

SELF-STUDY VISITING COMMITTEE REPORT
WESTERN CATHOLIC EDUCATIONAL ASSOCIATION
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
FOR
NOTRE DAME HIGH SCHOOL



**480 San Miguel Street
Talofofu, Guam 96930**

Archdiocese of Agana

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Chapter I: Student/Community Profile

Notre Dame High School, Inc. (NDHS) was founded in 1968 by the School Sisters of Notre Dame (SSND) in the southern village of Talofofu on the Pacific island of Guam. From 1968 to 1995, NDHS educated young women from Guam and the Western Pacific. In 1995, NDHS opened its doors to young men and became Guam’s first Catholic coeducational college preparatory school.

In 2009, the school became a Sponsored Institution by the School Sisters of Notre Dame North American Major Area, and the school’s governance changed with a restructured Board of Directors with a President/Principal model of administration.

The school is situated on 30 acres in the southern rural village of Talofofu, which encompasses 8% (17 square miles) of Guam’s total landmass and a population of 3215 which is 0.2% of Guam’s total population. According to the Guam Department of Labor, Guam’s mean household income was \$45,786.00 in 2008, a 2.7% drop from 2005. Captain Real Estate reports that the median home price in Guam, as of 2010, is \$195,450.00.

The campus consists of three main buildings: the Sister Mary Thérèse Becker Building, built in 1968, the Sister Mary Antonice Muraski Building, built in 1974, and the Mother Theresa Gerhardinger Center, built in 2004. Since June 2009, the school made capital improvements by establishing a Business Office, an Office of Student Affairs, and most recently in June 2010, and a Library Media Center.

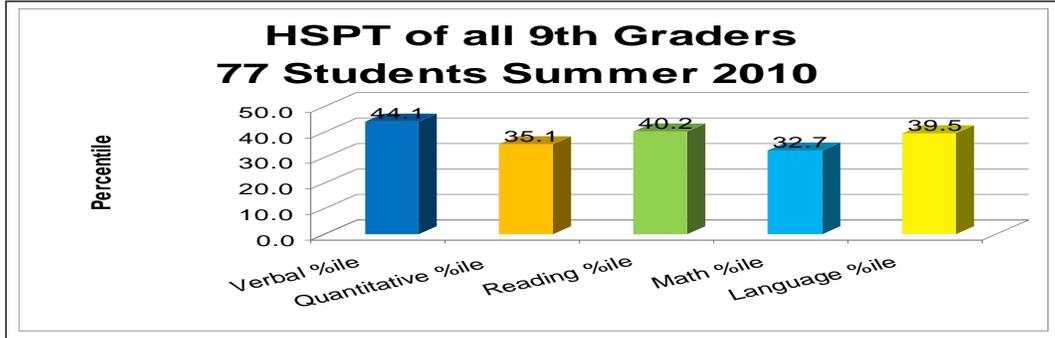
NDHS Student Enrollment 2007-2011				
School Year	2007-2008	2008-2009	2009-2010	2010-2011
Students	413	432	365	291
Females	256	250	234	165
Males	157	182	131	126

According to the 2000 Census 40% of the island’s population is Chamorro which has declined constantly since the 1970s. This decline is attributed to an economic downturn since 1995 and the variety of opportunities available in the mainland U.S.

NDHS Student Ethnicity 2007-2011								
Ethnicity	School Year							
	2007-2008		2008-2009		2009-2010		2010-2011	
Chamorro	326	79%	373	86%	296	81%	247	82%
Filipino	23	6%	23	5%	24	7%	18	6%
Caucasian	11	3%	1	.2%	8	2%	11	2%
Asian	3	1%	1	0.2%	1	0.3%	3	0.4%
Other	50	12%	34	8%	36	10%	10	10%

The majority (average 94% past three years) of students come from a Catholic heritage, slightly higher than Guam’s religious demographics. The majority of incoming students come from parochial schools (70%). The level of educational proficiency is varied; every incoming

freshman takes the High School Placement Test (HSPT®). In 2010 the average grade equivalency for Reading was 8.1, for Language 7.8, and for Math 7.6. To address the needs of students who placed in the 13th percentile (6.6 grade equivalents) or lower, the school created a Summer Math Enrichment Program so that they can better succeed in the freshman Algebra I course. Incoming freshmen who placed in the 80th percentile (9.8 grade equivalent) or higher were recommended to take Geometry with parent/guardian approval.



PSAT TEST SCORES:

Graduate Class	# of 11th Grade Students	% Class Tested	Verbal	Verbal	Math	Math	Writing Skills	Writing Skills
			NDHS	National	NDHS	National	NDHS	National
2012	80	90	44	46.5	39.2	48	42.2	44.4
2011	70	99	42.2	46.9	40.2	48.2	43.5	45.8
2010	107	93	40.58	46.7	39.58	48.8	39.75	45.8
2009	120	98.3	42.73	46.7	38.8	48.2	41.46	45.9
2008	82	89	42.9	47.7	39.6	48.5	39.8	45.8

SAT MEAN SCORES:

Year	NDHS Test-Takers	Critical Reading		Math		Writing		Total Scores	
	Number	NDHS	National	NDHS	National	NDHS	National	NDHS	National
2007	50	469	502	422	515	455	494	1346	1511
2008	25	468	502	420	515	450	494	1338	1511
2009	39	480	501	447	515	480	493	1407	1509
2010	46	445	501	421	516	455	492	1321	1509

COLLEGE ADMISSIONS:

College Admission	Class of 2008	Class of 2009	Class of 2010
Total Graduates	76	No records available	91
4-Year Catholic	11		7
4-Year Public/Private	40		41
2-Year	11		11
Military	2		6
Other	12		15

The NDHS Self-Study initially included only the HSPT results. Given the new administration and its challenges to search and disaggregate statistical information the above charts were gathered during the site visit. This information will now serve as a foundation from which the Administration and the Curriculum Review Committee may address student achievement or lack thereof compared to national norms to make the necessary improvement to ensure a quality learning program for all students.

The school's administration is composed of the President, the Principal, the Vice Principal of Student Affairs, the Director of Mission Advancement, the Academic Counselor and the Business Manager. The Board of Directors, in a two-tier governance structure with the President, works closely with the administration to help oversee the activities of the school and ensures that the school upholds its Mission and Vision. As of school year 2010-2011, the faculty of NDHS is composed of nineteen full-time teachers and eight part-time teachers, with nine faculty members being alumnae of NDHS. All faculty have at least a Bachelor of Arts or Bachelor of Science degree while 36% have also earned a teacher credential, and 15% of the faculty holds a Master of Science or Master of Arts degree. 68% of the faculty indicated that the majority of their teaching was in the subject area of their degree.

Currently, the teacher/student ratio is 1:14 with an average class size of 22 students. This allows the school to emanate its "family environment," and provides an optimal learning environment for students and teachers.

Chapter II: Progress Report

This is the first time Notre Dame High School will be accredited by the Western Catholic Educational Association in addition to the Western Association of Schools and Colleges; since the WASC Mid-Term Accreditation Visit of 2007 the most significant change began in June 2009 when the School Sisters of Notre Dame (SSND) Milwaukee Province's team reviewed the school's model of governance and guided the school through the process of becoming a Sponsored Institution. As a result, NDHS officially became a Sponsored Institution in July 2009. In addition to granting sponsorship, the Milwaukee Province generated a Strategic Plan for NDHS that included recommendations in the areas of governing structure, communication, finances and human resources. Due to the significant change in governance, the scheduled March 2010 accreditation visit was postponed to March 2011.

Concurrent to the WCEA/WASC accreditation process, the school is engaging in a Strategic Planning process targeted at identifying assumptions, goals and objectives for the next five years. This process involves the school's major stakeholders to generate a plan to guide the growth and direction of the school. The combined efforts of both the WCEA/WASC accreditation process and the school's Strategic Planning process have resulted in the formation of the school's Action Plan.

The 2004 WASC Visiting Committee noted six critical areas for follow-up which were noted as completed by the 2007 Mid-Term Visiting Committee. Since the 2007 visit, NDHS revised its Action Plan and delineated 16 target areas aligned with the four Focus On Learning categories for a quality school program.

