

WISCONSIN CATHOLIC SCHOOLS ACCREDITATION

Glossary

ACRE (Assessment of Children/Youth Religious Education) with Information for Growth (IFG): an assessment designed to assist in the evaluation of catechetical/religious education programs in Catholic schools and parishes produced by the National Catholic Education Association (*Standards 2, 7*).

authentic performance: a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (<http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm>) (*Standard 8*).

canonical administrator: the parish pastor or when a parish is vacant, or when the parish priest is prevented from exercising his pastoral office the diocesan Bishop appoints a parochial administrator, that is, a priest who will take the place of the parish priest (Canon 539; see also Canon 517 §2) (*Standard 5*).

Catholic intellectual tradition: learning that is formed in the Catholic faith, guided by reason, and develops an understanding of the world that aims to bring people closer to God (*Standard 2*).

Direction of Intention: a prayer written by St. Francis de Sales asking for help in providing the attitude and approach that one should bring toward every action (The Salesian Center for Faith and Culture) (*Standard 3*).

environmental stewardship: responsible use and care of the natural environment that promotes conservation and sustainable practices (*Standard 12*).

governing body: includes the pastoral authority and the advisory education committee/commission or corporate board according to the Catholic educational governance requirements of the (arch)diocese (*Standards 1, 5, 6, 10, 13*).

ISTE standards: International Society for Technology in Education standards (<https://www.iste.org/>) (*Standard 7*).

leader/leadership team: president, principal, or other administrators designated to implement school/system policy (*Standards 1, 4, 5, 6, 8, 10, 13*).

LEED certification: Leadership in Energy and Environmental Design certification (<http://www.usgbc.org/leed>) (*Standard 12*).

NCTE standards: National Council of Teachers of English standards (<http://www.ncte.org/>) (*Standard 7*).

network: opportunities for educators to work with colleagues and to learn from one another (*Standard 6*).

rigorous: academically challenging (*Standards 2, 7*).

School Advisory Board: a committee or commission, other than a home and school association, designated by the pastor to assist the pastor and school principal in carrying out their leadership roles (*Standard 1*).

source-level risk analysis: an assessment of revenue sources found within an auditor's report (*Standard 10*).

Term	Definition
Academic Standards	Academic standards (sometimes referred to as learning standards or educational standards) define the knowledge and skills students should possess at critical points in their educational career in various subject, content areas. There is a variety of researched based standards systems schools may use, such as the USCCB (United States Catholic Council of Bishops), ISTE (International Society for Technology), the NCTM (National Council of Teachers of Mathematics), the Common Core State Standards, etc. Exit Standards describe the broad endpoints of a projected learning sequence (for example, K-12 schooling), while progress markers or benchmarks describe what student should know and be able to do along the way (often at the end of grade levels or specific courses or sequences of courses).
Accessibility Plan	Accessibility plans include the degree to which all school services and facilities are available to as many people as possible. (Based on the Disability discrimination Act this requires schools to remove discrimination against students with disability in their access to education. It requires schools to make “reasonable adjustments” to their policies, procedures and practices to accommodate pupils with disabilities more fully.) Schools should have in place written plans on how access will increase over the years.
Advancement	Advancement is the strategic process by which schools build and sustain mission-appropriate constituent relations to increase the viability of the school. This happens through the integration of the school’s admissions, marketing and communications, and development programs. (See Development and Institutional Advancement)
Advisory Board	A body that participates in the policy-making/decision-making process by formulating, adapting, and recommending policy to the person(s) with authority to enact it. The authority is not bound by the board’s advice.
Aesthetic	Having to do with beauty and the arts.
Aggregated	Joined or combined into a single group.
Analysis	Analysis is the detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation, For example, the elements and patterns related to enrollment and retention.
Ancillary Programs	Furnishing support or assistance outside of academic courses (such as guidance, wellness programs, etc.
Assessment: Faculty and Staff	In this usage of the term it refers to evaluation of faculty members/teachers and staff members. The assessment process has several critical elements that include goal setting and agreed upon formative and summative processes. Typically, these processes will include formal observations and summative evaluation.
Authentic Integration	Student-centered use of digital tools and content knowledge in a real-world application.
Authentic Performance	Tasks that reflect the use of knowledge and skills in real-world applied situations.
Authoritative or Decision-Making Board	A body that participates in the policy-making process by formulating, adopting, and enacting policy. The board has been delegated final authority regarding certain areas of institutional operation, although its jurisdiction is limited to those areas that have been delegated to it by the constitution and/or bylaws, and approved by the delegating Church authority. A.K.A. Board of Limited or Specified Jurisdiction; Board of Trustees; Board of Directors
Authority: Appropriate and Legitimate	The person or group that has the right to establish structures of governance and norms for the existence and continued mission of the institution.
Authority: Bishop’s Legitimate Authority	The bishop’s right to establish structures of governance and norms that guide his involvement with regard to schools. A diocesan bishop exercises his authority in accord with Canon Law and in accord with all applicable Civil Laws at the Federal, state, and local levels.
Backward Designed Curriculum	Curriculum that is developed by (1) starting with the end in mind (desired learning outcomes), (2) creating valid ways for students to demonstrate the desired learning (assessments), and (3) designing instruction to coach students to perform well on the assessments (learning experiences and instructional strategies).
Behavior Management Program	A systematic, agreed upon approach that the entire school uses to support positive and constructive student participation and engagement in the learning environment and school community.
Blog	An abbreviation of the term web log. A series of online postings focusing on a single subject and open to multiple users. Usually a blog proceeds in reverse chronological order with the most recent posting

