing and a continual area of growth.

The Visiting Committee finds MND highly effective in the identification of improvements needed in curriculum and instruction to support the high achievements of all students. The faculty and staff of Moreland Notre Dame school have identified the need to continue to improve their use of STAR testing results to inform instruction for differentiated learning groups and to monitor student progress to ensure growth and development in meeting the standards for their grade. MND has also identified the completion of catechist certification for teachers of religion to meet the mandate for the Diocesan Department of Catholic Schools. This learning will further support staff in the assessment of the SLEs. Finally, the school has identified the implementation of TK-8 instructional maps to support continuity and development of instruction to increase vertical alignment of the curriculum.

G. Support for Student Spiritual, Personal, and Academic Growth

Accreditation Factor #9: *Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed MND has been highly effective in supporting their students with services and activities to assist them in accessing curricular and co-curricular programs to achieve the *Hallmarks of a Notre Dame de Namur Learning Community* as well as curriculum standards. It is evident that MND fosters and supports the spiritual, personal, and academic growth of their students. The staff, faculty, and parents at MND work together to bring many services to their students to support the whole child.

Weekly school wide assemblies are held which focus on the Hallmarks. This is seen in prayer, skits, homework, and awards. Monthly school liturgies are held as well as offering preparation for the Sacrament of Reconciliation and the Sacrament of First Eucharist. With the help of parents, faculty, and staff, students participate in a variety of service projects. Loaves and Fishes, food collection for the Second Harvest Food Bank, and fundraising to support the missions of the Sister of Notre Dame are a few examples of MND's involvement in service projects.

Student achievement is supported by the use of technology for reinforcement and enrichment programs. MND has a resource specialist to help meet the social/emotional/academic needs of students. Title I and Title II funds are used to acquire student resources, for professional development, and the acquisition of educational materials. MND will begin receiving Title III funds beginning in the 2019-2020 school year.

Sportsmanship and healthy bodies are supported through athletics offered by MND as well as a school cafeteria which provides nutritious lunches. The physical safety of students is shown through earthquake, fire drills, and teacher training in CPR as well as physical improvements in the gates, fencing, intercoms, and security cameras. Parents feel their children are safe when they are in school.

According to the surveys provided, parents and teachers believe that Catholic Identity is strong and a wide variety of support services and extracurricular activities exist that provide for students' spiritual, personal, and academic growth.

H. Resource Management and Development to Support High Achievement of All Students

Accreditation Factor #10: *The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that the Board of Directors and the administration of MND are effective in practicing responsible stewardship of the school's financial resources. With direction and advice from the Board of Directors, the school's administration develops, implements, and monitors resources to ensure and support high achievement of all students. There is strong emphasis on supporting the Catholic Identity, SLEs, and Hallmarks. Funds are made available to address the ongoing faith formation for the faculty, staff, and students.

The principal has day to day responsibility for the school. These responsibilities include financial management of the school. The school's budget income primarily comes from tuition, but the school also receives income from the Parent Club, Alumni and Friends, grants, Title monies, and rental income from St. Patrick's Parish and other groups. A preliminary budget is created in May and voted on by the Board. The revised and final budget is completed and approved by the Board in October after enrollment is finalized. The budget is created by the principal, bookkeeper, and financial committee of the Board.

Since the last accreditation, the school has upgraded the physical plant to meet the school's evolving technological, curricular, and safety needs. The Julie Center has had several rooms repurposed into an accounting office and a Resource Center, including offices and a classroom. The WiFi infrastructure has been upgraded and expanded. A security system was added to monitor and control ingress.

Catholic School Management was contracted to perform a full school audit to assess and plan long term viability of MND. Based on the report, the Board of Directors and MND administration are currently working on a new long-term strategic plan.



Chapter 4: The Action Plan

A. Design and Alignment of the Action Plan with the Self Study Findings

Accreditation Factor #11 (*The Action Plan addresses the school's critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other institutional and/or governing authority expectations.*)

Schoolwide Lists of Significant Accomplishments and Critical Goals

Schoolwide Significant Accomplishments (the nine most significant determined by the VC)

1. The *Hallmarks of a Notre Dame de Namur Learning Community* are growing and thriving within the school.
2. STAR Testing implementation and improvement.
3. Addition of TK to support SLEs and Hallmarks at a foundational level.
4. Addition of a Spanish Teacher for grades TK-8.
5. Updated curriculum in multiple academic areas.
6. Adoption of Common Core State Standards (CCSS).
7. Updated technology and technology implementation.
8. Provision of professional development through Title II funding.
9. A full school audit performed by Catholic Schools Management to ensure future viability.

Critical Goals (identified by school)

1. Build curriculum maps TK-8 for all content areas.
2. Develop a comprehensive technology plan which includes acquisition, maintenance, replacement, and professional development around student use.
3. Create, implement and assess a method for measuring the new SLEs.
4. Bridge the learning gap through appreciation of cultural differences.
5. Develop a more formal plan for disaggregation of data.

The Visiting Committee observed that MND used an effective process to identify the critical goals focused on student learning. There were five areas that the staff, administration, parents, and students identified as *critical* needs. The Action Plan was written to be in direct alignment with the critical goals. Due to the complexity of developing the skills to effectively map curriculum, the Visiting Committee recommends that Action Plan Goal #1 be modified. The leadership committee agreed that this modification will better serve learners and be attainable.

OPTION A: *Modification of a critical goal:*

MND stated in their self study document that one of their critical goals was to build curriculum maps for TK-8 for all content areas. The Visiting Committee felt that this goal was too large for the time frame to effectively complete, especially with the professional development needed before mapping could begin. The Visiting Committee recommends that the goal be modified to build curriculum maps for Language Arts and Math for TK-8. The timeline for completion would also need to be adjusted

OPTION B: *Critical Goal Identified by the Visiting Committee:*

N/A

B. Capacity to Implement and Monitor the Action Plan

Accreditation Factor #12: *The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that MND has been effective in addressing the prior accreditation findings and the Visiting Committee has every reason to believe they will be effective in the future as well. Due to the fact that current principal has provided stable and positive leadership as acknowledged by all shareholders the past two years and teaching staff works well in a collaborative manner, the Visiting Committee is confident that MND will effectively monitor the process necessary for implementation of the Action Plan: Build curriculum maps in Language Arts and Math (modified), Develop a comprehensive Technology Plan, and Create, implement, and assess a method of measuring the new SLEs. Necessary resources have been allocated for the implementation of the Action Plan and, in conversation with the Board of Directors, Principal, parents, and faculty, there is school wide commitment to achieve these goals.

Visiting Committee Summary Thoughts:

The Visiting Committee observed a strong, faith-filled community at MND throughout our visit. We felt very welcomed and comfortable in all our interactions with students, staff, faculty, and parents. There is a consensus among all the members of the Visiting Committee that the strength of the MND community will provide the resources to guide the school in the future. Parents and students also expressed their fondness for the loving and caring staff. Through rich and varied curriculum offerings, students are afforded many opportunities supporting the education of the whole child. We are grateful that our experience at MND was professionally rich and rewarding. We pray the good work you have done, and the plans you have made for the future will help you realize your hopes and dreams and continue to grow the MND community.

