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

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EXCELLENCE BY DESIGN 2021 v2

A Report of the Visiting Team for Accreditation
by the Middle States Association of Colleges and Schools

Pope John Paul II
Royersford, PA

April 30, 2024 - May 3, 2024

Mrs. Kathleen Guyger
PRINCIPAL

Vincent Cazzetta
PRESIDENT

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CHAIR OF THE VISITING TEAM

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INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. For more than 125 years, MSA has provided leadership in educational quality and school improvement for its member schools in the United States and around the world. MSA seeks to ensure that accredited schools are engaged in continuous growth and improvement efforts.

The self-study process provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission. It is expected that the process will accomplish the following purposes:

- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.

To be accredited, the school first must meet the 5 Standards and 23 Key Concepts for Accreditation. Second, the school, through a planning team of representatives from the school's community of stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. Lastly, the school's foundation documents must be used as the basis for decision-making in creating the plan for growth and improvement. After the self-study, the school goes through a peer-review process by a Visiting Team. The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is to determine whether the school meets the 5 Standards for Accreditation and has engaged the whole school community to create relevant and achievable objectives for school improvement that align with the mission of the school.

NOTE TO THE READERS OF THIS REPORT

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

Summary of the School

Head of School	Vincent Cazzetta (President), Kathleen Guyger (Principal)
Internal Coordinator(s)	Kathleen Guyger, Joseph Rogers, Domenic DiMartino
Number of Students	751

Grade Levels Evaluated	9-12
Additional Locations/ Branch Campuses visited (if any):	n/a

History:
- PJPII is the newest high school in the Philadelphia Archdiocese. It was originally formed through the closure of five "legacy" schools (ie, former Archdiocesan high schools that closed during the 2000s).
- This is a challenge and a benefit. Some alumni do not see PJPII as "their school." On the other hand, as Catholic education has become increasingly regionalized, PJPII now draws more naturally from a wider catchment and has been able to create a culture from the ground up.

Culture:
- Very strong Catholic identity, supported by the fact that well over 90% of students are Catholic or Christian.
- There is a desire to include students from different backgrounds, with finances and logistics (eg, busing) being the primary obstacles.
- Legacy schools are integrated into the literal building (eg, Legacy Atrium, where their school banners are displayed) as well as programming (eg, annual inductions to Hall of Fame and legacy school reunions hosted at PJPII).

Challenges
- Most of the school's challenges seem to come from constraints imposed by the Office of Catholic Education (eg, curriculum, number of teachers pegged to enrollment, etc) and the teachers' union (eg, maximum number of classes taught, especially for part-time teachers).
- Grants are available for "extras," but the process is time-consuming and there are no staff who can devote substantial time.

Accomplishments
- The school's PAWS program is a great way to serve students with diverse learning needs.
- The "XYZ" program introduces students to Unreal Engine, an advanced software for modeling 3D environments.
- "Lunch & Learn" brings professionals into the school to orient students to potential careers.
- Dual enrollment and the Arrupe Virtual Learning Institute enable advanced students to continue to earn credits when the school is not able to provide a certain course or curriculum in-house.

SELF-STUDY PREPARATION

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's self-study preparation based on what was seen and heard during the Team's visit to the school. The school's Self-Study and Recommendations are broken down into four components: Internal Coordinators, The Planning Team, Leadership and Governance and Implementing a Culture of Change. In the following section, please provide observations and recommendations about each of the components of the school's Self-Study and Recommendations.

A.   Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the school's planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team.
- Prepare for the Mid-Term report.
- Provide the energy, enthusiasm, and expertise to move the process forward.

The Visiting Team observed that:

- The Internal Coordinators did exceptional work to ensure the success of the Self-Study. The school's thorough report, collection of evidence, and preparedness for the on-site visit are testaments to their hard work.
- After the Team Visit, the responsibilities of the Internal Coordinators will devolve to the faculty and staff responsible for carrying out the implementation of the Plan for Growth and Improvement.
- The leadership team's monthly meetings and the academic departments' regular meetings will be the forums where these responsibilities are monitored, encouraged, and resourced.

The Visiting Team recommends:

- None

B.   The Planning Team

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders, chosen by the school, in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:
- Develop the vision for the school by creating or reaffirming a statement of mission.

- Develop a set of beliefs to serve as the ethical code for the institution.
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement.
- Oversee development of the action plans to achieve the performance objectives
- Monitor implementation of the action plans.
- Conduct a periodic review of the progress being made to achieving the objectives.

The protocol requires that the Planning Team includes a varied spectrum of the school's community of stakeholders. Because Middle States' member institutions are so varied in type and situation, Middle States does not prescribe what groups constitute a school's stakeholders. This is a local decision. However, it is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. In this role, the leaders should serve as "equals among equals" by serving on the Team as members with the same authority and influence as all other members of the Team. The school's leadership and the Planning Team will be expected to provide a rationale for the composition of the Planning Team.

Because the school is committing itself to developing a planning ethic and a culture of continuous improvement, the Planning Team should be institutionalized. The institution must find ways to integrate the work of the Planning Team into the culture and life of the school. In most cases, this will require a concerted effort and the willingness to examine how the institution thinks about institutional growth and improvement and who is responsible to lead it.

The Visiting Team observed that:

- The Planning Team was incredibly inclusive. All teachers and staff were involved, as well as some students and parents (including one member of the board of directors).
- The Planning Team's membership reflects the school's community and the diversity present within the school and its community (it includes parents, faculty, students and members of the outside community).
- After the Team Visit and during the implementation of the Plan for Growth and Improvement, the responsibilities of the Planning Team will be accomplished through the ongoing work spearheaded by the leadership team. The LT meets monthly to track Strategic Plan initiatives, which are now inclusive of the Plan for Growth & Improvement.

The Visiting Team recommends:

- None

C. Role of the School's Leadership and Governance

The primary role of the leadership and governing body of the school—those in positions of authority and influence within the school—in the school improvement process is to serve as the "champions" for developing a planning ethic and the growth and improvement process.

This critical role for leaders also applies to the heads and governing bodies of larger organizations of which the school may be a part. It is very difficult for an individual school within a larger system to plan strategically for improving student performance without the clear support and assistance of its parent organization. They, too, must "champion the cause."