Organization for Student Learning

Goal #4: The school will develop and implement a collegiate and vocational awareness program for the student population. (Continuing)

The school hosts an Annual Career Day. Guest speakers are asked to share their college experiences and professional training they have received and what it contributes to their profession. In fall of 2010, the school hosted its first annual College Night for seniors, juniors, sophomores and their parents. Alumni faculty members shared how Notre Dame prepared them for college, spoke about the college application process, and provided parents with Financial Aid information. Guest speakers from the different military branches and various colleges and universities also visit students during school time throughout the year. The school also offers the Armed Services Vocational Aptitude Battery (ASVAB) to junior students to assess individual career and vocational awareness.

Goal #5: The school will address the emotional and personal needs of its students. (Completed SY 2006-2007)

The school has successfully addressed this goal. In addition, the school has created the Office of Mission Advancement, the Academic Counseling Office, and the Royal Connection Program, which connects all grade levels and members of the faculty and staff to discuss issues and concerns with peers, performance in school, events in the community, faith formation and

family.

Goal #10: The School will develop an aggressive marketing campaign to recruit students. (Continuing)

The school has made a concerted effort to market itself to the community through the media, its feeder schools, both public and private, and on-and off-site events. The School continues to provide scholarships to its students, including freshmen who were the valedictorian or salutatorian of their eighth grade classes.

Goal #11: In order to support students' learning needs once they enter the school community, the school will implement programs throughout the year to enhance learning opportunities. (Continuing)

Programs that enhance learning opportunities include the administering of the Preliminary Scholastic Aptitude Test (PSAT), tutoring sessions, the AmeriCorp Program and summer enrichment programs. The PSAT was administered to all 9th, 10th, and 11th graders for the first time in October 2009. The top 10 ninth grade and top 20 tenth grade students with highest overall scores were identified and were offered the opportunity to attend a PSAT preparation course in the summer of 2010. Throughout the school year, the National Honor Society members offer tutoring sessions to students who need extra assistance. Faculty members are available for tutoring as time permits. The AmeriCorp Program offered on-campus tutoring from September 2009 to May 2010. For incoming freshmen who did not meet the grade equivalency in math on the HSPT, the school offers a Summer Math Enrichment Program.

Goal #16: The school will provide a uniform means of an online grading system. (Completed SY 2007-2008)

Teacherease, an online grading system implemented in 2007, not only allows teachers to input grades, but also provides uniform lesson plan templates and curriculum mapping to facilitate a consistent means of grading as well as effective communications with both students and parents.

Curriculum and Instruction

Goal #1: The school will provide the tools necessary to improve student achievement in written and oral communication skills in all subject areas. (Completed SY 2006-2007)

The school revised the ESLRs to reflect this goal and created new courses in English composition to support student's written and oral skills.

Goal #2: The school will develop and implement opportunities to build a more cohesive and relevant curriculum. (Continuing)

The school has taken steps toward making the curriculum more cohesive by initiating curriculum mapping, revising the credit requirements, mandating teachers to list the prerequisite courses in their syllabi, and indicating course descriptions found in the Faculty/Staff Handbook.

Goal #3: The School will provide a schedule focusing on the effective use of instructional time. (Completed SY 2006-2007)

A Block Schedule was adopted in 2009 to better support student learning. That same year designated time was awarded for teacher development on a variety of teaching strategies, including a two-day seminar on lesson plan delivery and classroom management.

Goal #12: The School will provide incentives for teacher retention. (Continuing)

The salary schedule was revised to reflect salaries commensurate to type of degree and years of teaching experience. The school provides in-service training opportunities for teachers in regards to technology upgrades and teaching strategies. The small class sizes, air conditioning in every classroom, access to instructional materials, and textbooks for all students are also incentives for teacher retention.

Goal #13: The School will aggressively recruit dedicated and qualified teachers. (Continuing)

All faculty have at least a Bachelor of Arts or Bachelor of Science, 36% have earned a B.A. or B.S. with credentials, and 15% of the faculty holds a Master of Science or Master of Arts degree. 68% of the faculty indicated that the majority of their teaching was in the subject area of their degree.

Support for Student Spiritual Growth and Development

Goal #14: The Mission Advancement Team will communicate the school's Catholic mission and vision to all stakeholders. (Continuing)

The Director of Mission Advancement is assigned to promote the mission of the school to the stakeholders and the wider community as well. The school conducts a series of presentations outlining its mission and vision for all new students and their parents. The Board is educated on the life, charism and spirit of Blessed Theresa Gerhardinger, founder of the School Sisters of Notre Dame. In addition, the Mission Advancement Team was created in 2007 and has communicated the School's mission and vision to its stakeholders through print media and visits to the SSND feeder schools, other middle schools and the wider community.

Goal #15: The Mission Advancement Team will develop a program focusing on the school-wide effort at integrating faith across the curriculum and in all programs and activities. (Continuing)

The most significant development in this area has been the creation of the Office of Mission Advancement. The Director encourages collaboration between students and the community, develops leadership programs for students, promotes dedication to service, and works with the Theology Department to inspire a passion for justice and peace in the spirit of Jesus Christ. The Director of Mission Advancement and the Theology Department continue to provide opportunities for faith development during Masses, faith retreats and community service throughout the school year.

Resource Management and Development

Goal #6: The School will upgrade its present financial management to manage its resources more efficiently and cost effectively. (Completed SY 2010-2011)

The school now provides updates and management resources for Finance personnel. Standard operating procedures are now in place. The school has gone even further in achieving this goal by creating the position of Business Manager and tasking the Business Office with overseeing all finance related issues, from facility maintenance to fundraising.

Goal #7: The School will evaluate its internal assets. (Completed SY 2006-2007)

The school has executed this goal by completing an extensive internal inventory in 2007 and 2010. The school implemented the development of a schoolwide monitoring inventory system for all resources and follows Generally Accepted Accounting Practice as the standard framework for financial accounting.

Goal #8: The School will research and apply for grants and other funding sources to supplement its financial resources. (Continuing)

The school has received funding for the Theology and Science Departments from the SSND Milwaukee Province and Mobil Guam, Inc. respectively. In addition, administrative personnel have attended grant writing conferences, and the Vice Principal has been working with the Guam Department of Education via the Catholic Schools Office in procuring the No Child Left Behind Grant for NDHS. The school has also received student scholarship grants from the SSND Milwaukee Province.

Goal #9: The School will begin efforts to expand its current facility in order to enhance student learning. (Completed SY 2007-2008)

The Gerhardinger Center was completed in the fall of 2004 and provided students with four new classrooms and a cafeteria. The establishment of the Business Office and Office of Student Affairs was completed in the summer of 2009. The Library Media Center, which includes 20 computers and a projection area, was completed in the summer of 2010. The No Child Left Behind Federal Grant equipped 32 classrooms with LCD televisions, computers and printers.

Additional Recommendations from the 2007 Visiting Committee

1. While Notre Dame High School has identified objectives for each Action Plan goal and has indicated which of these objectives have been reached, the School has not identified whether or not each specific Action Plan goal has been achieved once the objectives have been met. In other words, in a number of cases the majority of objectives have been accomplished, but it is unclear if the goal has been met.

Each goal is now listed and identified as either “completed” or “continuing.” For those that are labeled as “completed,” a completion date is also provided. For the goals that are identified as “continuing,” further actions have been determined and implemented. This will make it easier to

discern what work needs to be done and administer the tasks more efficiently.

2. That the school's Curriculum and Assessment Think Tank develop benchmarks and rubrics with which to determine whether the students are achieving the expectations identified in the school's mission and vision, and ESLRs.

The school took several steps to develop benchmarks and rubrics to be used to determine student achievement. During school year 2009-2010, the school's mission and vision were reviewed, and the ESLRs were revised to help develop the curriculum and assess student achievement. The Mission and Vision were reviewed to ensure they were in accordance with the Archdiocesan Standards, and the ESLRs were revised to reflect their conformity with the Mission and Vision statements.

During school year 2009-2010, the school made a template for each course that reflected the Archdiocesan Standards, the performance indicator, the ESLR element, and a measure of outcomes and assessments. This template is used to assess student achievement in each course. With the adoption of Teacherease, an online grading system, the school has standardized course syllabi and lesson plans. By adding the applicable ESLRs to the syllabi and lesson plans, teachers and the administration can better determine whether students are achieving the goals and objectives set forth by the Mission, Vision and ESLRs.

3. That the school's Curriculum and Assessment Think Tank should carefully disaggregate and analyze testing data of transfer students to identify those students who need additional academic intervention and support so that they can academically succeed.