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	immediately visible.
<u>Budget X</u>	A budget (Catholic school) is a quantitative expression of a mission focused plan for a defined period of time. It represents incoming and outgoing funds. It includes all sources of income and expenses, enrollment and revenues, resources, costs, expenses, assets, liabilities and cash flows. Also it includes planned tuition assistance. Often it may express strategic plan activities or events.
<u>Catholic Intellectual Tradition</u>	The product of a continuous dialogue between faith and cultures which reflects two essential characteristics of the Christian, and especially the Catholic, understanding of human experience: faith necessarily seeks understanding, and all intellectual inquiry leads eventually to questions of an ultimate nature that invite faith responses. For the Catholic, thinking is part of believing, and the Catholic view sees no conflict among faith, knowledge, and reason; it looks to how they illuminate one another.
<u>Catholic Culture</u>	The school's "way of life" -- a school's way of thinking and behaving -- rooted in Christ, a Gospel-based creed and code, and a Catholic vision that provides inspiration and identity, is shaped over time, and is passed from one generation to the next through devices that capture and stimulate the Catholic imagination such as symbols and traditions.
<u>Catholic Identity</u>	The particular expression of the Catholic heritage, the practices of the Catholic community, the living of the Gospel message, and the information and relationships that sustain the school's activities.
<u>Christian Service Programs</u>	The distinguishing feature of Christian service programs in Catholic schools is that they are rooted in the Gospel mandate to serve as Jesus served and intentionally are tied to the mission of the school and the academic programs of the school. Concepts of Catholic social teaching (CST) are woven into the instructional components and then integrated into the reflection process as the CST are given shape through the service encounters.
<u>Co-Curricular Activity</u>	School sponsored activities aligned with the curriculum intended to enhance students' creative, aesthetic, social/emotional, physical and spiritual capabilities.
<u>Coherent Curriculum</u>	Curriculum intentionally designed to result in student learning that shows a clear progression and integration of knowledge, skills, and dispositions from year to year through graduation, leading to readiness for college, career, and life.
<u>Common Formative Assessment</u>	An assessment created collaboratively by a team of teachers for the same grade level or course. Common formative assessments are used to identify individual students needs, most effective teaching strategies, program concerns, and shared improvement goals for individual teachers and the team. (DuFour, 2006)
<u>Community-Wide Communication</u>	Critical information communicated to all members and stakeholders of a school community.
<u>Compensation</u>	Compensation is the total amount of the monetary and non-monetary pay provided to an employee by an employer in return for work performed as required.
<u>Constitution and Bylaws</u>	Founding document of an organization that establishes and defines mission structure, and process. (rules)
<u>Consultative Board</u>	A body that participates in the policy-making/decision-making process by formulating, adapting, and recommending policy to the person with authority to enact it. The person with authority is required to consult the board before making decisions in the designated areas, but is not bound by the board's advice.
<u>Cost Per Child</u>	Cost per child is a measurement that represents the total cost to educate one child per year, based on all the expenditures required to provide the education. Usually it is determined by dividing the total costs (all expenditures) by the total number of children enrolled. This measurement is used to assess cost effectiveness and profitability.
<u>Creative Thinking</u>	Cognitive process of generating something new or unique that has value in a situation or context.
<u>Critical Thinking</u>	Mental process of analyzing or evaluating information; a process of reflecting upon the meaning of statements, examining the offered evidence and reasoning, and forming judgments about the facts. Intellectual values associated with critical thinking include clarity, accuracy, precision, evidence, thoroughness and fairness.
<u>Curriculum</u>	The agreed upon set of decisions about what students will learn (content), how they will demonstrate their learning (assessments), and key strategies, activities, and resources teachers will use to coach students to demonstrate the specified learning.

