

**NOTRE DAME HIGH SCHOOL, INC.**  
**YEARLY EVALUATION OF REVISED ACTION PLAN**  
**SCHOOL YEAR 2012-2013**

It has been two years since the WCEA/WASC Accreditation visited Notre Dame High School (NDHS). In those two years NDHS has made significant progress towards reaching the objectives of the Revised Action Plan. The goal of SY 2012-2013 is to address the objectives defined in the Revised Action Plan. The five Action Plans are as follows:

1. Action Plan #1: Catholic Identity
2. Action Plan #2: Curriculum and Instruction
3. Action Plan #3: Student Progress
4. Action Plan #4: Development
5. Action Plan #5: Resource Management

The Revised Action Plan is a reexamination of the Schoolwide Action Plan that was developed for the Accreditation Report in the spring of 2011. The original Action Plan was revised at the request of the WCEA/WASC Accreditation Committee. According to the Accreditation Committee, the Revised Action Plan should be an integration of the critical areas for follow-up from the visiting committee's report and the original Action Plan. The purpose of the Revised Action Plan is to provide the Committee with a baseline for assessing any future progress reports from NDHS. The Revised Action Plan was developed in the spring of 2012. The people involved in the revision are as follows:

1. Action Plan #1: President and Theology Department Chair
2. Action Plan #2: Principle and English Department Chair
3. Action Plan #3: Vice Principle and Academic Counselor
4. Action Plan #4: Development Director
5. Action Plan #5: Former Business Manager, Former Business Department Assistant

Throughout SY 2012-2013, the administration, faculty, and staff have made strides in addressing these five areas.

The purpose of this Yearly Evaluation of the Revised Action Plan is to keep NDHS aligned with the recommendations set forth by the WCEA/WASC Accreditation Committee by summarizing the school's overall progress regarding the Revised Action Plan for every successive school year following the Accreditation Team's visit during the 2010-2011 school year. Specifically, this Yearly Evaluation of Schoolwide Areas for Growth will encompass the following information: 1) a description of the Action Steps involved in each Action Plan, 2) the timeline of work related to the accomplishment of Action Steps as set forth in the five Action Plans, and 3) the evidence for reporting the progress for each Action Plan.

## **Action Plan #1: Catholic Identity**

*Objective:* To enhance the Catholic identity of the school, especially in the areas of prayer, faith formation retreats, and community service learning programs.

*Rationale:* To strengthen the Catholic identity of the school among our families and the community at large.

In accordance with the objective, NDHS has made a concerted effort to enhance the Catholic identity of the school, especially in the areas of prayer, faith formation retreats, and community service learning programs. The purpose of this enhancement is to strengthen the Catholic identity of the school not only among the students' families, but also among the village and island communities at large. The entire NDHS Family has been responsible for progressing towards the achievement of this goal, including Administration, Faculty, Marketing Department, and Community leaders. The information provided in this section comes from the Theology Department Chair.

In order to achieve the Catholic Identity Objective, there were five Action Steps developed. What follows is a description of those Action Steps and what NDHS has done in regards to those steps.

*1. Assess and evaluate that the Mission and Philosophy statements are integrated in all aspects of school life.*

### Mission Statement

Notre Dame High School, Inc. is a Catholic Coeducational Secondary School established by the School Sisters of Notre Dame on Guam. The school prepares students not only for college, but also for lifelong learning by empowering the whole person. The school encourages collaboration, instills leadership, promotes dedication to service, and inspires passion for justice and peace in the spirit of Jesus Christ.

### Philosophy

Notre Dame High School, Inc. bases its philosophy on the twofold mission of the School Sisters of Notre Dame, which is to serve the Church in forming a Christian Community and to provide quality education that enables all students to reach their fullest potential.

NDHS has sought to make the Mission and Philosophy statements a practical force in the lives of all its students. The engaging lesson plans and challenging activities that teachers provide students everyday can illustrate this. This objective was achieved during SY 2012-2013 and evidence for reporting progress in regards to this objective includes the agendas and minutes from Faculty Meetings and Curriculum Meetings.