The school has begun to analyze testing data and has already implemented courses and programs to provide academic support for students. In the summer of 2010, an enrichment program in math was administered to incoming freshmen who achieved a 13th percentile or lower on the High School Placement Test (HSPT[®]) in the math subject test. During the summer of 2010, a PSAT Preparation Course was offered for students who were identified as having the potential to gain higher scores the following year. The program was geared toward enrichment in reading, math and writing areas. Data indicated the course was successful in achieving an increase in overall PSAT practice test scores, with an average increase of 144 points.

The creation of the Office of Mission Advancement offers another avenue by which the school provides academic support in terms of integrating faith development within the curriculum. The Counselor's Office has begun to analyze academic testing results in order to identify those students who may need further academic support. Department Chairs analyze testing data and identify avenues of academic support at their monthly meetings. In order to improve student achievement in written and communication skills, the school offers three years of Composition classes, along with a Speech class. In addition, there are on-campus organizations that provide further academic support for students.

4. That, as the school continues to experience an enrollment growth, the administration, board, School Sisters of Notre Dame, and the Mission Advancement Committee carefully monitor the changing nature of the school to ensure that the School retains its family environment and its

intimate faith community.

Prior to school year 2009-2010, there was a significant increase in student enrollment that could potentially have caused the loss of the “family environment” that has been the school’s hallmark. Between school years 2009-2010 and 2010-2011, the school experienced its highest rate of student withdrawal due to a renewed diligence in upholding its commitment to academic achievement for all students. The creation of the Business Office in 2009-2010 allowed the school to focus on tuition collection, an obstacle the school faced in previous years. Students were not allowed to register until their accounts were brought up-to-date. While the decrease in student enrollment can be seen as negative, the school chooses to view it in a positive light, especially in terms of maintaining small class sizes and sustaining the “family environment.”

5. That the school’s Curriculum and Assessment Think Tank evaluate and interpret the Catholic faith data from the NCEA’s “Assessment of Catechesis/Religious Education” (ACRE) survey tool.

ACRE was administered to freshmen and juniors in May of 2007. Analysis of the data revealed that students performed at or with 6% of the national average when tested in the Four Pillars of the Catholic Church. The Theology Department then implemented changes that included the adoption of Archdiocesan Theology standards and the adoption of student textbooks that are fully aligned with the standards as set forth by the United States Conference of Catholic Bishops. An additional change has been the school’s hiring of qualified Theology instructors and its emphasis on continuing theological education for these instructors. As a result of these changes, further ACRE testing is required in order to gauge the effects of these changes on student performance and comprehension.

Chapter III: Self-Study Process

Expected Schoolwide Learning Results

Notre Dame High School prepares and guides students to be life-long learners in a family-oriented environment by being:

SPIRITUALLY ORIENTED

- Demonstrate knowledge and appreciation of Catholic faith and traditions
- Respect diversity of religion and culture
- Make healthy, moral, and ethical choices based on the message of Jesus Christ

ACADEMICALLY PREPARED

- Exhibit knowledge and skills necessary to succeed in a dynamic world
- Research, analyze, and synthesize information effectively
- Communicate effectively through listening, speaking, and writing
- Use technology to enhance learning

GLOBALLY CONCERNED

- Model human connectedness through a commitment to the environment, social justice, and peace
- Exhibit a sense of social responsibility guided by compassion, confidence, and integrity
- Take responsibility for one's actions and the welfare of others

Following the 2007 Mid-term WASC visit, a new governance model was implemented, and a new President and new Principal were appointed. With this as a catalyst, a new administrative structure was developed to foster better communication and accountability among all concerned. Significant energy was given to make the change in governance and administration a smooth process. As soon as this was in place, the school set about the process of the self-study.

The involvement and collaboration of school community members in the self-study.

In 2009 the school formed standing committees to implement the Focus on Learning Process. Committees were composed of administrators, faculty and staff. The final meetings of the groups were held in January 2011, and the faculty was given a draft of the Self-Study report for comment. The Visiting Committee is concerned that this time constraint could possibly have put limitations on the review and full participation by all stakeholders. The Chair of the Visiting Committee was involved with email and Skype communications, beginning in early December 2010, with review comments of the draft self-study prior to the January 2011 faculty meeting.

Student and parent input were limited to survey responses. While 100% of the Administrative and Support Staff completed surveys, only 85% of the faculty, 43% of the students and 27% of the parent's submitted responses.

There is evidence of ongoing discussion of the many issues facing the school at the time of the last visit. Creative solutions have been proposed, and the school looks forward to the implementation of their plans.

The clarification of the school's purpose and the expected schoolwide learning results.

From the appointment of the new administration, the school gave considerable effort to revising its Mission Statement and its subsequent “buy-in” among the stakeholders. When the governance of the school changed to the sponsorship by the SSND Milwaukee Province, this was once again revised. As a result of these discussions, the ESLRs were revised as well. Subsequently, the school developed a process for faculty to annually assess student progress through lesson planning, assessment and a variety of activities to engage student inculcation of the ESLRs. The school's purpose centers around the three tenets of spirituality, academics and social responsibility based on the Gospel message of service and justice. The reorganization of the ESLRs, with an emphasis on relevance to the changing world, provided clarity to the ESLRs that made them more meaningful in terms of teaching and learning.

The assessment of the actual student program and its impact on student learning with respect to the criteria and the ESLRs.

The school regularly assesses student programs and their impact on student learning in relation to the school's Mission, Vision, Philosophy and ESLRs. Teachers collect student artifacts as evidence towards supporting their rubrics and curriculum. During faculty/staff meetings, teachers are informed of ways in which they can incorporate spirituality into their classrooms. During monthly department and administrative meetings, student learning is assessed based on the school's purpose and ESLRs. Teacher observations also provide the administration another avenue by which to assess student learning. On a school wide level, assessments are done on co-curricular programs such as Service Day and class faith formation retreats. The school would benefit from a process of assessment tool so that individual students are able to reflect on and demonstrate their mastery of the ESLRs.

Development of ESLRs that integrates subject area/program and support plans to address identified growth needs

In terms of the Spiritually Oriented ESLR, the school integrates spirituality in its everyday schedule. The school also offers class faith formation retreats and regular school wide liturgies.

The school integrates the Academically Prepared ESLR into all subject areas. For the current school year, two new classes were developed, Information Technology and Music Appreciation. The school also continues to offer a Speech class that focuses on the communication aspect of the ESLR, providing students with the tools to become more effective communicators. All science classes make use of the Science Laboratory to conduct experiments and activities. Research writing is also required in several classes, including English, Composition, AP Psychology and Honors Government.

The school integrates its Globally Concerned ESLR into every subject area. Current Event assignments are common in English, Science and Social Studies classes. Service projects and school programs are vital in supporting the school's Globally Concerned ESLR. Every spring, Notre Dame's Japanese Club hosts visiting students from Kyoto Notre Dame in Japan. In May 2010, members of the club, along with their advisors and a school administrator, traveled to Japan. This opportunity to exchange cultural ideas and practice the Japanese and English

language focuses on the Globally Concerned element of human connectedness. Other programs that allow students to focus on human connectedness are the annual 30-Hour Famine, the Ateneo Toy Drive to support underprivileged children in the Philippines, and the Thanksgiving Food Drive that supports the local Catholic Social Services.

The development of a school wide action plan that integrates subject area, program, and support plans to address identified growth needs.

The school has developed a thorough action plan that delineates specific tasks to be accomplished to help ensure a quality learning program for students. The school must assess the action plan for task achievement timeline that is practical and include a proposed budget for each element of the action plan.

The development and implementation of an accountability system for monitoring the accomplishment of the school wide action plan.

To ensure that NDHS will pursue the objectives presented in the Schoolwide Action Plan, a yearly evaluation of progress will be undertaken by the administration. A written report summarizing the school's overall progress will be prepared in June of each year. This report will include recommendations of new steps in each plan until such time as the objective is achieved. The report will be submitted for review and ratification to the President and Board of Directors. The yearly written report will be communicated to the greater NDHS community by publishing it via the NDHS website.

Chapter IV: Quality of the School's Program
Part A: What Currently Exists

A. Organization for Student Learning

A1. School Purpose Criterion

To what extent has the school established a clear statement of philosophy that reflects the belief of the institution, a commitment to Catholic identity, thoroughness of instruction, focus on the needs of the whole person, and recognizes the dignity of all members of the community?