Because a major goal of the self-study and accreditation process is to ensure that the school has a vision and a plan to achieve the vision that is accepted and supported by all, leaders must communicate publicly, clearly, and often that:

● the planning process is important for the future of the school and its students; and
● they will provide the leadership, resources, and support needed to make the process and the plan successful.

The Visiting Team observed that:

● The administration of PJPII was involved in the planning process for the eighteen months of the Self-Study.
● They served on the planning team as well as the Standards Committees and the Objectives/Action Teams.
● They provided support by scheduling in-service days, making recommendations for objectives and action plans, and providing data to all committees. The President of PJPII also approved the budget for the Self-Study process.
● The Office of Catholic Education approved the use of Excellence by Design for the school's re-accreditation effort. Tricia Rigby, the Assistant Superintendent to whom the PJPII Principal reports, was regularly consulted throughout the process to ensure alignment between OCE and PJPII.

The Visiting Team recommends:

● None

D.   Implementing a Culture of Change

A sound planning ethic is critical to achieving the school's mission, its objectives for growth and improvement in student performance and organizational capacity, and to its capacity to effect the intended growth. While successful planning is reflective of the school's context and culture, it should be visionary in describing what the school and its stakeholder community want for their students and pragmatic in specifying the steps to reach that goal. . A planning ethic means that planning for growth and improvement becomes part of what the school and its community of stakeholders do as much as teaching, and providing programs, resources, services, and activities. A planning ethic requires continuous clarification of the community's unique Mission, Core Values, Profile of Graduates, and student and organizational performance goals. It requires that the community is action-oriented by developing and implementing long-term, strategic action plans that integrate programs, services, facilities, and support to address the school's growth objectives.

A planning ethic also requires the school to commit to involving its stakeholders in meaningful ways in the setting of objectives, developing plans to achieve and measure those objectives, and the implementation of those plans.

Therefore, an important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Excellence by Design* protocol, the school's planning process, Foundation Documents, objectives, action plans and, eventually, its accomplishments as it implements its plan. The communication process should include means for obtaining input from the members of the school's stakeholder community and feedback regarding the products of the planning process (i.e., mission, objectives, action plans). Stakeholders cannot support and take ownership in what the school is doing unless they first know about it and are invited to join in the process.

The Visiting Team observed that:

- The school leadership team, led by the president, reviews elements of the strategic plan at their monthly staff meeting to ensure progress on the goals.
- After the school receives its accreditation decision it will allot time during various meetings (administration, school leadership, academic department, and monthly faculty meetings) to solicit feedback and bring these goals to life.
- The President, Principal, and Assistant Principal for Academic Affairs will collect data and match to goals. They will work with implementation committees to make sense of data relevant to implementation.
- The school communicates developments through the weekly school newsletter, academic board, faculty meetings, and department meetings. Stakeholders will be invited to participate in initiatives according to interest and expertise.
- The school intends to recognize progress through as-of-yet-undefined "gestures of appreciation."
- The Planning Team will identify new members as the community grows and evolves over time, particularly when new roles are assigned to implement components of the objectives. Since these objectives are regularly discussed at faculty, department, administration, and leadership meetings, new members are continuously informed and trained on the work of the Team.
- Because the Plan for Growth & Improvement is linked to the existing Strategic Plan, the same leadership team that meets monthly to track and discuss Strategic Plan progress will fold in the objectives from the Plan for G&I.

The Visiting Team recommends:

- Keep up the great work in meeting at a regular cadence, tracking data on progress (or obstacles, and keeping the full community informed.
- Continue the great work aligning your strategic plan with your accreditation plans for growth and improvement!
- The Archdiocese should consider releasing back to the school a greater percentage of the school's annual revenue surpluses so that it can more nimbly and strategically facilitate change.

STANDARDS FOR ACCREDITATION

The Standards for Accreditation provide information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. This section of the self-study consists of the results of a self-assessment of the school's adherence to the Middle States Standards for Accreditation Key Concepts and Indicators of Quality.

The 5 Standards for Accreditation and 23 Key Concepts reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

The self-assessment of the Standards Key Concepts also provides those responsible for developing the school's Plan for Growth and Improvement with a good understanding of the current status of the school.

Standards for Accreditation for Schools

● Foundations
● Governance and Organization
● Student Well-Being
● Resources
● Teaching and Learning
● Special Purpose Indicators
  Indicators for specific areas not fully addressed in the 5 Standards and may only apply to certain programs or types of schools.

FOUNDATIONS
Standard for Accreditation

Introduction: Every effective school improvement process must begin with a clear definition of its preferred future and the understanding of the means to achieve it. MSA believes that the school's purpose and direction can best be expressed through three Foundation Documents: a Mission, a set of Core Values, and a Profile of a Graduate.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation.
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Key Concept O1	
Mission Statement*	X
Core Values*	X
Profile of Graduates*	X
Key Concept O2	
Samples of publications/digital resources that communicate the Foundation Documents to the school's community of stakeholders	X
Key Concept O3	
Plan for Growth and Improvement*	X

* Indicates Required Evidence that the school must provide as part of the self-study process.

MISSION

A school's Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for

its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists), and its means (how, in broad terms, it will achieve its purposes).

It is not appropriate for a Visiting Team to determine whether the school's Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete. The Team will also try to ascertain whether the school's community of stakeholders support the Mission and are "walking the talk." It is then for the school to decide if the Team's comments are legitimate and relevant.

The school's Mission is:

Pope John Paul II assists in the formation of students to be full and practicing members of the Church while simultaneously recognizing and respecting the diversity of our student body. We are an inclusive community centered on academic excellence that rigorously prepares students to be contributing members of the global community as disciples of Christ with the ultimate goal of eternity in Heaven.

CORE VALUES

Core Values serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Core Values describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because core values are a matter of faith, not a matter of fact, they express the school's deepest convictions outlining what members of the school's community of stakeholders are willing to "go to the mat" defending.

Only members of the school community can identify their deeply held core values. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school's Core Values. Ultimately, however, it is the school that has to decide if the Team's comments are legitimate and relevant.

The school's Core Values are:

We as a community believe...
● Every person is created in the image of God whose love is unconditional. God has given each a unique personality, talents, and abilities to pursue his or her distinct calling in life.