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<u>Data Driven</u>	Practicing a consistent orientation to use data appropriately as an essential component of instructional decisions and goal setting.
<u>Data Team</u>	Group of individuals, comfortable and skilled in working with data, who help identify, prepare, and interpret data for use by faculty working together, leadership teams, and the entire staff.
<u>Depreciation Costs</u>	There are two costs for a fixed asset: purchase price or book value and the adjusted or depreciated cost. The purchase price is the amount of the original equipment cost. This is used as the dollar value of the equipment. However, it is necessary to adjust this value to indicate the amount that could actually be realized if the equipment was to be sold. This is the depreciated or adjusted value. The depreciation cost must be listed as a separate item on the company's financial statements. The method of calculation should be provided in the notes to the financial statement. If the method used is changed, this must be clearly noted, as it has a significant impact on the financial statements.
<u>Development</u>	The strategic process by which schools identify, cultivate, solicit, recognize, and steward prospects and donors to establish and nurture relationships and to raise resources. It requires staff to build a culture of philanthropy, which begins in the admissions office, while educating your donors and prospects about the benefits, value, and distinct nature of your school. Fundraising is a function of development, and development is a function of advancement.
<u>Digital Citizenship</u>	Refers to the responsibility to exercise moral and ethical use of technology in all its forms.
<u>Discernment: Faith & Spirituality</u>	The ability to distinguish whether a given idea or impulse, or activity builds a relationship with God or detracts from one. It may be an act of the virtue of prudence, or a special gift of grace. (CD)
<u>Dispositions</u>	Life skills, attitudes and behaviors that will be used well beyond formal schooling.
<u>Educational Foundation</u>	An Educational Foundation is an independent, non-profit organization established to receive and allocate resources that will serve to enhance targeted educational programs.
<u>Effective Tuition</u>	Effective tuition is tuition minus aid received. Typically the aid included in the calculation is only aid offered by the school itself, and does not consider aid families might receive from external sources unless that aid is administered by the school and can be consistently budgeted. Effective tuition can be calculated and used as an aggregate or on a per-child basis.
<u>Enrollment Retention</u>	Enrollment retention requires the school to attract, enroll, retain and graduate talented and diverse students. Enrollment retention requires a school to be proactive and intentional and to engage in re-recruitment. This requires practical and cost-effective strategies to keep your current families enrolled. <i>Retention rates should be calculated and the parameters for calculation should be clearly defined.</i>
<u>Environmental Stewardship</u>	Refers to the responsible use and protection of the natural environment through conservation and sustainable practices.
<u>Evaluator</u>	One who makes judgments on the basis of expressed criteria.
<u>Extra-Curricular Activity</u>	School sponsored activities not aligned with the curriculum intended to enhance students' creative, aesthetic, social/emotional, physical and spiritual capabilities.
<u>Faculty Performance</u>	Measure of a teacher's effectiveness in the classroom based on predetermined, shared criteria.
<u>Financial Package</u>	Financial package is the total amount of financial aid offered to a student by all sources. Often it is composed of funds from one or more of the following sources: tuition assistance from the school, scholarships and grants (from multiple sources including the school), loans, and sponsorships.
<u>Financial Plan</u>	In general a financial plan is a series of steps and/or defined strategies aligned with mission defined goals used by school leadership, which are designed to accomplish a financial goal or set of conditions, e.g. balanced budget, elimination of debt, retirement preparedness, etc.
<u>For-Profit Business</u>	A for-profit company is an entity that is intended to operate as a business which will return a profit to the owners. A for-profit corporation, depending on the jurisdiction to which it is incorporated, may be operated either as a stock corporation or as a non-stock corporation. For profit organizations pay taxes.
<u>Formative Assessment</u>	Demonstrated learning by the student; the instructional process that provides on-going, growth-producing feedback that informs and supports improved learning and adjusted teaching.
<u>GAAP: Generally</u>	The standard framework of guidelines for financial accounting used in any given jurisdiction; generally known