The current Mission, Vision, and Philosophy Statements reflect the school's commitment to providing students with an education that centers on Gospel values, academic excellence and social responsibility. The school's commitment to academic excellence is clearly stated in NDHS's Mission, Vision, Philosophy and the Expected Schoolwide Learning Results (ESLRs). Focusing on the needs of the whole person, the school prepares students for college and lifelong learning through quality education that enables all students to reach their fullest potential.

To what extent does the philosophy and mission reflect parents as primary educators and teachers as facilitators of learning?

The school focuses on forming a Christian community with parents as primary educators, and teachers as facilitators of learning. Teachers agree that they have adequate opportunity to offer input in school policy, scheduling, curriculum, student activities, effective communication, professional growth and evaluation.

The partnership between parents and the school is strengthened through the website, and the technological tools, provided by Teacherease, enhance the cooperation and communication between parents and the school to help students achieve the outcomes set forth by the school's Mission, Vision, Philosophy and ESLRs.

To what extent is the mission defined further by the adopted Expected Schoolwide Learning Results that form the basis of the educational program for every student.

The ESLRs, a guide to development of curriculum and the co-curricular programs, monitor the relevance and effectiveness of the school's Mission, Vision and Philosophy. The ESLRs highlight three areas in which the school prepares students to be life-long learners. The Spiritually Oriented ESLR respects the diversity of religion and culture and understands and values the Catholic faith based on Gospel values. The Academically Prepared ESLR is the foundation for the school's commitment to a thorough academic education and combines skills such as research, analysis, communication through listening, speaking and writing, and the use of technology. The Globally Concerned ESLR includes a commitment to the environment, social justice and peace through cultivation of a sense of social responsibility for one's own actions as well as the welfare of others.

A2. Governance Criterion

To what extent does the governing authority, committed to sharing the Catholic vision, adopt policies, which are consistent with the school's philosophy and mission and support the achievement of the expected schoolwide learning results for the school?

As a Sponsored Institution by the School Sisters of Notre Dame, the characteristics of the school are the SSND charism and educational vision. The Milwaukee Province, the Board of Directors, the President and the Principal adopt policies that are consistent with the school's Mission, Vision, and Philosophy and support the achievement of the ESLRs.

The Board of Directors delegates policy-making decisions to the President and Principal with help of the Faculty and Staff. The Board's work is done in three committees. The Administrative Services Committee reviews financial statements, collaborates on long term financial plans that support strategic initiatives, and oversees any capital repairs and equipment purchases. The Development Committee maintains an Alumni Association and focuses on marketing and public relations. The Education Committee handles accreditation and oversees the development of curriculum to assist in providing quality Catholic education.

To what extent does the governing authority delegate implementation of these policies to the professional staff?

The President holds regular meetings with the administrative team to review progress in the school's policies and mission. Each member of the administrative team has well defined responsibilities. For example, the Vice Principal of Student Affairs assumes the responsibilities of attendance, discipline, athletics and co-curricular clubs; the Director of Mission Advancement promotes the school's spiritual mission within the school and in the broader community; the Academic Counselor supports students in their understanding of the academic requirements for graduation and in the application process for college.

To what extent does the governing authority monitor results?

The local governing authority, including the President, Principal, Vice Principal for Student Affairs, and Business Manager has regularly scheduled meetings, in addition to monthly teleconferences with the Milwaukee Province, to ensure that every aspect of the operation of the school is in alignment with its Mission, Vision, Philosophy and ESLRs. The Board of Directors meets on a monthly basis, and the Administrative team also has monthly meetings.

The SSND Milwaukee Province provides a template on the Performance Review and Development System that NDHS uses to evaluate the different components of the governing authority. Designed to encourage professional development and growth, the performance assessment includes evaluation for Mission and Charism, Job Competency, and Initiative and Adaptability.

A3. School Leadership Criterion

To what extent does the school leadership encourage the cultivation of Catholic values and the spiritual formation of the school community?

The President promotes Catholic values and spiritual development within the school community. Ensuring that the defining characteristic of the SSND sponsored school are present, the school's leadership monitors the expression of Catholic identity in all facets of the school life. The Principal ensures the Catholic character of the school through the facilitation of a community of faith and the integration of faith and culture within NDHS. The Vice Principal of Student Affairs empowers students to fulfill their potential to create a Christian school atmosphere. The Director of Mission Advancement promotes the mission of the school by promoting dedication to service, inspiring a passion for justice and peace, and working with the Theology Department to develop faith formation.

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results.

Technology allows teachers to post all pertinent information regarding their classes on-line and to communicate with parents and students through email. The use of Teacherease, an on-line grading system, keeps parents abreast of their child's grades, assignments and behavior.

Administrative meetings with faculty and departments keep everyone acquainted with academic policies and help foster discussion about courses and test results. Discussions during these meetings focus on teaching strategies, classroom management, forms of assessment and incorporation of the ESLRs in classroom instruction in order to support student achievement. The Principal conducts formal and informal classroom observations which allow faculty to assess their performance and the incorporation of the ESLRs in classroom instruction.

Besides anecdotal and informal assessments of the ESLRs, the school is investigating alternative instruments or methodology to monitor the effectiveness of the incorporation of the ESLRs into the student's total educational experience at NDHS.

To what extent does the school leadership empower the staff?

The school leadership empowers the staff by allowing teachers and departments to facilitate meetings and share their knowledge, teaching methods, skills and techniques with each other. Teachers are also involved in organizing student assemblies and advising various organizations and clubs.

To what extent does the school leadership ensure shared accountability for student learning?

The administration uses data-driven rubrics and standards developed for each class to discuss and evaluate student learning and the effectiveness of integration of the ESLRs into the curriculum. A template for all teachers to use for lesson plans, syllabi and course descriptions

provides common guidelines for teachers to assess student learning.

A4. Staff Criterion

To what extent are the school administration and staff qualified for their assigned responsibilities?

All faculty have earned Bachelors degrees while some have Masters degrees and teaching credentials for their positions. The majority of the faculty teach in their areas of degree. Some faculty members also have extensive experience in the field of education. Every position has clear job duties and responsibilities, and every position has an annual evaluation.

To what extent are the school administration and staff committed to the school's philosophy and mission?

The administration and staff are committed to NDHS as a faith community, as an academic community, and as a community of service and social justice. NDHS considers teaching as a call to ministry, and this call elevates teaching to a level that includes living out the Gospel values and being part of a Christian community.

The administration and staff model a lifestyle imbued with faith and Gospel values, and they are also committed to the academic excellence of students by taking on the responsibility of encouraging each student to achieve their maximum potential and honor a commitment to social responsibility, justice and peace.

To what extent does the school administration and staff engage in ongoing spiritual and professional development that promotes student learning?

NDHS supports the professional and spiritual growth of all personnel by supporting them in further educational opportunities and training and by making resources, such as technology, available to them.

The administration also encourages the development of a community of faith through schoolwide and class prayer, schoolwide liturgies, prayer services, faith formation retreats, and offering the Sacrament of Reconciliation during class time.

To what extent do the administration and staff lead by example and work to create a community of faith?

The administration and staff reflect the Vision and Mission of NDHS in attitudes and actions inside and outside of school as they help to cultivate a shared faith community within the school.

The administration and staff lead prayer, provide students with weekly opportunities to receive the Sacrament of Reconciliation, and participate in schoolwide liturgies as lectors, music ministers and Eucharistic ministers. The faculty and staff provide leadership for co-curricular activities such as Mock Trial, National Honor Society and Student Council. They also serve as

faith formation and retreat leaders and accompany students on service projects. Outside NDHS, faculty and staff also reach out to sister schools, local parishes and a variety of community organizations, including the Recycling Association of Guam, Big Brothers/Big Sisters and Make-A-Wish Foundation of Guam.

A5. School Environment

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's philosophy and mission?

The school facilities are well kept and welcoming to support a safe, healthy and nurturing school environment and the cultivation of a faith community within and outside of NDHS help to achieve religious and academic goals. The school requires all personnel to obtain Court and Police clearance and for students and parents to abide by policies and procedures pertaining to student behavior. Drug and alcohol use, academic dishonesty, liability and bullying are not serious concerns.

The school also ensures that the caterer offers healthy and nutritious food in the cafeteria. Students are required to take Physical Education and Health, both to promote the basic components of fitness and possibly encourage them to participate in athletics.

To what extent does the school environment foster community and the achievement of religious and educational goals?