- Every person has the right to be valued and respected.
- Every student can reach spiritual, personal, and academic potential when placed in a safe, caring, and nurturing environment.
- We should provide every student with the knowledge and skills necessary to succeed at Pope John Paul II High School and beyond.

PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:
- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:
- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and a set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:
- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

The school's Profile of Graduates is:

It is the goal of Pope John Paul II High School that each graduate will…

Spiritually:
- Live and practice our Catholic Christian faith
- Develop a personal relationship with God
- Articulate his/her beliefs, values, and convictions clearly
- Discover, define, and develop his/her God-given gifts

Morally:

- Live fully the message of Christ
- Demonstrate personal integrity, moral behavior, and respect for others
- Believe in the direct correlation between actions and consequences
- Recognize and help the marginalized people of our local and global communities

Intellectually:
- Think critically, creatively, and independently
- Integrate information from various disciplines, worldviews, and multicultural perspectives
- Communicate effectively in speaking and writing
- Be able to work efficiently in a technological world

Socially:
- Respect economic, ethnic, cultural, and religious diversity
- Exercise leadership and service in religious, civic, personal, and professional activities
- Demonstrate a positive sense of self and a life-long commitment to personal growth
- Work collaboratively, appreciating how differences contribute to the whole

Physically:
- Make choices that promote health and safety for self and others
- Maintain a positive self-image, which includes respecting oneself
- Practice wellness of mind and body

OBSERVATIONS AND RECOMMENDATIONS ON THE SCHOOL'S FOUNDATION DOCUMENTS

The Team's Observations on the Foundation Documents:

- The school's foundation documents are strongly aligned with their Catholic mission and identity.
- Faculty, staff, and administration all report leaning heavily on the foundation documents to support their daily and long-range decision making.
- Even more impressively, the mission and values permeate the organizational culture as observed in both behaviors and language.

The Team's Recommendations on the Foundation Documents:

- Continue living your mission and values!
- As noted in the Governance & Organization standard, consider codifying why it is that you have such strong, positive organizational culture. It's remarkable that the adults and the students all seem to intuit "this is how we do things around here." Being intentional about that could lead to even stronger, longer lasting culture that both embodies and extends the school's mission. It will also likely lead to continued gains in enrollment.

C.   THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept F1:
The Foundation Documents are clearly aligned to the school's preferred future.

- The school's foundation documents are at the core of its strategic planning, which was conducted as part of a broader Archdiocesan effort.
- During the 2021-22 academic year, PJPII worked with the PJPII Board of Directors, Faith in the Future (FIF), and the Office of Catholic Education (OCE) at the Archdiocese of Philadelphia, to develop a three-year Strategic Plan for PJPII (2022-23 – 2024-2025).
- Administration worked with various constituencies to create a Strategic Planning Committee that included representation from the Board of Directors, Administration, faculty, staff, parents, and alumni from both PJPII and its legacy schools. The committee was charged with focusing on six "key drivers" given to each of the Archdiocese's fifteen secondary schools to frame their strategic planning.
- These drivers are Academic Quality, Development, Enrollment, Student Financial Assistance, Fiscal Responsibility, and Board/Administration Leadership.
- The central pillar of each of these six key drivers of the strategic plan and key underpinning of the schools' vision and mission is Catholic Identity, from which flows the school's Mission, Beliefs, and Portrait of a Graduate.

Key Concept F2:
The Foundation Documents are reflective of the community's expectations.

Pre-accreditation visit survey results suggest that there is enormous support for the school's foundation documents:

- Do you agree or disagree with the school's Mission? → 94.3% strongly or agree (50.8% Strongly agree, 43.8% agree)
- Do you agree or disagree with the school's Core Values → 95.5% strongly or agree (54.7% Strongly agree, 50.8% agree)
- Do you agree or disagree with the school's Profile of a Graduate? → 93.7% strongly or agree (42.9% Strongly agree, 50.8% agree)
- Do you agree or disagree that the Foundation Documents (Mission, Core Values, Profiles of a Graduate) reflect the school community? → 92.2% strongly or agree (37.5% Strongly agree, 54.7% agree)

In interviews, students, parents, teachers, staff, board members—everyone expressed strong support for the mission and core values of PJP.

Key Concept F3:
The Foundation Documents are used as a guide for decision-making.

● As the President observed, the school was fortunate to revisit its mission, vision, and values as part of the Strategic Planning process in 2021. This laid the foundation for using the foundation documents for the Self-Study, not to mention the decision-making day to day.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

● The school has done an excellent job of creating foundation documents that align with its Catholic mission and identity.
● The school has done an excellent job of attracting and retaining stakeholders who strongly support the school's Mission, Beliefs, and outcomes as expressed in the Portrait of a Graduate.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard's Key Concepts and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

● None

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard's Key Concepts and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

GOVERNANCE AND ORGANIZATION
Standard for Accreditation

Introduction: A school must be clearly organized and effectively led in order to achieve its preferred future. MSA believes that school governance, leadership, faculty, and staff must work together collaboratively and cooperatively with the community to strategically plan for the school's continuous improvement. Policies and procedures detail roles and responsibilities of governance and leadership as well as the promotion of staff well-being.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation.
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Key Concept O1	
Appropriate authorizations for operation*	X
Key Concept O2	
Succession Plan*	X
Policies/Procedures relating to Governing Board roles and responsibilities and/or Bylaws for Governing Body *	X
Policies/Procedures ensuring guidelines outlining day-to-day operations of the school*	X
Organizational Chart*	X
Written Job Descriptions*	X
Documentation of regularly scheduled meetings of the governing body*	X
Documentation of governing body training/orientation	X

Key Concept O3	
Policies and Procedures evaluating all personnel (leadership, faculty, and staff)*	X
Performance Evaluation Instruments*	X
Key Concept O4	
Strategic Plans and/or Plan for Growth and Improvement*	X
Continuity of Education Plan*	X
Key Concept O5	
Policies/Procedures governing students services of the school (admissions, placement of students in appropriate educational levels, transfer of academic credits)*	X
Policies/Procedures defining appropriate student confidentiality and protection in communication concerning students in social media, website, photographs, newsletters, etc.*	X
Samples of Communications to stakeholder groups	X
Key Concept O6	
Policies/Procedures addressing student and staff code of conduct and academic integrity (including plagiarism)*	X
Policies/Procedures ensuring course and materials meet content copyright law and fair use guidelines*	X
Policies/Procedures ensuring diligence with employees, volunteers, contracted services personnel and service providers are eligible to work with children*	X
Code of Conduct or equivalent*	X
Key Concept O7	
Policies/Procedures to ensure the school provides a positive work environment, adequate compensation, reasonable workloads, acceptable working conditions and complaints/grievances by members of staff*	X
Salary Schedule	X
Description of Benefits	X

Indicates Required Evidence that the school must provide as part of the self-study process.