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<u>Accepted Accounting Principles</u>	as accounting standards or standard accounting practice.
<u>Gifts</u>	Characteristics, dispositions, affinities and skills of a person.
<u>Governance</u>	A process that provides direction or authority for the well being of the school.
<u>Governing Body</u>	The group that is empowered with a defined level of influence and/or authority to exercise oversight for policies pertaining to planning, financial health, academic excellence, and mission fidelity of the school.
<u>Guidance Service</u>	Advice and direction on vocational, educational or emotional issues or concerns given to students by a designated school counselor or through a designated school program.
<u>Habits of Mind</u>	Patterns of intellectual behaviors that are skillfully and mindfully employed by effective people, resulting in productive action.
<u>Health Care Programs</u>	Programs that provide high-quality, cost-effective health services, to employees and their families. Health care services normally include the diagnosis, treatment, and prevention of disease, illness, injury and other physical and mental impairments in human beings.
<u>Human Resource Policies</u>	Systems of codified decisions, established by the school in alliance with or by the direction of the (arch)diocese human resource program office, to support administrative personnel functions, performance management, employee relations and resource planning. Each school may have a different set of circumstances, and so develops an individual set of human resource policies which must be in alignment with the (arch)diocese's policies.
<u>Human Resource Programs</u>	Programs that provide leadership for the development, execution, and management of highly skilled and diverse workforce that support and facilitate the mission and vision of Catholic schools. This includes the ability to develop and retain a quality administration, faculty and staff, with a succession plan; to improve performance management capabilities and to enhance operational efficiency while developing the technology infrastructure to support and enhance all human resources programming.
<u>Institutional Advancement</u>	These are activities that attract resources to the school and enable the school to move forward in fulfilling its mission and in realizing its full potential to serve and educate its students and improve the progression of the school. (Also see <u>Advancement</u>)
<u>Integration of Catholic Identity Elements</u>	In terms of curriculum and instruction, Catholic identity elements refer to anything that intentionally cultivates student interest and engagement in discussing and deepening understanding and insight regarding Catholic values, beliefs, teachings, and traditions as these authentically relate to the subject matter. (Such as content, essential questions, enduring understandings, teaching and learning activities and experiences, assessments, texts, resources, learning environment). When integrating Catholic identity elements into curriculum and instruction, teachers help students relate standards-based learning in a given subject to the perspective of faith and a Catholic worldview.
<u>Interdisciplinary</u>	Knowledge and skills used in a real-world context across disciplines.
<u>Job-Embedded Professional Development</u>	Training and education to enhance skills and dispositions responding to school-wide initiatives and/or student needs, applied to individual educators' roles.
<u>Joy</u>	In spiritual literature, the feeling aroused by the expectation or possession of some good. One of the fruits of the Holy Spirit, joyful emotions affect the body, but they are essentially in the higher faculties of the soul. Within the context of the liturgy, worship, and retreats joy is the feeling generated by students' encounter with the risen Jesus and the Gospel message through positive affective experiences. (CD)
<u>Leadership Succession Planning</u>	A purposeful effort by the school's governance and executive leadership to establish a protocol and process to respond to one of three possible scenarios: emergency replacement of the leader, planned replacement of the leader, and the development of leadership capacity for the purpose of finding and educating future leaders from within the school. Sabatino, A. & Fitzgerald, M. (2014)
<u>Leadership Team</u>	The group that exercises the variety of functions within the school ensuring effective operations.
<u>Learning Environment</u>	The total context and culture in which learning takes place.
<u>Learning Results</u>	Demonstrated knowledge, skills, or dispositions that students acquire as a result of instructional activities and