Students, parents, teachers, staff and alumni cultivate a Christian community by participating in various activities such as assemblies, liturgies and prayer services. Students help create this community environment by helping each other with tutoring, organizing campus events and fostering relationships by supporting the Big Brother/Big Sister Program and the Royal Connection Program. Parents participate in the Christian community by attending schoolwide liturgies and many other special school functions. Alumni add to the spirit of a Christian community by participating in the Parent/Alumni Advisory Board and helping organize such school events as the Songfest/Family Night.

Outside the school's community, NDHS's Service Day provides an opportunity for students, faculty and staff to serve the broader island community. The NDHS community also helps needy people in the Philippines and on Guam by giving used toys, school supplies, canned goods and monetary donations. Volunteers within the Notre Dame community unite with other youth organizations around the world to learn about and raise funds for world hunger.

To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student.

Respect for diversity, trust and caring are fostered through the promotion of dedication to service and a passion for justice and peace. Besides offering curricular courses to promote respect for diversity, respect is also encouraged through liturgy and prayer, cultural events and various school and community activities, including participating in a Japanese Song competition, hosting

dancers from New Zealand and Guam, and celebrating the International Day of Peace.

Professionalism on the part of the administration and staff includes prompt replies to parent inquiries and publishing syllabi, course descriptions and grading evaluations on Teacherease. The faculty and staff abide by the Code of Ethics and Policies and Procedures outlined in the Faculty/Staff Handbook.

A6. Reporting Student Progress Criterion

To what extent does the school administration and staff regularly assess student progress toward accomplishing the school's expected schoolwide learning results (ESLRs)?

In terms of the Spiritually Oriented ESLR, spiritual growth within the classes is assessed by demonstrating knowledge and appreciation of the Catholic faith and traditions, respecting diversity of religion and culture, and making healthy, moral and ethical choices based on Gospel values.

For the Academically Prepared ESLR, faculty assess students' academic achievement through formal and informal instruments, including tests, projects, laboratories, cooperative and individual activities, class discussions, and standardized tests such as the SAT-10, PSAT and Advanced Placement.

NDHS assesses student progress toward the Globally Concerned ESLR by providing curricular courses in Foreign Languages and Christian Morality. Class activities, journals, quizzes and tests are evidence of student achievement for this ESLR. Participation in service learning activities introduces students to concerns of social justice, cultural diversity and human suffering.

To what extent does the school administration and staff report student progress to the rest of the school community?

The administration and faculty report student achievement to the broader school community via report cards, progress reports, email, Teacherease, NDHS website, Parent/Teacher conferences and informal parent meetings. Outstanding student progress is also reported to the local media, and academic and athletic honors are recognized during school assemblies and Commencement Exercise.

A7. School Improvement Process Criterion

To what extent does the school leadership facilitate school improvement, which is driven by plans of action that embody faith formation and enhance quality learning for all students?

The leadership of NDHS, in collaboration with the SSND Milwaukee Province and the Board of Directors, is committed to the school improvement process as evidenced by the significant restructuring of its governance, the revision of the ESLRs, structural and resource improvements, and the development of a Long Range Resource/Development Plan.

Establishment of the Business Office and the Office of Student Affairs and the incorporation of technology into the curriculum have ultimately provided more efficient student support and enhanced student learning. And, the creation of the Parent/Alumni Advisory Board has been instrumental in raising funds and bringing alumni back to the school community. The long-range resource plan is in development to include a blueprint for future improvement of resources to enhance student learning.

To what extent does the school leadership have school community support and involvement?

The students, parents, faculty and alumni are enthusiastically involved in the support of the school. Students are given a large amount of responsibility in taking part in the day-to-day activities of the school, including facilitating weekly assemblies and tutoring on a daily basis. Students also take part in service activities on and off campus and help in the organization of schoolwide liturgies. Parents, most visible through the Parent/Alumni Advisory Board, consistently participate in school activities, such as fundraising for classes, co-curricular clubs and athletics teams. The faculty supports the school leadership and is involved as class and co-curricular club advisors and as faith formation retreat facilitators. Alumni, part of the Parent/Alumni Advisory Board, support the school in various activities, including the Annual Gala Dinner and Career Day.

To what extent does the school leadership effectively guide the work of the school?

The school's administrators work collaboratively with the SSND Milwaukee Province. By regularly reviewing the needs of the school at various administrative meetings, the school leadership is able to more effectively and efficiently direct school improvement and guide the work of the school. Policy and practice issues are executed openly and effectively communicated to students, alumni, parents, faculty, the Parent/Alumni Advisory Board and the Board of Directors.

To what extent does the school leadership provide for accountability through monitoring of the schoolwide action plan?

Regarding schoolwide improvement, the leadership uses a variety of methods to keep the lines of communication open between all its constituents, including Teacherease, The Royal Monthly (parent newsletter), the school website, the Royal Weekly bulletin, and through various meetings with the Parent/Alumni Advisory Board and the Board of Directors.

Areas of Strength for Organization for Student Learning

1. The Philosophy, Mission, Vision and ESLRs of NDHS reflect the concept of Catholic, college preparatory education.
2. SSND Milwaukee Province's transition to a sponsored institution has provided an effective governing structure with lines of authority for policy implementation to the staff through the Board of Directors and the President and Principal.

3. The addition of a full-time Business Manager, Vice Principal for Student Affairs, Director of Mission Advancement and Academic Counselor enhances the school leadership.
4. The school has completed all recommendations from the 2007 WASC Midterm Report and has successfully involved stakeholders in the school improvement process.
5. Instructional technology, including the renovation of the Library Media Center and the acquisition of computers and wireless access, is in place to assist the faculty and staff in their responsibilities.
6. Courses are constantly being reviewed by using course development, identification of prerequisites, rubrics for measuring standards and uniform templates for syllabi and lesson plans.
7. The administration supports the professional growth of faculty and staff.
8. The academic program is supported through a variety of curricular and co-curricular activities.
9. Students and parents support responsible student behavior as outlined in the Student/Parent Handbook.

Key Issues for the Organization for Student Learning

1. Refine the process to assist teachers in incorporating, implementing and assessing the revised ESLRs into the curriculum and instruction.

Evidence:

- **NDHS website**
- **Mission, Vision and Philosophy statements and ESLRs**
- **Surveys (Teacher, Student, Alumni and Parent)**
- **Student/Parent Handbook and Faculty/Staff Handbook**
- **Governance Flow Chart**
- **Job Descriptions**
- **Office of Mission Advancement descriptions**
- **WASC Midterm Report**

CATEGORY B. CURRICULUM AND INSTRUCTION

B1. To what extent does the school provide a challenging, comprehensive and relevant curriculum for each student that fulfills the school's philosophy and mission, strengthens Catholic identity and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?

The self-study report, the "four year course schedule", and classroom visits substantiated that NDHS provides a challenging, comprehensive and relevant college preparatory course of study that supports Catholic ideals and the holistic development of students. Prayer is conducted at the beginning of the day, the end of the day, and the beginning of each class. Students are scheduled to participate in theology classes and other activities that attest to its Catholic identity. All courses are aligned with the Mission, Vision, and Philosophy Statements and the ESLRs. The core courses are aligned with the Archdiocesan standards, which are based on national standards. The school reported that some Archdiocesan standards for non-core content areas are currently in draft form and under review for final adoption.

NDHS offers a scope and sequence of college preparatory classes in the core subject areas that prepare all students for post secondary life; however, students report they would like to see more electives. In response, two new courses were added for the 2010-2011 academic year, Music Appreciation and Information Technology. These two courses broadened the curricular offering and increased the curricular opportunities for students. The addition of technology has allowed faculty and students to learn skills necessary to compete in a global community; however, this class is only available to seniors. The faculty recognized students would need this information in order to be successful in college.

NDHS has established a Curriculum Review Committee to evaluate current course offering and make recommendations as to additions and adjustments necessary to improve the overall school curriculum. Current discussion is attempting to answer the concern as to why students' math skills are not meeting satisfactory target goals. The 2008 entrance exam indicated only 41% of NDHS students were scoring high enough to be placed in the entrance level math course. The 2009 results indicated a slight improvement to 45%.

Prior to the establishment of the Curriculum Review Committee, adjustments to the math curriculum were adopted. Prior to 2010 the school offered pre-algebra and did not offer pre-calculus.

Pre-algebra is no longer offered and incoming freshmen are placed in algebra I. The HSPT exam is now given and those students scoring below the 13%tile were offered a math preparatory class before the start of 2010-2011 to prepare incoming freshmen to be ready for Algebra I.

