

PHILOSOPHY/MISSION STANDARD FOR ACCREDITATION

A. ISSUES RELATED TO THIS STANDARD

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

A.1. List the stakeholders who participated in the most recent development/review of the philosophy/mission and the stakeholder group each participant represents.

Name	Role in the School System
Marie Arnold	Parent
Ellen Baca	Parent
Mike Baittinger	Parent
Todd Bergey	Director of Support Services
Chris Bonsall	Elementary Teacher
Beth Boyle	Parent
Joseph Breisch	Technology Coach
Kathryn Brink (graduated)	Student
Maggie Chiarella	Technology Facilitator
Leah Christman	Assistant Superintendent
Michelle Conrad	Special Ed Teacher
Beverly Curtis	Parent
Mark Covelle	Dean of Students
Judith Dell Alba	Community Member
David Diaz	MS Teacher
Lisa Dickinson	Parent
Sal DiGiovanni	Parent
Sandra DiSanto	Special Ed Teacher
Edward Donahue	Middle School Principal
Beth Dottery	HS Teacher
Kelly Dougherty	Elementary Teacher

Name	Role in the School System
Scot Engler	Director of Special Education
Mary Farris	Intermediate School Principal
Robert Fluck	IS Teacher
Angela Fulmer	Teacher
Jim Grabusky	Parent
Beth Graf	Teacher
Allan Griffin	Community Member
Corinne Gunkle	Board Member
Sam Hafner	LB Principal
Stephanie Hess	Student
Bill Kennedy	Human Resources Administrator
Jennifer Johnson	Parent/SLEF President
Ken Jordan	Technology Coordinator
Kristen Lewis	Director of Elementary Education
Joseph Liberati (deceased)	Superintendent
Lori Limpar	Elementary Principal
Joann Lindauer-Schneider	Teacher
Chuck Linden	Parent/Business Leader
Kim Lysakowski	IST Teacher
Susan MacIntyre	MS Teacher
Kate Mack	Teacher
Brian McLaughlin	School Resource Officer
Carol Mickley	LM Principal
Diana Millman	Parent/Administrative Assistant
Bill Miracle	Board Member
Janet Miltenberger	Reading Specialist
Patty Mohr	Board Member
Samantha Moyer	Student
Mary (Orlando) Stauffer	Teacher
Monica Ouly	Community Member
Kathie Parsons	Parent
Michael Pauling	Technology Coach
Corry Robbins	Librarian
Brooke Ruch	Teacher
Karen Ryan	IS Teacher
Troy Ruch	HS Teacher
Walter Sanders	Community Member
Denise Scozzafava	Parent/Business Leader
Barbara Smith-Schafer	Teacher

Name	Role in the School System
Sarah Schurkamp	Technology Facilitator
Chris Siegfried	High School Principal
Anne Sikorski-Schneider	HS Teacher
Colleen Smith	Elementary Teacher
Beth Stelts	Board Member
Cindy Sterrett	Teacher of the Gifted
Christopher Strobl	MS Teacher
Joan Takacs	Director of Secondary Education
Elizabeth Tate	Technology Facilitator
Heather Toto	MS Teacher
Isabela Uribe	Student
Joseph Volk (deceased)	Community Member
Tara Walter	Teacher
Tamme Westbrooks	Guidance Counselor
John Zuk (resigned)	Assistant High School Principal

A.2. List the date(s) of the most recent revision/adoption of the school system's philosophy/mission.

Strategic Plan Midpoint Review - September 2011

A.3. By what body was the most recent revision/adoption of the school system's philosophy/mission approved.

Southern Lehigh Board of School Directors

A.4. Indicate the places where and documents in which the philosophy/mission is formally published.

Southern Lehigh School District website – www.slsd.org

All buildings and classrooms – poster designed and printed February 2011

Southern Lehigh School District Calendar

B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The school system must meet this Standard for Accreditation to be granted "Accreditation" by the Middle States Association. The Indicators of Quality for the

Standard identify the types of evidence that, when taken together, indicate whether the school system meets the Standard. Rate the degree to which the school system meets each Indicator by using the following scale:

Rating of Adherence to the Indicator	
1. Does Not Meet	The evidence indicates the school system does not meet the expectations of this Indicator
2. Partially Meets/In Need of Improvement	The evidence indicates that the school system partially meets the expectations of this Indicator and is in need of improvement
3. Meets	The evidence indicates the school system meets the expectations of this Indicator
4. Exceeds	The evidence indicates the school system exceeds the expectations of this Indicator

Middle States Association Accreditation Standard Philosophy/Mission

The Standard: The school system has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the philosophy/mission and understand and support it. This mission/philosophy is aligned with the community served and is reviewed periodically by stakeholder representatives.