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	experiences.
<u>LEED Certification (Leadership in Energy and Environmental Design)</u>	(LEED) is a set of rating systems for the design, construction, operation, and maintenance of green buildings, homes and neighborhoods.
<u>Literate</u>	Able to read and write at a level adequate for communication and successful functioning in society.
<u>Marketing Communications Plan</u>	A plan that is a comprehensive blueprint which outlines an organization's overall marketing efforts. A process for developing a plan can be realized by including price, place, promotion and product. The plan includes a description of the product (what is unique regarding the school), services, a marketing budget, and a SWOT analysis (matrix analysis of strengths, weaknesses, opportunities and threats.) Also included is pricing strategy and market segmentation.
<u>Measurement</u>	Measurement is the assignment of a number by a rule, as long as one adheres to the rule. (Brian Ellis, Basic Concepts of Measurement, 1969). For example the assignment of numbers to enrollment and retention information in a consistent, valid and reliable manner.
<u>Media</u>	Forms of communication using visual images, text, and sound.
<u>Mission</u>	The purpose and reason why the school exists and the population it seeks to serve.
<u>Mission Statement</u>	A rich yet concise statement of the school's mission that can be easily remembered and explained by all school stakeholders.
<u>Moral Evaluating</u>	Mental process of making judgments of right and wrong based on a set of beliefs and values.
<u>Needs Assessment</u>	A needs assessment is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants" based on mission and vision. The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need. The need can be a desire to improve current performance or to correct a deficiency.
<u>Non-profit Organization</u>	Non-profit organization (NPO) is an organization that uses surplus revenues to achieve its goals rather than distributing them as profit or dividends. Catholic schools, which are defined as NPOs, use revenue to achieve mission defined goals. Non-profits do not pay taxes.
<u>Normative Reference</u>	The criterion that defines what is expected. In a Catholic school, the mission statement informs all decisions.
<u>Normed to Appropriate Populations</u>	Refers to a group of people upon which an assessment/test/evaluation was validated that is similar to the group being assessed
<u>Parish School</u>	A Catholic school sponsored and operated by a single parish.
<u>Payment Plan</u>	Payment plan is a strategy for paying any outstanding debts provided for borrowers (families) in Catholic schools. Within a payment plan, the borrower (family) agrees to pay back a certain amount of money each month to repay the debt.
<u>Performance</u>	A tangible, observable set of actions by a student that can be used to determine extent and quality of student learning related to a specified outcome.
<u>Personnel Growth</u>	Personnel growth normally refers to the personal development of all employees, and includes activities that improve awareness and identity, develop talents and potential, build personal investment, enhance quality of life and contribute to the realization of growth of the whole person. In Catholic schools this includes spiritual growth and is in keeping with the social justice teachings of the Church.
<u>Policy</u>	A policy is a written statement used to guide discretionary administration action.
<u>Presider</u>	The person conducting or officiating at a liturgy. In the case of the mass this is the priest. At prayer services or para-liturgical services this role may be held by another person.
<u>Product</u>	A tangible, observable artifact produced by a student that can be used to determine extent and quality of student learning related to a specified outcome.
<u>Professional Development</u>	Refers to the acquisition of skills and knowledge, both for personal and professional development, with an emphasis on the whole person. Normally it encompasses support at multiple levels for facilitated learning opportunities, ranging from degree programs to formal coursework, conferences and informal learning