*2. Provide an opportunity for the School community to be involved in prayer experiences and retreats.*

NDHS has provided a plethora of opportunities for prayer experiences for its students. In addition to Mass with the Archbishop at the beginning of each school year, the school has Thanksgiving Mass and Easter Mass. There are also prayer services provided throughout the school year. Daily Morning Prayer and the Sending-Forth Prayer at the end of the school day are also a part of these prayer experiences. Starting in SY 2012-2013, Theology teachers sought to work with each other by holding combined classes between grades. Throughout the year, students would meet for combined classes for prayer services and activities. Such combining proved to have a positive effect by allowing students from different grade levels to meet together as one. These meetings helped to strengthen the spiritual life and camaraderie of NDHS students.

Retreats continue to be held each year around December for grades 9-11. These retreats are a necessary faith formation experience for NDHS students to not only develop their faith but to also develop and strengthen their relationships with the NDHS Family. In addition, seniors go on an annual pilgrimage around the island to visit the various parish churches/chapels. At each church/chapel, a group of students gives a brief presentation on the history of that particular church/chapel. This pilgrimage is done in cooperation with the senior Theology & English IV teachers. This annual pilgrimage is important for several reasons. It helps seniors to strengthen their relationships with each other, it provides an opportunity to learn about the history of each church/chapel, and, most importantly, it brings the students closer to the Catholic identity of the island on which they live.

Because prayer experiences are a daily occurrence at NDHS, and masses and retreats occur on an annual basis, the timeline for this Action Step is ongoing. In order to assess and report progress in regards to this step, the Campus Ministry and Theology Department developed surveys for students to fill out during the retreats and prayer services. The findings of these surveys were presented at Faculty Meetings and Development Days.

### *3. Provide opportunities for students to be of service to the Church and civic community.*

All students at NDHS are required to perform service hours as part of their Theology grade. Students are required to show documentation of such hours, which makes up 10% of their grade. These required hours increase each year. Service is also a major part of the National Honor Society and Campus Ministry Club. It is of utmost importance that NDHS students participate in service. Service is one of two pillars of the NDHS Philosophy and a major part of its Mission Statement. In order for the school to create a “whole person,” it is fundamental that all students participate in service opportunities and understand the importance of giving to others. Because service is such a fundamental character of NDHS, it is an ongoing endeavor. In order to assess and report progress, the Theology Department and Academic Counselor keep track of the various service events and receive input from students, faculty, and community members.

### *4. Create surveys and conduct interviews with NDHS students to gather relevant personal experience and insight regarding faith life and faith formation.*

As of SY2012-2013, written evaluations were passed out to the students after the annual retreat. It is important for NDHS to determine how effective the school’s faith formation opportunities are in terms of student internalization of the lessons learned during such opportunities. This

Action Step was achieved during SY 2012-2013 and the Theology Department and Academic Counselor were tasked with keeping track of all relevant data from surveys and interviews. Information gathered from said interviews and surveys were assessed and presented to the faculty and administration. The results of the survey and interviews from SY 2012-2013 include the following:

- 80% showed a favorable evaluation of the retreat
- 15% showed an unfavorable evaluation
- 5% were absent that day.
- Comments included: “I wished the retreat could have been longer,” “I wished for more sport activities.”

*5. Use school newspaper, website, Royal Monthly/Royal Weekly, NDHS bulletin boards to address faith related topics, and highlight and market faith activities on campus.*

In order for NDHS to market itself and reveal its Catholic identity to the wider island community, it is necessary to advertise its faith activities and all faith related topics. In order to reach the immediate NDHS Family, all school prayer services and liturgies were advertised in the Royal Weekly, Royal Monthly, the NDHS website. To reach the wider island community, all liturgies and prayer services were advertised in the weekly Catholic Archdiocesan Newspaper, *U Matuna Si Yu’os*. Because NDHS prayer services and liturgies occur throughout the year and on an annual basis, the achievement of this Action Step is ongoing. The Theology Department and Marketing Department work hand-in-hand to assess the progress and effectiveness of the marketing of the faith life of NDHS.