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept O1:
The school is legally chartered, licensed, and/or authorized by the appropriate civil authorities.

- Pope John Paul II is an approved secondary school in the state of Pennsylvania.
- Pope John Paul II is a licensed school through the Archdiocese of Philadelphia.

Key Concept O2:
The school has an organizational structure clearly detailing its positions/jobs and corresponding relationships.

- The organizational chart lists the board, administration, assistant principals and department positions.
- The organizational chart connects the department positions with designated supervisor.
- The responsibilities and duties for all positions are clearly defined in the faculty handbook.

Key Concept O3:
The school has a system in place for regularly assessing the effectiveness of governance, leadership, and all personnel.

- The President is evaluated by the Chief Operating Officer employed by the Office of Catholic Education.
- The Principal is evaluated by the President and the Assistant Superintendent of Schools.
- The Office of Catholic Education in collaboration with the Teachers' union provides a formal evaluation that is used each semester for tenured teachers.
- The Office of Catholic Education in collaboration with the Teachers' union provides a formal evaluation used to evaluate non-tenured teachers several times during the school year.
- Pope John Paul II follows the Pennsylvania State Induction Program for first year teachers.

Key Concept O4:
The school governance and leadership plan strategically for continuous school improvement.

- Prior to the beginning of the Middle States process, the Board of Directors under the leadership of the President, began to review and revise the Mission, Vision and Values statements of Pope John Paul II.
- The Strategic Plan was created under the leadership of the President, who worked with the Board of Directors in developing the plan.
- The President will execute the Strategic Plan.
- The Leadership Team reviews the strategic plan monthly.

Key Concept O5:
The governance and leadership are responsible for maintaining clear, open, and appropriate communications with and among stakeholders.

- Policies and procedures regarding student services, code of conduct, and general school information are clearly outlined and explained in the Student Handbook.
- A weekly newsletter is forwarded to families on Sunday.
- The newsletter includes information from the President, school and includes family events.
- Teachers regularly communicate student progress by updating grades weekly on Schoology (which syncs with PowerSchool).
- Yearly surveys are sent to graduating seniors seeking input from the students and their parents regarding their overall experience during their time at PJP II.
- The school professionally maintains and frequently updates the social media platforms.

Key Concept O6:
School governance and leadership are responsible for safety and are expected to model ethical behavior to promote a safe and orderly environment.

- The faculty and student handbooks include a code of conduct that is clearly defined.
- The Responsible Use Policy (RUP) ensures appropriate conduct in regards to technology integrity.
- All teachers, staff, and administrators are required to obtain Pennsylvania state clearances.
- All teachers, staff and administrators are required to attend a "Protecting God's Children" session that is required by the Archdiocese of Philadelphia.
- All outside service companies are required to have their workers obtain clearances.
- Contractors who are working in the building for a short time are required to follow the visitor policy which involves using the Raptor system.
- The school is annually inspected by the Fire Department.
- All yearly inspections are conducted through the Facilities Director.
- Emergency procedures are constantly being reviewed and updated.

Key Concept O7:
School policies and procedures promote a positive work climate for all personnel.

- Behavior expectations are outlined in the faculty and student handbook.
- The observed interaction between the faculty, staff, and students reflects the adherence to the stated expectations.
- In the interviews with the students, they were very articulate in describing how everyone is treated with respect.
- The "Ready, Set, Go" orientation program provides an opportunity for freshman and new students to meet faculty and new students and to familiarize themselves with the school before the start of the school year.
- The faculty maintains that there is an "open door" policy with the leadership team.
- Open communication provides opportunities to solve issues in a collaborative manner.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- Catholic Identity is the foundation of the school and connected to all facets of the program.
- The students participate in religious devotions to "deepen their relationship with God."
- The dedication of the faculty is evident to the students in their daily interactions.
- The family environment creates a positive atmosphere for faculty, staff, students and parents.
- The spiritual, academic, social and emotional concern for the students is evident in the decisions that are made, curriculum that is executed, and social events that are scheduled.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard's Key Concepts and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Consider codifying why it is that you have such strong, positive organizational culture. It's remarkable that the adults and the students all seem to intuit "this is how we do things around here." Being intentional about that could lead to even stronger, longer lasting culture that both embodies and extends the school's mission. It will also likely lead to continued gains in enrollment.
- Consider a weekly communication between the administrative team and the faculty / staff to provide information for the upcoming week's schedule.
- The Board of Directors focus on the four pillars of a strong and functioning board outlined by the Office of Catholic Education.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard's Key Concepts and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

STUDENT WELL-BEING STANDARD
Standard for Accreditation

Introduction: Effective learning requires a nurturing school community focused on student well-being. MSA believes the school must ensure the physical, mental, and emotional well-being of its students. Student well-being is developed in a school culture that encourages creativity, active engagement, and collaboration with families and the community.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation.
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Key Concept W1	
Emergency Management Policies and Procedures*	X
Child protection policies/procedures*	X
Emergency Drill logs*	X
Evidence that Emergency Procedures are distributed appropriately*	X
Records of most recent health & safety inspections*	X
Key Concept W2	
Policies and Procedures relating to child protection, bullying, and personal safety*	X
Policies/procedures/programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students*	X
Confidentiality Practices/Guidelines*	X

Procedures for storage and retention of student health records*	X
Key Concept W3	
Policies/Procedures on Student Life & Student Activities*	X
Policies on Academic Eligibility	X
List of Student Activities Offered	X
Key Concept W4	
Student Code of Conduct*	X
Policies/procedures for Harassment, Intimidation, Bullying, Diversity, Inclusion, and Anti-Racism*	X

Indicates Required Evidence that the school must provide as part of the self-study process.

C.   THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept W1:
The school leadership creates and supports a safe and secure environment for all students.