Members of the Curriculum Review Committee indicated math is still an area of concern along with the need to integrate technology into the curriculum. Faculty indicated that the senior year was too late and that there was a need to offer technology instruction earlier.

The faculty has developed rubrics in the core subject areas based on the Archdiocesan standards, which allow for the evaluation of the curriculum and artifacts developed by the students. Other content areas have developed rubrics based on the ESLRs. This helps to maintain a quality curriculum that prepares students for post secondary education.

Students are provided opportunities for assistance through tutoring by the faculty, the National Honor Society, and AmeriCorps. These opportunities allow for more individualized assistance and the opportunity to provide learning experiences more closely aligned with the students' learning style.

B2. To what extent does the professional staff use research-based knowledge about teaching and learning?

The faculty is encouraged to participate in in-services, workshops, and symposia throughout the academic year and to integrate acquired knowledge into their classes. The school provides professional development to assist faculty in implementation of research-based knowledge into their teaching, learning, leadership, and curriculum. Faculty is also encouraged to take university classes and conduct research on the internet to help improve teaching and learning through research-based knowledge.

To ensure that this occurs, informal and formal observations by the Principal occur. Discussion among faculty members about what they have learned and tried is also encouraged.

To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's philosophy and mission and expected schoolwide learning results?

The self-study report provided a listing of a variety of instructional methodologies used in the different subject areas to show that the school provides a variety of learning experiences which actively engage students at a high level of learning. Many of these strategies are used across the curriculums. There appears to be a conscious effort to address the individual needs of students by matching learning styles with teaching methods. Through classroom observations a variety of techniques were observed. Discussions with various faculty members revealed their willingness to try new techniques that better engaged student learning and addressed the ESLRs. Faculty members indicated that ESLRs were part of lesson planning and were included in lesson plan templates. Students observed during the visit were actively engaged in the lessons. Students were also observed synthesizing and evaluating information, applying skills, and practicing newly acquired knowledge.

Also obvious was the improved incorporation of oral and written communications previously identified as schoolwide weaknesses. Writing assignments were observed during the Poster Session, classroom displays and students writing in class. Some faculty members indicated writing was not necessarily the most effective way for some students to demonstrate what they had learned, but writing improved their ability to communicate. Success in this area is demonstrated by the number of students who passed the University of Guam entrance exam and

placement in freshman English. The 2008 results indicated 100% passed and 2009 results indicated a 95% pass rate.

B3. To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?

The self-study report indicates a variety of assessment techniques are used, with quizzes, tests, projects, and oral assessments used most frequently. Students reported the assessment they experience most often is short answer. Students also reported selected response is used for semester exams. The school has implemented a computerized program (Remark Office OMR) to help faculty create exams answer sheets and to allow for quick scoring and return of assessments. This program was selected to help students become familiar with other standardized tests. Selected response assessment was observed most often during the visit.

Discussion with faculty indicated most felt they used an assortment of assessment methods to better monitor the progress of their students. Their comments indicated they felt they used essay and short answer more often than selected response. Faculty also indicated they used assessment frequently. The Visiting Team, however, observed a number of teachers utilizing the computer generated selected response answer sheets only.

Formative assessment was observed in most classes either through question and answer or observation by the teacher. Teachers were observed re-teaching concepts when the expected formative results were not evident.

The variety of evaluation instruments supports students' capacity to demonstrate mastery through participation in an assessment methodology that complemented their learning style.

To what extent are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results?

The self-study report, faculty discussion, and observation indicate ESLRs are included in the lesson planning process and are also included on the lesson plan template. The use of a variety of assessment instruments helps faculty to better monitor student progress in relationship to the ESLRs. Because the ESLRs are a part of the lesson plans, the results of the assessment instruments provide the necessary information for future planning and instruction delivery. There does not seem to be a consistent measurement that shows student internalization of the ESLRs.

To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

The results of standardized tests are the primary assessment tools used to evaluate and improve curriculum. The Curriculum Review Committee, formed in the fall of 2010, will review the results of these tests and use the data to determine future course offerings. The Committee is currently assessing the need for additional AP courses. The Curriculum Review Committee is

also tasked to ensure alignment of course offerings between the Archdiocesan standards, Mission, Philosophy, and Vision Statements and ESLRs.

In the past, courses have been eliminated and other courses added to better prepare students for college admission. The results of the SAT-10 are used to review and adjust the school curriculum. The faculty is expected to review their syllabi, lesson plans, and course outlines based on these assessment results.

Results of standardized tests are also used to identify areas where students need additional preparation. Two examples are the results of the PSAT and HSPT. The school has developed programs for students to take outside of the regular school hours that support student academic advancement.

To what extent are the assessment results the basis for the allocation of resources?

The self-study report indicates the President and Business Manager determine the allocation of resources with input from the faculty. Faculty submits “wish lists” for materials that will support instructional programs for student learning. For example, through standardized testing the President determined that the science department would benefit from additional funding to enhance the offering of lab courses.

Areas of Strength for Curriculum and Instruction

1. The establishment of a Curriculum Review Committee to assess and align curricular offering.
2. The use of standardized testing results to analyze areas for growth in the curriculum.
3. The introduction of Informational Technology into the curriculum.
4. The faculty uses a variety of formative and summative assessment instruments.
5. Providing and pursuing professional development opportunities that incorporate new knowledge and skills to improve instruction.
6. Recognition of the continual need to review and revise the school’s curriculum.

Key Issues for Curriculum and Instruction

1. The Curriculum Review Committee work with the faculty in developing content standards in all curricular content areas that are aligned with national and archdiocesan standards to ensure that students are adequately prepared with 21st Century skills for higher education.
2. The Administration to provide the resources to develop interdisciplinary programs and policies across the curriculum as determined by the Curriculum Review Committee.
3. Refine the process to assist teachers in incorporating, implementing and assessing the revised ESLRs into the curriculum and instruction.
4. The administration and faculty ensure that a diversity of assessment instruments is utilized.

Evidence:

- Archdiocesan Standards, Mission Statement, Vision Statement, Philosophy Statement, and ESLRs
- NDHS Self Study Report
- Observation
- Interviews
- Test Results

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. To what extent do students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy, and community-based services learning?

In 2010 the school created the Mission Advancement Office to enhance the spiritual and personal growth of all students and promote the principles of Catholic teaching. In support of the school's Mission, Vision, Philosophy Statements and the ESLRs, NDHS offers a comprehensive program to prepare students for "lifelong learning by empowering the whole person" through "instill[ing] Gospel values," cultivating "knowledge and appreciation of Catholic faith," and "exhibit[ing] a sense of social responsibility guided by compassion, confidence, and integrity." Together, these allow the school to uphold its Philosophy, which is to "serve the Church in forming a Christian Community and to provide quality education."

Prayer opportunities, liturgy, faith formation retreats, sacramental formation and community-based service learning provide students with a comprehensive faith development program. For example, every school day begins with a schoolwide prayer, and at the end of every school day a *Sending Forth Prayer* is offered. Every class begins with prayer that is often led by the students. Although, the Theology Department takes a leadership role in preparing and organizing these liturgies, students are tasked with being lectors, altar servers and music ministers. While students spoke favorably about the retreat program, faculty noted a need to develop a systematic process for reviewing the effectiveness of all liturgical and retreat experiences for students and faculty.

Community-based service learning is another vital part of the students' faith development at NDHS where a 20-hour annual service requirement promotes spiritual growth, Christian leadership and service.

C2. Student Connectedness

To what extent are students connected to a system of support services, activities and opportunities within the school's community of faith that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?

The creation of the Office for Student Affairs (OSA) supports students by organizing and monitoring students more effectively and efficiently. The OSA is responsible for attendance monitoring, behavior and discipline issues, supervision of the Athletic Department, and general

assistance in preparation for on-campus events such as liturgies and pep rallies.

A full-time Academic Counselor provides planning and academic counseling services and programs that promote comprehensive educational opportunities for all students. In addition, a College Night is held for the individual grade levels where students are informed of their post-high school opportunities, including career and college choices. An Annual Career Fair brings in local business people, many NDHS alumni, to inform students of career and future job opportunities. The National Honor Society and AmeriCorps provide in-school tutoring to students with specific learning needs. This support service and other opportunities help students to achieve the Academically Prepared ESLR.

The Office of Mission Advancement, in collaboration with the Theology Department, also offers support services, activities, and opportunities that are based on the school's Spiritually Oriented and Globally Concerned ESLRs. Collaboration is encouraged between students and the broader community through service learning programs and faith formation retreat opportunities. These opportunities inspire students with a passion for justice and peace in the spirit of Jesus Christ. These activities and opportunities encourage students to become leaders by cultivating critical thinking, public speaking and decision-making skills.