1.1. – 1.5: Indicators for the school system

MSA Indicator of Quality	Rating			
	1	2	3	4
1.1 The school system takes steps to ensure that its students and their families understand and support the system's philosophy/mission.			X	
1.2 The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures.			X	
1.3 The philosophy/mission is free of contradiction,			X	

MSA Indicator of Quality	Rating			
	1	2	3	4
ambiguity, and excessive abstraction.				
1.4 The school system implements a system to assess its effectiveness in fulfilling its philosophy/mission.			X	
1.5 The school system's philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources.			X	

1.6 – 1.8: Indicators for faith-based school systems¹

X	These Indicators are not applicable to our school system.
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1.9 – 1.13: Indicators for component schools

Does not differ from the district.

B.1. Stakeholders' comments to support the ratings:

Our survey did not have comments.

STANDARD: Philosophy/Mission	
Source of Comments	Comments
Central Administration and Staff	<ul style="list-style-type: none"> • •
Governing Body	<ul style="list-style-type: none"> • •
Community Stakeholders	<ul style="list-style-type: none"> • •
Component School #1	
<ul style="list-style-type: none"> • Staff 	<ul style="list-style-type: none"> •

¹ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based school systems is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based school systems, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

STANDARD: Philosophy/Mission	
Source of Comments	Comments
	•
• Students	• •
• Parents	• •
Component School #2	
• Staff	• •
• Students	• •
• Parents	• •

B.2. Evidence:

X	There were no Indicators for this Standard that were rated 1 (Does Not Meet)
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C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school system MEETS this Standard for Accreditation
	Our self-assessment is that our school system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:

Requirement of the Standard	Does Not Meet	Meets Partially

Indicator Number	Indicator	Does Not Meet	Meets Partially

C.1. Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School: N/A
Describe the degree to which this school's performance differs from the average for the system:



D. ROOT CAUSE ANALYSIS

Foundational Issue: Philosophy/Mission		
Are there philosophy/mission standard indicators not met or in need of improvement that inhibit the attainment of the organizational capacity objective?		YES
	X	NO
Data to support your conclusion:	<ul style="list-style-type: none"> • Strategic Plan Process and Acceptance • Monthly Strategic Plan reports to the board and community. 	
Hypothesis derived from your conclusion:	Continue our emphasis on utilizing our Strategic Plan as a living document that guides our daily decision making.	



E. IMPLICATIONS FOR PLANNING

E.1. List the school system’s significant strengths in meeting the Philosophy/Mission Standard.

Strategic Plan

E.2. List the school system’s significant areas in need of improvement in meeting the Philosophy/Mission Standard.

None

E.3. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Philosophy/Mission that should be included in the action plan in the Plan for Growth and Improvement.

Continue our dedication to the Strategic Plan as a guiding document.

F. EVIDENCE TO SUPPORT THE SELF-ASSESSMENT OF THIS STANDARD

Evidence	
<i>For All School Systems:</i>	
The school system’s philosophy/mission	See Strategic Plan
Publications that communicate the mission/philosophy to the school system’s/schools' communities of stakeholders	Website, Newsletter
Marketing, recruitment, and admissions materials that communicate the school system's/school's philosophy/mission	N/A
Evidence that...	
<ul style="list-style-type: none"> The school system implements a system to assess its effectiveness in fulfilling its philosophy/ mission. 	Survey notebook,

Evidence	
	task forces, Strategic plan report
<ul style="list-style-type: none"> The school system's philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources. 	Website, newsletter
Policies related to the system's philosophy/mission, including (but not limited to):	
<ul style="list-style-type: none"> Periodic review and revision (if warranted) of the school system's philosophy/mission 	100
<ul style="list-style-type: none"> A system for evaluating the effectiveness of the school system's philosophy/mission 	
<i>For Faith-Based School Systems:</i>	
Evidence that...	
<ul style="list-style-type: none"> The school system's religious identity is articulated clearly in the system's mission, core values, and publications 	
<ul style="list-style-type: none"> The school system's religious identity is clearly communicated in its brochures, promotional materials, handbooks, web site, and similar resources 	
<i>For Component Schools:</i>	
Results of the schools' self-assessments of compliance with this Standard for Accreditation and its Indicators of Quality	