● It is evident through observation that the school is secure, and students feel safe.
● Entrances and exits are secure. Most students enter from the front door. Student-athletes can use the back door near the gym to enter and / or exit while monitored by a teacher.
● Through established policies and procedures, employees and volunteers are adequately trained and screened in Protecting God's Children and other proactive measures, including updated clearances.

Key Concept W2:
Student health and wellness are a main priority of school leadership.

● The nursing office is welcoming and clean, and ensures students' wellbeing is the priority.
● The Mental Health and Wellness Coordinator is new this year and has been embraced by students and staff.
● Teachers and staff support students who seek guidance, nursing, or mental health support. Together those adults maintain records and engage in follow-up as necessary.
● The nursing office operates under the Pennsylvania Department of Health Guidelines. They are employees of the Spring-Ford Area School District. Continuity of care, confidentiality,

record maintenance, and all other procedures align with PA Standards of operation.

Key Concept W3:
Student activities and experiences are provided for all students.

- The Assistant Principal for Student Affairs continually offers and supports the development of new clubs and activities. Students have a clear and concise form to use when they have an idea to share regarding activities and experiences.
- The level of student involvement in and engagement with activities and special events is exceptionally strong.
- Mrs. Honyara is actively involved in the planning, organizing, and implementing all things related to student activities.

Key Concept W4:
Policies and procedures promote a fair and positive school climate for students.

- The majority of students feel a sense of pride in their school.
- Throughout our interviews, students repeated that they felt included in a positive environment with sincere support from the teachers, guidance counselors, and administration.
- Teachers and staff are actively involved in clubs, sports, and the arts, among other activities, which aids in students' feeling supported.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- The school's security—both inside and outside—is very strong. The second layer of an automatic locking system for all classrooms is a great addition to building security.
- Student health and wellness is a top priority, as evidenced by the addition of a mental health provider. The open-door policy is evident in all departments.
- The school climate and school culture is one that is based in strong faith and values. It is evident from speaking with staff and students that this is a special place to grow academically and spiritually.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard's Key Concepts and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- NONE

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
W-1	NONE	
W-2		
W-3		
W-4		

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard's Key Concepts and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
W-1	NONE	
W-2		
W-3		
W-4		

RESOURCES
Standard for Accreditation

Introduction: In order for a school to attain its preferred future, it must have sufficient resources. MSA believes those resources include finances, facilities, transportation, food services, and technology.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation.
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Key Concept R1	
Operational Budget*	X
External Audit or Financial Assurances (if the school does not have a recent Audit)*	X
Proof of Insurance Coverage*	X
Policies/Procedures related to finances, financial aid, and refunds*	X
Multi-Year Financial plan (last year, current year, next year)*	X
Tuition/Fee Schedule (if applicable)*	X
School Funding Chart	X
Communications/Resources provided to families outlining their financial obligations	X
Key Concept R2	
Health & Safety Inspection Reports*	X

Policies/Procedures related to facilities and maintenance*	X
Maintenance and Facilities Plan(s)*	X
Campus Description	X
Adequacy of Facilities Chart	X
Floor Plan of Facilities	X
Certificate of Occupancy (if available)	X
Key Concept R3	
Technology plan, including but not limited to inventory and replacement schedule*	X
Policies & Practices regarding technology including but not limited to data protection (GDPR [General Data Protection Regulation] compliance where necessary) and acceptable use*	X
Technology Inventory	X
Professional Development Plan (related to technology)	X
Key Concept R4	
Inspection and/or Safety Reports*	X
Contracts or Agreements with any outside service provider	X
Policies and/or Procedures related to Transportation and Food Services	X
School Menus and/or Nutritional Information	X
Staff Certifications	X

Indicates Required Evidence that the school must provide as part of the self-study process.

C.   THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept R1:
Sufficient and stable financial resources are dedicated to attain the expected learning outcomes identified in the Foundation Documents.

- As the newest school in the Philadelphia Archdiocese, the school is backstopped by the Archdiocese. It still carries annual debt obligations related to its construction, but there are no issues with payments.
- The school has experienced a 10% increase in enrollment in the last two years and the Archdiocese has requested that it aim for another 10% increase over the next 3-5 years.
- The president has latitude to increase revenues beyond enrollment and philanthropy. (For example, he has explored putting solar panels on the back of campus.)
- In the meantime, the budget is an effective *mission* document in funding the school's priorities.

Key Concept R2:
The facilities are satisfactory or acceptable in quality and quantity to achieve the school's mission. The facilities are safe, clean, and well-maintained.

- The PAWS Center was renovated using EANS monies. Corbett Design was used to design the space, and the internal team led by the Director of Facilities did the painting, carpeting, and removal of old library materials.
- Scoreboards, stands, bleachers, and dugouts have been added in the last 3-4 years. The track was redone one year ago.
- Air conditioning units are in the process of being replaced (one at a time) as they approach the end of their useful life. Hot water heater was recently replaced. Trees were trimmed in accordance with the safety report conducted in partnership with local police.
- Cameras are in the process of being upgraded (about ⅔ of the way through that work). 97 total cameras. Shifting from a "scanning" model to a "4-lanes" model. Right now the footage is used reactively when something happens vs. proactively to anticipate issues.
- The RAPTOR system is two years old. Visitors are registered in the system using an official ID. After that, registered visitors can be named for a list at the front desk.
- Lights for athletic fields and bleachers are next on the list. All major facilities upgrades need to be coordinated through OCE.
- Use of auditorium, gym, and fields by outside groups require additional maintenance from Ron and his crew.
- Aramark takes care of cleaning the kitchen.

Key Concept R3:
Technology resources (as defined as hardware, software, platforms, policies, and procedures for the use by students and staff) support attainment of expected student outcomes.

- All students are issued Chromebooks as freshmen. Devices are centrally managed through Google admin console with warranty coverage and some repairs done in-house.
- PowerSchool and Schoology are integrated into the flow of school.
- All teachers have laptops and can connect to Promethean boards.
- LIbrary media services are provided through multimedia in the Learning Center. Some classrooms have print media resources. Teachers also rely on online media resources.
- Some technology infrastructure is starting to age out (network switches, wiring, etc.) and due for upgrades. Planning on phased replacements.
- Technology upgrades are financed through a modest annual budget (which is mostly used to purchase Chromebooks).