The school offers a variety of clubs and activities that students can participate in to create a sense of student connectedness at NDHS. Students expressed a desire to augment the number of club selections. The Student Council and Class Officer positions engage students in learning about democracy and leadership. The Student Council helps share students' ideas, interests and concerns with teachers and the school's administration. Student Council also collaborates with the administration to organize student activities, such as Spirit Week and Pep Rallies, and was involved in the creation of the Student/Parent Handbook.

Class Officers representing grade level constituents organize and facilitate activities. In addition to the normal school activities, there are special events for which grade level divisions are responsible. These events often require collaboration among the administration, parents and students. Class Officers are an integral part of this planning process and are also responsible for organizing fundraising opportunities throughout the year to help fund specific programs.

In addition, National Honor Society (NHS) members organize service projects, including tutoring and a variety of community centered services. Programs like Mock Trial and Academic Challenge Bowl further engage students and support the Academically Prepared ESLR. As these are team competitions, students are also instilled with team ethics.

The position of Vice Principal for Student Affairs has helped develop the sports program at NDHS. NDHS places a premium on the term "student-athlete" and encourages students to understand that they are students first and foremost, and that participation in interscholastic sports is a privilege and not a right. Students expressed a need to develop more sports options particularly for boys as the school's enrollment expands. The Athletic Department seeks to recruit more on-campus coaches with the goal of facilitating more effective student connectedness in both the classroom and on the field.

C3. Parent/Community Involvement

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

In 2010 the position of Development Director was established to collaborate with stakeholders to provide pro-active public relations for the school. This includes managing media relations and promotion of the school as an academic institution to the broader community.

A pivotal support the school employs to communicate with parents is Teacherease, an on-line grading system to keep parents abreast of their child's grade, assignments and behavior. Teachers post daily lecture notes and handouts as well as electronic presentations, assignments with due dates, test and quiz schedules, and student grades on Teacherease. This communication forum has brought praise from both parents and teachers. In the event of serious behavioral and/or academic issues, teachers also communicate with parents by phone or in face-to-face meetings. Teachers also communicate with parents during the annual Open House and Parent/Teacher Conference (PTC) held twice a year after quarter grades are released.

Parents and Alumni are involved in the school's established support system through the Parent/Alumni Advisory Board which serves as a fundraising support group, often reaching out to alumni in the community to remain connected with their alma mater. The Parent Advisory Board's main function is to support fundraising for the school. The school lacks a representative parent association or Alumni Board to provide input to the school administration.

The school employs a variety of strategies to involve the community in its support system for students. For example, gubernatorial candidates were invited to speak to the Senior Government classes, and a guest speaker was invited to demonstrate a traditional Japanese dance and tea ceremony for the Japanese classes. The community is also involved in the planning and organization of class field trips to supplement classroom curriculum.

Areas of Strength for Support for Student Personal and Academic Growth:

1. The positions of Director of Mission Advancement and Academic Counselor enhance the spiritual and personal growth of all students, promote the principles of Catholic teaching, service learning, academic growth, career options and preparedness for college admissions.
2. Teacherease allows students, parents, teachers and administration to access records which promotes student responsibility.
3. A variety of clubs and student organizations, open to all students supplements the academic curriculum.
4. The service learning program which supports the ESLRs.
5. An athletic program, committed to providing physical fitness opportunities and good

sportsmanship, instills a sense of pride for the NDHS community.

6. Articulate, enthusiastic and conscientious students build a sense of “family spirit” and school pride within the NDHS community.
7. Parents readily assist and support fundraising efforts for co-curricular activities.

Key Issues for Support for Student Personal and Academic Growth:

1. Develop a systematic process for reviewing the effectiveness of all liturgical and retreat experiences for students and faculty.
2. Analyze the effectiveness of student leadership opportunities and activities.
3. Develop a process for recruiting more on-campus coaches with the goal of facilitating more effective student connectedness in the classroom and on the field.
4. Establish parent representation and support groups for curricular and co-curricular input to appropriate school leadership.

Evidence:

- Student, Faculty, Parent and Alumni Surveys
- Teacherease records
- Academic progress reports
- Student log entries
- Agenda for transfer student meetings
- Parent orientation letter
- Follow-up responses
- Athletic Department Mission statement
- Athletic Handbook for Coaches, Players and Parents
- Club/moderator binder
- Club roster
- Leadership training agenda
- The NDHS website
- *Royal Monthly* to students and parents
- Parent/Alumni Advisory Board reports
- NDHS School Calendar
- Team information sheets
- NDHS Student Planner
- Trophies

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1 - Resources Criterion

To what extent does the school demonstrate responsible stewardship?

The school maintains major groups of resources which include: the SSND Milwaukee Province; the Archdiocesan Department of Catholic Schools, principally through the NCLB program; tuition revenues; the Board of Directors; the Administrators; Faculty; Staff; Coaches; and the Parents/Alumni Advisory Board. Tools that help the school leadership manage said resources include the school's current Information System and the use of the Generally Accepted Accounting Practice (GAAP).

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's philosophy and mission and student achievement of the expected schoolwide learning results?

The recognized school human and material resources, including considerable support from the SSND Milwaukee Province, are currently considered sufficient to sustain the school program and to carry out the school's Philosophy and Mission. Facilities as a whole are sufficient for students' needs. On average classes are kept at no more than 25. Existing resources support maintenance of a "clean and well-maintained," and "safe environment." Textbooks and supplies are updated and relevant, and also help support the Catholic identity. Procedures for acquiring instructional materials are in place enhanced with new and relevant technology to support instruction. In addition, a process and system that assures the hiring of qualified faculty and staff has been implemented.

D2 - Resource Planning Criterion

To what extent do the governing authority and the school execute responsible resource planning for the future?

Input from the SSND Milwaukee Province provided for 16 recommendations which posed as bedrock of the school's Master Plan. A Board of Directors, with working committees, is established. The school recently hired an experienced and qualified Business Manager. Tuition collection, among other services, has considerably improved. Certain administrative policies have been adopted. Resource management focuses on regular communication between school administrators and the SSND Milwaukee Province leadership. The restructuring of the school's financial responsibilities has given all stakeholders more confidence in the future of the school. Tools for such resource planning include monthly financial reports, reconciliation of accounts and the development of an annual budget. The annual budget has shown positive net revenue in the last eighteen months.

An aggressive tuition collection procedure has brought about positive results. Steps have been taken to verify qualifications and certifications of employees. In addition the SSND Milwaukee Province has provided significant support by financing key administrative salaries and facilities

upgrades. As the school improves its revenue source the SSND desires for the school to finance these initiatives in its operating budget.

The school has drafted a "long-range resource/development plan" which consists of three definite objectives which are delineated in the self-study. The strategies in support of the long range development plan are: a) a gradual increase in tuition fees; b) a renewed focus on obtaining more grants; c) the establishment of the Parents/Alumni Advisory Board with added fund-raising duties; and, d) aggressive collection policies for past due accounts.

D3 - School Finances Criterion

To what extent are the school's financial resources adequate to fulfill its mission and programs?

A two-tiered effort to achieve prompt tuition collection while providing a flexible policy for arrears collection allows the school to fulfill its mission and finance its programs. Major sources of funding are the SSND Milwaukee Province and the NCLB program, with both contributing sizeable amounts to fund operations, capital expenditures and scholarships.

To what extent are the school's financial operations conducted with integrity and in accordance with acceptable accounting practices?

Assurance of transparent accounting methods is now ensured by the newly established Board of Directors and administration as well as by the SSND Milwaukee Province. Policies are now in place that are in compliance with the GAAP, and the reorganization of a professional staff in the Business Office.

D4 - Enrollment Resources Criterion

To what extent are the school's admission policies and procedures consistent with its philosophy?

The dual mission of NDHS and the SSND is to serve the Church in forming a Christian community and to provide a quality college preparatory education to all students. This dual mission is preserved by giving priority of admission to qualified students who have the capacity to live out the Charism, Vision and Mission of the school. Qualified students are recruited from both graduates of Catholic middle schools and students from the greater area public schools.

To what extent are the school's marketing, recruitment, and public relations efforts effective in attracting qualified students?