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	opportunities situated in practice. Often it is intensive and collaborative, ideally incorporating an evaluative stage. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance, etc.
Professional Learning Communities	Teams of professional educators that meet regularly to collaborate on increasing student achievement and improving teaching effectiveness. Teachers in PLCs commit to using learning results (gathered through formative common assessments) to engage in ongoing collective inquiry and continuous improvement.
Proficiency Target	A measure (per cent/number correct or rubric score) that designates the agreed upon assessment score students must attain to demonstrate that they “fully meet” the standard or learning outcome.
Progress Markers	Define what students should know and be able to do at specific points in their educational career, typically at the end of grade levels or specific courses or sequences of courses. (May also be referred to as benchmarks, learning targets, etc.)
Project-Based Learning	A dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge and understanding, typically demonstrated in the creation of a product or performance.
Reflective Thinking	Cognitive process that involves personal consideration of one’s own learning based on criteria; sometimes referred to as metacognition
Relevance	The application of knowledge in real-world situations, from predictable to unpredictable.
Religious, Spiritual, Moral, and Ethical Dimensions of Learning	Knowledge, skills, understandings, and dispositions that acknowledge the transcendent nature of human beings and creation. In Catholic schools, learning in the content areas includes raising questions of right and wrong, good and bad, examined from the perspective of faith and Catholic worldview.
Resource	Resource is an allocation or supply from which benefit is produced. Typically resources are materials, energy, services, volunteers, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable.
Results-Oriented	A focus on outcomes rather than inputs or intentions.
Retirement Plan	A retirement plan is a financial arrangement (usually an income plan) designed to replace employment income upon retirement. These plans are based on employee goals, and cover a wide range of options from pensions, individual retirement arrangements, profit sharing plans, defined benefit plans, stock ownership plans, government plans and others. Guided planning for retirement should be provided by the diocese or the school. [Most often these plans are set up by employers, insurance companies, the (arch)diocese or other institutions.]
Retreat	Withdrawal for a period of time from one's usual surroundings and activities to a place of solitude for meditation, self-examination, and prayer, in order to recognize God's presence in one's life.
Revenue Portfolio	A revenue portfolio is a compilation of how much income you receive and the sources of that revenue. In a Catholic school, typically, the portfolio is broken into tuition (almost always the largest source), income from fund-raising activities, donations, interest or investment income (for schools with an endowment or other large asset base) and unrelated business income – (examples: income from renting the building to summer camp or adult education program).
Rigor	Deep conceptual understanding that allows students to use knowledge automatically and routinely to solve problems and create solutions.
Rigorous Academic Standards	Standards that are judged by appropriate experts to set high learning expectations based on college and career readiness. Rigorous academic standards designate learning goals that are challenging yet doable with effective instruction.
Rigorous Curriculum	An inclusive set of intentionally aligned components – clear learning outcomes with matching assessments, engaging learning experiences, effective instructional strategies—sequenced to result in students’ achieving delineated learning standards based on college and career readiness.
Rubric	A criterion-based scoring guide that enables judges to make reliable judgments about student work and enables students to self-assess their performance.
S.M.A.R.T. Goals	Goals that are Strategic & Specific, Measurable, Attainable, Realistic/Relevant, and Timebound

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<u>Scaffolded</u>	Scaffolding is a process in which students are given support until they can apply new skills and strategies independently.
<u>School Asset Assessment</u>	School Asset Assessment is the process by which a school evaluates the nature, quality, value and sustainability of school assets for the purpose of planning. Normally assets are considered to be the strength of the school.
<u>School Assets</u>	School Assets are the collection of physical and human resources belonging to a school and usually include the following: faculty and staff, parent community, religious staff, facilities (including church or chapel), materials and equipment, (including technology and media), purchasing power, training and professional development opportunities, courses (shared on line or with home schoolers), teachers, financial capacity in community, and other.
<u>School Community</u>	The collection of the school constituencies.
<u>School Constituencies</u>	This includes the faculty, staff, administration, governing body, students, parents, alumni, and parish or community members who have regular interactions with the school.
<u>School Culture</u>	A shared system of beliefs and values that influences how members of a school community act and interpret the world.
<u>Social Justice</u>	The individual and institutional promotion of the common good. The conviction to cooperate with others in order to help make the institutions of society better serve this goal. Catholic Social teaching develops this concept more fully. (see USCCB.ORG for an in depth discussion)
<u>Socially Responsible Global Citizen</u>	One who uses knowledge, skills and understanding to make decisions and take action for the common good as set in a networked, world-wide context.
<u>Spiritual Experiences</u>	Activities that help people develop their faith. Beyond retreat, these may include days of recollection, individual spiritual direction, spiritual companion groups, etc.
<u>Spiritual Heritage</u>	The spiritual tradition associated with the founding and administration of the school. This could be a religious order that was instrumental in the school's establishment, the spiritual and religious practices associated with the namesake of the school, or another touchstone that aligns the school with the rich spiritual tradition of the Church.
<u>Stakeholders (Catholic Education)</u>	A person or group that has an interest in a local, system, or diocesan enterprise or project. The primary stakeholders are its parents, staff, employees, investors, board members, parishioners, business community, etc.
<u>Stakeholders (OV)</u>	Stakeholders are any members of the ecosystem that surrounds your school that are affected by your decisions or who have the power to affect the school's mission. (These include students, parents, teachers, staff and volunteers, but should also be extended to include neighbors, local community leaders, parish or diocesan officials, vendors and suppliers and even leadership teams at other local schools). The relative importance of each of these groups will depend on the specific situation, but listing them all helps to identify any potential strategy gaps: for example, a plan may be beneficial to the students and faculty but viewed as disruptive to different constituents in the community.
<u>Student Growth</u>	An agreed upon evaluation measure of change in student learning based upon a defined span of time usually one year.
<u>Student Voice</u>	The authentic statements and sentiments of students expressing their thoughts, ideas, or emotions in their own words.
<u>Student Work</u>	Products or performances generated by students to show what they have learned.
<u>Summative Assessment</u>	Demonstration of proficiency in knowledge and skills at the end of a period of instruction.
<u>Sustainability</u>	A term used to describe a program that can be maintained with ongoing support after the initial implementation phase.
<u>Systemize</u>	To bring elements of the organization to a common code of operation for consistency of implementation of policy.
<u>Talents</u>	Skills, abilities "that allow someone to do something well".