- PJPII is revisiting policies for care and use of Chromebooks to protect against carelessness or negligence so that the school doesn't assume costs that should belong to the student.
- OCE has an office of technology that sometimes provides resources.
- Until enrollment is at about 850-875 students, it's unlikely that there will be a budgetary surplus to fund technology improvements beyond the essentials.
- PJPII recognizes that if the technology is not robust, it affects the teaching and learning environment and impacts student enrollment.
- The school is creating a comprehensive technology plan, including professional development, with OCE tech's team and the school President.

Key Concept R4:
Transportation and food services are sufficient in quality and quantity to achieve the school's mission. Transportation Services are safe, clean, and well-maintained. Food Services are well-maintained and based on nutritional standards.

- PJPII has the most up to date kitchen facilities in the Archdiocese of Philadelphia.
- Student surveys and faculty feedback express concerns about current food offerings and push for healthier options.
- Office of Catholic Education has a master contract with Aramark as its sole food vendor and is in negotiations for a new five-year contract to start July 1, 2024.
- Selected PJPII students will participate in a focus group to provide ideas to expand menu options beyond chicken fingers, pizza, and other grab and go foods to plated, rotating food choices while still remaining cost effective.
- PJPII is working with Aramark to improve marketing, faculty options, and potential "micromarket" approaches.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- The school is to be commended for its efforts to bolster enrollment while serving diverse learning needs.
- The school campus is very well maintained.
- Safety and security are prioritized with improvements to facilities, resources, and crisis management planning.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard's Key Concepts and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The school might consider creative business modeling that preserves the core (enrollment and philanthropy) while expanding opportunities to deliver new value in new ways that families are willing and able to pay for.
- Continue to engage in discussions and planning with Aramark to expand PJPII offerings to provide a wider variety of nutritional food choices.
- Advocate with OCE to negotiate with the teachers' union for use of classroom cameras left over from the pandemic to expand remote / hybrid learning opportunities.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard's Key Concepts and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
	NONE	

TEACHING AND LEARNING
Standard for Accreditation

Introduction: Teaching and learning are the core of every school. MSA believes curriculum and instruction and assessment must be linked to the school's Foundation Documents, be contemporary, reflective of best practices, and supported by appropriate professional development. Student performance must be measured and appropriate student services be provided to ensure all students reach their full potential.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

x	It is the Visiting Team's assessment that the school **MEETS** this Standard for Accreditation.
	It is the Visiting Team's assessment that the school **DOES NOT MEET** this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Key Concept T1	
Written curriculum guides for each component of the educational program*	X
Scope and sequence charts*	X
Program of studies or other overview of the components of the educational program	X
Master schedule	X
Policies related to educational program	X
Exemplars of student work	X
Record of professional development activities related to curriculum	X
Key Concept T2	
Sample Lesson Plans*	X

Key Concept T3	
Assessment Policies and Procedures*	X
Examples of Student Performance (Internal and/or External)*	X
Example of student transcript*	X
Example of student report card*	X
Examples of assessments	X
Key Concept T4	
Student Services Policies and Procedures*	X
Sample IEPs or equivalent*	X
Admissions criteria *	X
Description of guidance and counseling services available*	X
Examples of Recruiting and Marketing Materials*	X
Policies related to student services*	X
Results of follow-up studies of graduates	X
Key Concept T5	
Professional Development Plan*	X

Indicates Required Evidence that the school must provide as part of the self-study process.

C.   THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept T1:
The educational program is based on appropriate content and written curriculum aligned with generally accepted learning standards.

- The educational program is based on the Archdiocesan curriculum guidelines.
- The Archdiocesan curriculum guidelines are designed by the high school curriculum committees.
- The Archdiocesan curriculum guidelines are based on the Pennsylvania State Standard.

- The Archdiocesan curriculum guidelines are developed in collaboration with local schools and discipline-focused curriculum committees.

Key Concept T2:
A variety of instructional methods are used to deliver the curriculum and learning settings are developmentally appropriate for students.

- The teachers follow the Archdiocesan guidelines.
- The execution of the guidelines are left to the discretion of the subject area teacher.
- Classroom observations indicated a variety of instructional strategies were being used.
- Some teachers have creatively arranged the physical environment (e.g., desks in configurations other than rows), and some even have students rearrange the physical environment during class to encourage more student-centered learning experiences.

Key Concept T3:
Assessment of student performance is used to measure individual and aggregate student progress and the effectiveness of the entire educational program.

- Assessment is widely used in the classroom to gauge student performance. Teachers employ a variety of assessment methods (projects, presentations, research reports, quizzes, etc.).
- All students take Renaissance Star tests in reading and math three times each year and the PSAT annually (through Junior year) to measure student performance across broader performance standards at local, state, and national levels.

Key Concept T4:
Support services are provided to assist every student in achieving academic success.

- The Academic Intervention team evaluates student performance weekly to monitor student progress and provide support for struggling students.
- The Panthers Learning Center program is offered at lunch or for 45 minutes after school.
- The PAWS program (distinct from PLC) presents a unique and intentionally designed program for students with documented learning differences. In PAWS, students develop executive functioning and learning strategies that maximize their opportunities for success.
- PAWS students attend a daily class devoted to executive functioning skills where they receive targeted direct instruction.
- The Montgomery County Intermediate Unit serves students in the Math/Study Strategies class to strengthen math and reading skills.

Key Concept T5:
Professional development ensures effective design and implementation of the educational program.

- School Administration provides professional development for all teachers on common topics such as CPR, Technology, and School Safety.

- Various professional development offerings and choices provide greater opportunities for individual teachers to explore topics and practices that support their particular content focus and classroom experience.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- The school administration is dedicated and creative in developing schedules that meet the academic needs of students.
- The faculty and staff are highly responsive in supporting the academic program.
- Teachers engaged in the creative arrangement of their classroom's physical environment lead the way to student-centered learning approaches.
- The addition of the PAWS program supports students who need educational support in an inviting and welcoming environment. It also supports their well-being and academic success, helping them develop the skills and strategies to succeed in school and life beyond the classroom.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard's Key Concepts and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Archdiocese should consider releasing back to the school a greater percentage of the school's annual revenue surpluses or find other ways to enable the school to fund professional development. A best practice is allocating 1-2% of the operating budget to PD.
- Consider professional development on student-centered forms of assessment, lesson design, and instruction. Free, high-quality generative AI resources such as AI for Education's prompt library can help teachers take their existing lessons and rapidly redesign for more student-centered experiences (https://www.aiforeducation.io/prompt-library).
- Consider professional development on student-centered forms of environmental design (eg, a book like *The Third Teacher*).