Table 1. Catholic Identity

<b>Action Steps</b>	<b>Timeline</b>	<b>Assess/Reporting Progress</b>
<i>Assess and evaluate that the Mission and Philosophy statements are integrated in all aspects of school life</i>	2012-2013	<ul style="list-style-type: none"> <li>• Faculty Meeting agendas and minutes</li> <li>• Curriculum Meeting agendas and minutes</li> </ul>
<i>Provide an opportunity for the School community to be involved in prayer experiences and retreats</i>	Ongoing	<ul style="list-style-type: none"> <li>• Campus Ministry/Theology Department surveys</li> <li>• Surveys presented to Administration and Faculty</li> </ul>
<i>Provide opportunities for students to be of service to the Church and civic community</i>	Ongoing	Theology Department/Academic Counselor assessments/evaluations
<i>Create surveys and conduct interviews with NDHS students to gather relevant personal experience and insight regarding faith life and faith formation.</i>	2012-2013	<ul style="list-style-type: none"> <li>• Theology Department/Academic Counselor collect/assess survey results</li> <li>• Results presented to Faculty and Administration</li> </ul>
<i>Use school newspaper, website, Royal Monthly/Royal Weekly, NDHS bulletin boards to address faith related topics, and highlight and market faith activities on campus.</i>	Ongoing	Theology Department/Marketing Department will track progress and effectiveness

## **Action Plan #2: Curriculum and Instruction**

*Objective:* To design and implement instructional strategies across the curriculum to meet the needs of all students.

*Rationale:* To provide on-going training and best practices in teaching and learning needed in classroom teaching.

In order to uphold the second pillar of the NDHS Philosophy, “quality education,” the school is continuously seeking to find ways to develop and implement challenging and engaging teaching strategies across the curriculum. This constant desire for improvement is necessary in order to meet the needs of all NDHS students. The purpose of this objective is to provide teachers with on-going training and best practices in teaching and learning to be implemented in the classroom. Because of the dynamic and ever-changing needs of NDHS students, it is imperative that teachers, with assistance from the Administration, constantly develop and improve their teaching strategies. This allows students to be academically challenged so that the school can fulfill its Mission Statement by creating “life-long learners.” The information provided in this section comes from the Department Chairs.

In order to achieve the Curriculum and Instruction Objective, there were three Action Steps developed. What follows is a description of those Action Steps and what NDHS has done in regards to those steps. The timeline for all the Action Steps is 2011-2017, which means that NDHS is taking steps every year to improve its design and implementation of instructional strategies.

*1. Develop and implement process of evaluating and updating curriculum in all departments, including alignment with ESLRs, Archdiocesan standards, and sequencing of courses.*

### Expected Schoolwide Learning Results (ESLRs)

Notre Dame High School prepares and guides students to be lifelong 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

### English Department

For the first time at NDHS, Advanced Placement English Literature and Composition was offered during SY 2012-2013. Of the 19 students registered in the class, 14 took the AP test in May 2013. Their results will be available in July 2013. The Academic Counselor and AP English Literature and Composition instructor have discussed the possibility of holding an AP English Literature and Composition workshop for students in the summer of 2013. This would provide the opportunity for students to learn methods and strategies for successfully managing the course load of an AP English Literature and Composition class. The Academic Counselor has requested funding to send the AP English Literature and Composition instructor to a College Board training workshop in 2014.

Since SY 2011-2012 and 2012-2013, the senior class has been required to present on how they have internalized the ESLRs during their time at NDHS. Each ESLR (Academically Prepared, Globally Concerned, Spiritually Oriented) is stated and then followed by a number of classes that have exemplified that particular ESLR. The students provide examples and evidence for each ESLR and corresponding class. Presentations are given in front of other classes, teachers, and administrators.

### World Languages Department

World Languages Department meetings were held to discuss ways in which teachers can reach across the entire spectrum of students. These methods and strategies were implemented in the actual lesson plans, all with the purpose of enhancing the learning experience. Since the ESLRs are a standard for NDHS, it is helpful that these expected results play an integral role in shaping the individual. The concept and practice of being "globally concerned" was put in effect throughout the course of the year. For example, the World Languages Department hosted a prayer service in recognition of the victims of 9/11. Both the Spanish and Japanese classes prayed the "Our Father" and "Hail Mary" in their respective languages. One objective of this event was for the entire student body to obtain awareness that other humans are put in unfortunate situations. The success of this prayer service only justifies the Globally Concerned aspect of the ESLRs and its presence on campus.

### Science and Math Department

NDHS continues to offer AP Courses, including AP Psychology and AP Calculus AB. Also the textbook used in AP Calculus AB was updated and, in the event that an AP Calculus BC course is needed, NDHS will have the necessary resource to offer and implement the class. In addition, NDHS continues to offer Honors classes in Biology and Chemistry.

### Social Studies Department

ESLRs are incorporated into the lessons on a daily basis. In World Geography, students learn about different religions and cultures of the world, which upholds the Spiritually Oriented part of the ESLRs. Archdiocesan standards are integrated into lesson planning and thematic applications of lessons to be sure students are Academically Prepared. Current event assignments as well as

class discussions are centered on the theme of students being globally concerned citizens, which points to the Globally Concerned part of the ESLRs. Evaluation, modification and updating curriculum happens regularly throughout the various levels of the department.