The Office of Development also supports the recruitment of students. A strategy for recruitment is the offer of scholarships to the top two middle school students from each school, along with tuition reduction for other qualified students. In addition, NDHS students tutor potential students in feeder schools. Visits to feeder schools and NDHS's athletics program also attract potential students. Marketing and Public Relations materials have recently been initiated to aggressively

promote the school.

To what extent is enrollment targeted to maintain effective and meaningful curricular and co-curricular programs that meet the philosophy and goal expectations of the school?

Small class sizes currently support all the ESLRs. Two recently added classes, Information Technology and Music Appreciation are direct results of the assessment of student interest. The alignment of the course offerings to meet a college preparatory curriculum necessitated the enrollment of qualified students to meet these objectives. An increasing demand for research-based education and AP or honor courses has encouraged the administration to focus on having a qualified faculty in place for future implementation.

D5 - Development Resources Criterion

To what extent has the school an effective development/fundraising program that is consonant with school philosophy?

The Development Office sets an annual goal of raising \$30,000 for the current school year by hosting the Songfest/Family Night and the Gala Dinner. Proceeds will go toward tuition assistance and the operating budget. A clearly defined the role and objectives of the Development Director are established. As the school progresses in its overall goals in this area the Development Director will need to avoid the pitfall of similar institutions by supporting parent fundraising opportunities balanced by time and effort put into developing a culture of giving by the various school constituents.

To what extent is there evidence of development planning?

A Long Range Resource/Development Plan identifies three specific objectives to be achieved by 2013. This is delineated in the Action Plan. While these goals are important to the immediate needs of the school they need to be incorporated into a more comprehensive Long Range Resource/Development Plan.

Areas of Strength for Resource Management and Development:

1. The school has recognized the need for an Office of Development.
2. The SSND NAMA for sponsorship of NDHS and for providing direction and financial support.
3. The acquisition and integration of technology to support the curriculum and administrative services.
4. The review of employment practices in terms of hiring and retention of qualified personnel.
5. The adoption of a Long Range Resource/Development Plan particularly the Financial Audit.

Key Issues for Resource Management and Development:

1. The future directions from the SSND Milwaukee Province need to be clarified and incorporated into a comprehensive Strategic Plan that encompasses all areas of the school.

2. All school stakeholders need to be involved in the development of the Strategic Plan.
3. Incorporate an endowment fund as part of the Long Range Resource/Development Plan.

Evidence:

- School Financial Report
- Tuition history and tuition collection policy and results
- Finance Committee Meeting by teleconference
- Annual School Budget
- Financial Aid history
- Admissions and Marketing materials
- Board of Directors Meeting Minutes
- Development Director Portfolio

Part B: Schoolwide Strengths and Areas for Growth

Schoolwide Strengths:

1. The School Sisters of Notre Dame Milwaukee Province for their commitment toward fulfilling the school's Mission, Vision, Philosophy and ESLRs and ensuring the current success and laying a foundation for the future vitality of NDHS.
2. The Administration for their leadership, vision, prudent planning and use of financial resources to provide a cohesive Catholic education for the students of NDHS.
3. The Administration for creating an administrative structure including the new positions of Director for Mission Advancement, Director for Student Affairs, Business Manager, Academic Counselor and Development Director to support the Mission, Vision, Philosophy and ESLRs of NDHS.
4. The Faculty for their commitment to the Mission, Philosophy and ESLRs of NDHS and for their ongoing professional development, especially in the area of technology and curriculum, to meet content and pedagogical goals to prepare students for the 21st Century.
5. The Students enthusiastically articulating the Mission and ESLRs of NDHS by conscientiously helping to build a lived "family spirit" and school pride within the school community.
6. The Parents for entrusting their children to NDHS, for supporting the Vision, Philosophy and ESLRs of the school, and assisting in the overall development efforts of NDHS.
7. The renewed organizational structure of the Administration and their adoption of a Long Range Resource/Development Plan.
8. The acquisition and integration of technology that supports curriculum and instruction.

9. The establishment of a Curriculum Review Committee to assess and align curricular offerings and the recognition of the continual need to review and revise the school's curriculum.
10. The adoption of Teacherease which supports effective communication and allows students, parents, teachers and administration to access records which promotes student responsibility.

Schoolwide Areas for Growth:

1. The Curriculum Review Committee work with the faculty in developing content standards in all curricular content areas that are aligned with national and archdiocesan standards to ensure that students are adequately prepared with 21st Century skills for higher education.
2. The School Sisters of Notre Dame Milwaukee Province and the NDHS administration articulate and refine the role and function of the Board of Directors in the overall organization and operation of NDHS.
3. The SSND Province and the Administration engage all school stakeholders in a schoolwide strategic planning process to develop goals and direction in the major areas of finances, facilities, curriculum and development.
4. The administration and the Director of Mission Advancement work with the faculty and students in developing a process to assess and validate students' personal internalization of the ESLRs.

Chapter V: Ongoing School Improvement

Notre Dame High School has developed an action plan that focuses on the four categories for WCEA/WASC accreditation. The Action Plan was developed by the Leadership Committee in collaboration with Focus and Home Groups, and based on the areas of growth identified by each Focus Group during the preparation of the Self-Study Report. Drafts of the Action Plan were reviewed by the faculty and the support staff. To ensure that NDHS will pursue the objectives presented in the Schoolwide Action Plan, a yearly evaluation of progress will be undertaken by the administration. A written report summarizing the school's overall progress will be prepared in June of each year. This report will include recommendations of new steps in each plan until such time as the objective is achieved. The report will be submitted for review and ratification to the President and Board of Directors. The yearly written report will be communicated to the larger NDHS community by publishing it via the NDHS website. From time to time, progress will also be reported via other school publications, including the *Royal Weekly* and the *Royal Monthly*.

As a part of this annual evaluation process, each Department, coordinated through the Office of Mission Advancement, will be required to submit a written update of progress on each objective. This report will be presented to the administration in May of each year. In order to facilitate the measuring of progress, each Department will devote some time during their monthly meetings to reviewing an aspect of the Schoolwide Action Plan. Additionally, discussion of the Schoolwide Action plan will be an agenda item on the first Faculty/Staff Meeting of the school year in August. These items will also be discussed in the regular monthly Faculty/Staff Meetings as needed throughout the year.

Finally, NDHS will keep in place the structure of the Focus Teams each year. At least once every semester, the Focus Teams will meet for the purpose of reviewing the Schoolwide Action Plan as well as their WASC/WCEA criteria. In this way, NDHS will engage in an on-going self-study.

Existing factors that support school improvement

The school has experienced significant personnel turnover in key positions both in administration and faculty since the last visit; nevertheless, major progress has been made to improve the overall school program that supports student learning. The transition to becoming a "sponsored" school by the SSND Milwaukee Province and the establishment of a local Board of directors will serve the school well. The school community is now more stable and focused on standards for a quality school program. The staff agrees that their task to improve the school's learning program must continue; it is by no means completed. With the incorporation of a new mission statement and ESLRs, and faculty professional development opportunities and other initiatives, the staff has in place a mechanism that supports ongoing dialogue to facilitate assessment for a quality student focused learning program.

The school leadership and academic departments are committed to establishing a more systematic schoolwide effort to use existing data that is pertinent to student learning, and to refining their use of performance-based assessment methods directly linked to benchmarks for the ESLRs and curricular standards.

Impediments to school improvement that the school will need to overcome in order to accomplish any of the action plan sections.

The Schoolwide Action Plan incorporates important schoolwide issues and relates them to the concepts of the *Focus on Learning* criteria. There is strong commitment to begin implementation of the action plan sections; in fact, some sections have already been addressed since the publication of the Self-Study. The Action Plan needs to better target measurable outcomes by a five-year timeline and included financial projections. Financial constraints will affect several key areas of the action plan; however, the plan itself supports key positions to assist in this area.

Soundness of follow-up process to monitor accomplishment of schoolwide action plan.

Overall the school community members are of one mind and one spirit and committed to a follow-up process. One positive outcome of the *Focus on Learning* process was the coinciding of the major action plan areas with topics already identified by school community members. This process formalized what needs to be done and strengthened those areas in which work has already been in progress. There is a consensus among the administration and faculty about the plan. The Board of Directors requires the President to frequently report progress on the Action Plan as related to the ESLRs. School administration is keenly motivated to work with the faculty and staff to monitor and implement the Action Plan.

In summary, the school is looking forward to ongoing celebration of progress toward increased student learning with respect to the ESLRs through the improvement of the educational program and of services to the school's student population.