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
T-1	NONE	
T-2	NONE	
T-3	NONE	
T-4	NONE	
T-5	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard's Key Concepts and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Key Concept or Indicator	Recommended Action
T-1	NONE	
T-2	NONE	
T-3	NONE	
T-4	NONE	
T-5	NONE	

SPECIAL PURPOSE INDICATORS

<u>Introduction:</u> The indicators below are for specific areas not fully addressed in the 5 Standards for Accreditation and may only apply to certain programs or types of schools.

Special Purpose Category	Yes	No
Online Learning		X
Early Childhood Education		X
Faith-Based Schools		X
Located in Pennsylvania		X
Residential Programs		X

THE PLAN FOR GROWTH AND IMPROVEMENT

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Excellence by Design* protocol is based upon the principles and concepts of strategic planning. Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance and Organizational Capacity.

Developing a Plan for Growth and Improvement involves:
● Establishing a vision for the school by creating or reaffirming a statement of mission.
● Identifying a set of beliefs that will serve as the school's ethical code.
● Developing a profile of the knowledge, skills, and qualities the school expects of its graduates.
● Identifying the areas of student performance that are the priorities for growth and improvement.
● Developing action plans to achieve the performance objectives.
● Monitoring implementation of the action plans.
● Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the required components of the Plan for Growth and Improvement:
● A Mission
● Beliefs
● A Profile of Graduates
● Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance
● One or more assessments for each objective
● Baseline data for at least one assessment for each objective
● Technical approval of the objectives
● Comprehensive action plans to achieve the objectives
● A plan for regular monitoring and review of the Plan (at least once annually)

A.   STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities

for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:
- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*
- *Are there areas of our organization's capacity that must be improved in order to improve our students' performance to the levels we desire and expect*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the Mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its Mission, as expressed in its Profile of Graduates. Not only should the objectives be related to the school's Mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

Action plans describe the methods the school will use to accomplish its Mission and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the "doing" part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school's Plan for Growth and Improvement according to the criteria for effective action plans.

Technical Review

Prior to the Team Visit, the school's objectives were reviewed by their MSA Accreditation Liaison as to whether or not the objectives met the technical requirements of the self-study.

The Team was provided with a copy of the school's approved Technical Review.	X	**YES**		**NO**

Objective #1:

x	This is a student performance objective
	This is an organizational capacity objective

A. Objective

- By the year 2031, Pope John Paul II High School will work to enhance the academic experience and promote higher achievement for all students through innovative student-centered learning methods and robust curriculum opportunities.
- Success will be measured by a decrease in end of year failures, due in part to Academic Intervention, the PAWS program, and progress reports, a digital STEAM portfolio for each student to store projects, and development of and enrollment in career pathways to prepare students for specific content interests. New pathways should be added each calendar year.
  - o Continue supporting a dedicated learning center to provide resources, through direct instruction, accommodations, and modifications that support and address the academic needs of students with identified learning differences so that all students can achieve success.
  - o Expand STEAM programming across the curriculum through interdisciplinary projects and courses.
  - o Develop career pathways with dedicated coursework and intentional programming for students in career-interest areas based on individual interests and talents.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	

	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?

● Consider creating separate measures of success for the STEAM portfolio and the career pathways so that they're not conflated with the success measure for reducing the total number of failures.

B.   Action Plan

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school's resources such as time, energy, personnel, etc.?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

● None

Objective #2:

X	This is a student performance objective
	This is an organizational capacity objective

A.   Objective

- By 2031, Pope John Paul II High School will improve the student experience to increase student retention and reduce the number of students who leave PJPII. Success will be measured by a [decrease of 5% annually the number of students](#) who transfer out of Pope John Paul II High School.
  - Enlist regular feedback regarding the pros and cons of the student experience, especially from those constituencies who transfer [President/Principal meetings with families]
  - Develop programs and early alert protocols that support students, particularly those struggling with the PJPII culture [SAP, mental health coordinator and programming, academic intervention, 1:1 meetings between counselors and 9th graders to check in and match students with similar interests]
  - Facilitate activities that help all students to build positive personal connections as part of their PJPII student experience [Ready, Set, Go; Panther Points]

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?

- None

B.   Action Plan

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school's resources such as time, energy, personnel, etc.?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- None

Objective #3:

	This is a student performance objective
X	This is an organizational capacity objective

A.   Objective

- By 2031, Pope John Paul II High School will build relationships that allow PJPII to grow its student population by 3% to 4% a year with the goal of reaching 850 students to offer students vibrant academic and extracurricular programming. 751 students are enrolled at Pope John Paul II High School in the 2023-24 school year.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	

	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?

- None

B.   Action Plan

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school's resources such as time, energy, personnel, etc.?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- None

Objective #4:

	This is a student performance objective
X	This is an organizational capacity objective

A.   Objective

- By 2031, Pope John Paul II High School will increase its total fundraising capacity by 10% each year to benefit need-based financial aid and facilities/curriculum improvements.
- Success will be measured by:
  - Increased participation in current or new fund-raising programs developed by PJP II and or the Archdiocese of Philadelphia.
  - Pursue collaboration opportunities to expand grant connections for projects and programs as well as potential Office of Catholic Education funding for specific and measurable initiatives.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?

- None

B.   Action Plan

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school's resources such as time, energy, personnel, etc.?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

● None

B.   THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

The Requirements of the Protocol for the Plan for Growth and Improvement

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

Requirement of the Protocol	Met	Not Met
Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.	X	
● One or more assessments for each objective	X	
● Baseline data for at least one assessment for each objective	X	
● Technical approval of the objectives	X	
Action plans for each objective that meet the requirements of the protocol	X	
Plan for regular monitoring and review of the Plan (at least once annually)	X	

Observations

In this section, the Team lists: 1) any general observations regarding the degree to which the school meets the requirements of the protocol for the Plan for Growth and Improvement (objectives and action plans), and 2) any areas in which the school exceeds the requirements of the protocol.