### Theology Department

With the support of the Administration, the Theology Department has reassessed the current curriculum and textbooks. As of SY 2012-2013, the textbook used for Theology IV was changed. The new textbook focuses on Catholic Social Teaching & Morality, two important areas for the development of soon-to-be graduates of Notre Dame. During SY 2013-2014, the Theology I textbooks will be changed to reflect a need for tools that reflect the use of 21st century skills.

*2. Implement effective and consistent instructional methods, time management, and study skills strategies across the curriculum.*

### English Department

Professors from the University of Guam held workshops in August of 2012 for the Faculty and Staff of NDHS. These workshops focused on teaching strategies and methods, which were then implemented into the curriculum within all departments. The Academic Counselor and the members of the National Honor Society (NHS) worked together in September/October 2012 to help students prepare for the PSAT. NHS Members visited all the homerooms to facilitate activities that build vocabulary, grammar, and math skills.

### World Languages Department

The World Languages Department used interesting ways to present information to the students other than high and low end instruction. In the Spanish class, the game of Bingo was used to retain vocabulary while adding excitement to the classroom setting. With this fun technique, the students had an enjoyable experience and learned at the same time. This and other “outside-the-box” methods help the cause of teacher enrichment and student progress, while reaching the goal of meeting the needs of all students and fulfilling the Schoolwide Action Plan.

### Science and Math Department

In the last two (2) years, resources have been gathered to incorporate time management and study skills strategies into all math and science courses. For example, in the Pre-Calculus and AP Calculus AB classes, the instructor has been granted online access to instructor resources direct from the publisher, resources such as *Note Taking Guide*, *Power Point Presentation*, and *Answer Keys*. Also, faculty developments in areas of class management and assessment have helped math and science teachers in this Action Step.

### Social Studies Department

During the beginning of every school year, lessons on study habits, note-taking skills (Cornell Method), and time management skills are incorporated. Different methods were utilized in order to achieve this Action Step.

### Theology Department

During SY 2012-2013, the Theology Department started to combine classes from different grade levels to investigate whether the collaborative method between students from different divisions would provide the students with an effective learning strategy and the teachers with effective teaching strategies.

*3. Develop and implement strategies for effectively supporting and integrating appropriate technology that benefits the school community.*

### English Department

There will be technology workshops offered in the teacher in-services scheduled for August 2013. The training for those piloting the E-portfolios is ongoing.

### World Languages Department

The Foreign Language Department used both high and low types of instructions. High-end instruction includes technology, audio, and visual mediums while low-end deals with flash cards, paper, pencil, and blackboard and/or mini whiteboard activities. In order to improve the students' writing, listening, speaking and reading skills, all forms of instruction were incorporated to apply the materials that were covered and learned. In the Japanese class, for example, PowerPoint was used to read, recite, and practice pronunciation on vocabulary words. The visual medium such as TV allowed the students to learn from another source other than a textbook.

### Science and Math Department

In past years NDHS students have had difficulty acquiring graphing calculators. More recently, during SY 2012-2013 more and more students have acquired a graphing calculator, and it has almost become a mandatory requirement for the upper division math classes. In the coming school years, graphing calculators will be mandatory and lessons on how to effectively use the calculator (not only for math) will be integrated into the curriculum. Virtual lab (frog dissection and gel electrophoresis), use of smart boards, Power Point presentations, and Excel are all currently being utilized in the Science and Math classes.

### Social Studies Department

Technology is incorporated into lessons on a daily basis. Multimedia presentations are given in class, students are encouraged to use technology for various assignments and projects. Classes/teachers also make use of Mac laptops purchased by the school to use in class for different assignments including class projects, group work, and research on different topics.

### Theology Department

One of the areas of need in the Theology Department is the use of more technology in Theology classes. Due to current federal regulations, tools purchased with federal funds cannot be utilized

by the Theology Department; however, projectors purchased by the school are currently being used. Theology teachers utilize the technology available, such as current wireless internet access, and Power Point presentations. Administration has pledged support for seeking more technological tools in support of the Theology Department. For student work, the Theology Department was tasked to experiment with the use of a Google platform as an electronic portfolio (E-portfolio). This is an example that the Theology Department is moving forward with technology. The 9th and 10th grade classes currently utilize a similar platform for posting of Current Events.