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<u>Target Audience</u>	A specific group of people, identified by the school, within the target market area at which the marketing message of the school is aimed. A target audience can be formed of people of clearly defined demographic factors/ characteristics. Determining the target audience and discovering the appropriate target market(s) are the most important activities in marketing management.
<u>Technology</u>	An array of tools that support information acquisition, creation, and sharing, such as word processing applications, spreadsheet software, organizing and brainstorming software, multimedia, data collection tools, web resources, and communication software web resources, and communication software, etc.
<u>The Society for Human Resource Management (SHRM)</u>	Society for Human Resource Management (SHRM) is a professional human resources membership association headquartered in Alexandria, Virginia. The largest association in its field, SHRM promotes the role of HR as a profession and provides education, certification, and networking to its members.
<u>Transparent</u>	Characterized by visibility or accessibility of information. Transparency describes a willingness to share school information – be it academic, operational, financial or strategic – with stakeholders and the larger community in which the school operates.
<u>Tuition</u>	Tuition is a sum of money charged for a student’s enrollment at a school. This sum of money usually is equal to or a large percentage of the real cost of providing an excellent education for the student.
<u>Tuition Assistance</u>	Tuition Assistance is financial support dollars provided by a Catholic school and/or (arch)diocese to make the cost of tuitions accessible and affordable for all families. Usually, the amount of support provided is based on need and a needs assessment required by the school or the (arch)diocese. The awards are funded through donations, foundations, corporations and others, who want to support families who seek a Catholic education. Normally awards are determined yearly based on a family’s ability to pay and funding resources available that year.
<u>Understanding</u>	Level of insight into ideas, people, situations, and processes that manifests itself by the learner being able to make sense of what he/she knows, knowing why it is so, and being able to use it in various situations and contexts (adapted from Wiggins & McTighe).
<u>Validity</u>	The extent to which a concept or measurement is well founded and corresponds accurately to the real world. The “test” measures what it says it does.
<u>Value Added</u>	A data analysis methodology used to measure the impact the school is making on its students based on each student’s individual starting point. For example, the Sanders’ (1998) value-added approach yields information on gains students make from year to year.
<u>Vertically Aligned</u>	Vertical alignment of curriculum is planning curriculum across the grade levels, from kindergarten through high school, building upon instruction from year to year based upon standards. Correct vertical curriculum alignment improves student performance by decreasing the amount of instructional time consumed with re-teaching concepts, and/or eliminating omission of critical learning.
<u>Viability</u>	A term used to describe a program/school and its ability to flourish or grow moving into the future. At times this term is associated with determining if a program or school will continue or be discontinued.
<u>Vision</u>	What animates, articulates, and gives direction to the organization’s mission. What the school commits to become in order to realize the mission.
<u>Vision Statement</u>	A public declaration that schools or other educational organizations use to describe their goals for the future—what they hope to achieve if they successfully fulfill their organizational purpose or mission.
<u>Wellness Program</u>	School activities designed to support healthy behavior in the school and to improve health outcomes. The purpose of the program is to provide the means to enable students to increase control over and to improve their health while in school with the intent to carry such practices through outside of the school setting. Activities may include health fairs, health education, medical screenings, health coaching, weight management programs, wellness newsletters, on-site fitness programs and/or facilities and educational programs.
<u>Written Curriculum</u>	A published, easily accessible document and/or online source delineating the school’s curriculum.