- PJPII school community and its Board of Directors completed a [Strategic Plan](#) process for the years 2022-2025. Their Middle States goals and objectives were inspired by the Strategic Plan.
- The PJPII Middle States Teaching and Learning Committee determined that the school scored well in areas relating to instructional delivery, collaboration, and educational experiences. Current and new processes and programs such as PAWS and Ready Set Go! enhance educational experiences across all disciplines and facets of school life.
- Student wellness support services meet learners where they are socially and emotionally and benefit from the addition of the new Student Mental Health Coordinator.
- Policies and collaborations support programming to maintain high-levels of student engagement.
- Enrollment data is tracked through the School Admin module of Final Site to provide comprehensive information on inquiries, applications, and enrollment statistics.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Continue to foster a culture of philanthropy among all stakeholders and community partners as measured by increased levels of participation.

Recommended Monitoring Issues

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school's accreditation.

Requirement of the Protocol	Action Recommended
NONE	

Recommended Stipulations

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school's accreditation.

Requirement of the Protocol	Action Recommended
NONE	

ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Visiting Team is charged with making a recommendation to the Middle States Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

ACCREDITATION

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

Recommended Monitoring Issues

Indicator No.	Requirement of the Standard	Recommended Action
	None	

Recommended Stipulations

Indicator No.	Requirement of the Standard	Recommended Action
	None	

NEXT STEPS

As Pope John Paul II proceeds with the implementation of its Plan for Growth and Improvement, there are a number of "next steps" the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**
  The five Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

- **Implement the Plan for Growth and Improvement.**
  When the Middle States Association grants accreditation to a school using the *Excellence by Design* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.

- **Submit an Annual Profile and Nominations to Serve on a Visiting Team.**
  As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.

- **Conduct Periodic Reviews of the Plan for Growth and Improvement.**
  While Middle States does not "collect" evidence of the school's annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.

- **Complete a Mid-Term Report.**
  At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.

- **Prepare for Re-accreditation.**
  At the beginning of the sixth year of the school's accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Excellence by Design* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

SUMMARY AND CLOSURE

Oral Report

I want to do three things:
1. Share some quotes that capture what we experienced.
2. Share the team's recommendation.
3. Say some thank you's.

<u>The litany</u>

I know I speak for my teammates when I say that PJP is a special place. And I could recite a list of things that we have observed during our time here, but I think everything that we could say was better expressed by members of this community.

Over the last three days we have been taking notes in our interviews and random hallways encounters. Here are some of the things we heard:

Parents
- "Commitment. These teachers don't just do their jobs. They support everyone. I don't know how they do it."
- "One of my kids said, 'I wish the seniors were sophomores so that we'd have more time together.'"
- "I'm always hearing stories about his teachers—sometimes they're funny, but always about how much he likes his teachers."
- "Kairos has had a positive, permanent impact on my kids' lives."
- "My kids don't want to miss school. Even when they're sick! It's mind-blowing to me."
- What would the detractors say? → "No repeated complaints," "If so they're hyper-focused on minutiae."

Faculty and Staff
- "Everything we do is rooted in our faith."
- "I was here at the beginning and then I left for a few years. I came back because I missed this place."
- "We're not just teaching a skill or subject, but also a lifestyle. We see Catholic schools as mission-ground."
- "If a student is not performing up to par, Joe Rogers is aware of it, pursues it, backs us up."

Students re: Entering PJP
- "Coming in, it's welcoming. I felt like everyone *wants* you here."
- "I was nervous when I arrived in 9th grade, but upperclassmen encouraged me."
- "Sometimes parents of other kids or students I don't even have classes with will come up to me to compliment me on a performance."
- [When attending a prospective student day], "A teacher said, 'I'm going to *show* you.' And then some students invited me to try it."
- "I transferred in and students asked me to join clubs. And teachers who don't even teach me were asking me how I was settling in."

Students re: Teachers and Staff
- "There's not a single mean teacher!"
- "It's easy to get involved with campus ministry and to connect with God."
- "Our teachers and coaches work well together to make sure we're doing the best we can in both areas."
- "I was blown away by how patient my counselor was."
- "Everyone takes their jobs seriously and they support one another."

Students re: what they'll miss
- "I will miss the community supporting each other and their events."
- "I will miss the teachers the most, because they're always pushing me to be my best."

Students re: Who they are becoming
- "When I finished 8th grade, I still felt like a kid. Now I feel like an adult."
- "My work ethic has definitely improved."
- "You could be in the play, be an athlete, and be a top notch student. There are no stereotypes."
- "In 8th grade I wasn't a serious student. Now I'm much more determined. I enjoy learning here."
- "In middle school, I was quiet. Here, I feel like I've become more of myself."

The team's recommendation

I am *very* pleased to say that the Visiting Team will recommend to the Middle States Association's Commission on Secondary Schools that Pope John Paul II High School be re-accredited for the next seven years.

Please know that this is our *recommendation* to the Commission. Your report and our response will go through three more vettings before it becomes final. First the Middle States Domestic Schools Advisory Committee will review our report. Then the Membership & Accreditation Committee of the Commissions will review the recommendation from the Advisory Committee. Then the full Middle States Commissions will make the final decision. After that, no one can say you weren't put under the microscope!

Thank you's
- This visiting team
- Kathleen Guyger
- Vinnie Cazzetta
- Joe Rogers
- Domenic DiMartino
- Wyatt Pfeil and Nick Veneziale [tour guides + student interviews]
- The planning team
- Everyone who met with us during our visit

Strengths
1. You are deeply and authentically living your Catholic mission and identity.
2. Your organizational culture is exceptional.
3. Everyone contributes to creative problem solving.

Growth opportunities
1. Explore ways to design for student-centered learning environments.
2. Continue to build on the manifest strengths of the PAWS program.
3. Continue to find creative ways to increase revenues, support families with financial need, and provide innovative programming for students.

VISITING TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Christian Talbot	Middle States
Assistant Chair of the Team	Mary Ann DeAngelo	Cardinal Foley (PA) (retired)
Team Member	Mary McClory	Padua Academy (DE)
Team Member	Jacqueline Gosselin	Sts. Peter & Paul (MD)