Table 2. Curriculum and Instruction

<b>Department</b>	<b>Action Step #1</b>	<b>Action Step #2</b>	<b>Action Step #3</b>
English	<ul style="list-style-type: none"> <li>• Implementation of AP English Literature and Composition (SY2012-2013)</li> <li>• AP English Literature and Composition student workshop (Summer 2013)</li> <li>• Send AP instructor to College Board workshop (2014)</li> </ul>	<ul style="list-style-type: none"> <li>• UOG presentation on teaching strategies (August 2012)</li> <li>• NHS facilitated PSAT activities (SY2012-2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Technology Workshop (August 2014)</li> <li>• E-portfolios (SY2012-2013)</li> </ul>
World Languages	<ul style="list-style-type: none"> <li>• Department meetings (SY 2011-2012, SY2012-2013)</li> <li>• Implementation of teaching strategies (SY 2011-2012, SY2012-2013)</li> <li>• 9/11 Prayer Service in Spanish and Japanese (SY2012-2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Various instructional methods</li> <li>• Bingo game (SY2011-2012, SY2012-2013)</li> </ul>	<ul style="list-style-type: none"> <li>• High-end instructional methods including use of audio technology, Power Point, and television (SY2011-2012, SY2012-2013)</li> </ul>
Science and Math	<ul style="list-style-type: none"> <li>• AP Calculus AB, AP Psychology (SY2011-2012, SY2012-2013)</li> <li>• Update of AP Calculus AB textbook (SY2012-2013)</li> <li>• Honors Biology, Honors Chemistry (SY2011-2012, SY2012-2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Calculus and AP Calculus AB instructor granted online access to instructor resources (SY2012-2013)</li> <li>• Faculty Development Days</li> </ul>	<ul style="list-style-type: none"> <li>• Use of graphing calculators (SY2011-2012, SY2012-2013)</li> <li>• Virtual Labs (SY2011-2012, SY2012-2013)</li> <li>• Smart Boards (SY2012-2013)</li> <li>• Power Point (SY2011-2012, SY2012-2013)</li> <li>• Excel (SY2011-2012, SY2012-2013)</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• ESLRs incorporated into lesson plans (SY2011-2012, SY 2012-2013)</li> <li>• Archdiocesan standards integrated into lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Study habit skills (SY2011-2012, SY2012-2013)</li> <li><sup>a</sup> Note-taking skills (SY2011-2012, SY2012-</li> </ul>	<ul style="list-style-type: none"> <li>• Daily incorporation of technology in classes (SY2011-2012, SY2012-2013)</li> <li>• Multimedia presentations</li> </ul>

	plans (SY2011-2012, SY2012-2013) • Regular evaluation, modification and updating of curriculum (SY2011-2012, SY2012-2013)	2013) • Time management skills (SY2011-2012, SY2012-2013)	by teachers and students (SY2011-2012, SY2012-2013) • Use of Mac laptops by students for assignments (SY2012-2013)
Theology	• Update of Theology IV textbook (SY2012-2013) • Update of Theology I textbook (SY2013-2014)	• Collaboration between classes from different divisions (SY2012-2013)	• Power Point (SY2011-2012) • E-portfolio (SY2012-2013) • Electronic posting of Current Events (SY2012-2013) • Need for more technology integration with support from Administration

### **Action Plan #3: Student Progress**

*Objective:* To provide an effective school-wide college preparatory program that fosters and accounts for life-long student excellence.

*Rationale:* To ensure holistic growth of every student that will transcend after high school.

The main goal of NDHS's Mission Statement is to prepare students for college or any endeavor they may take on after leaving the school. In order to do this, NDHS has committed itself to instill a love of learning that transcends the high school years and that will stay with NDHS graduates for the rest of their lives. An important tenet that helps foster this life-long learning is the empowerment of NDHS students to be involved in their education. Engaging students to be a part of their education also ensures the holistic growth of students that will stay with them for the rest of their lives.

In order to achieve the Student Progress Objective, there were two Action Steps developed. What follows is a description of those Action Steps and what NDHS has done in regards to those steps. The timeline for all the Action Steps is ongoing, which means that NDHS is taking steps every year to improve its programs to ensure all NDHS students are prepared for college and life-long learning. The Academic Counselor provided the information in this section.

*1. Design and implement counseling support services for all students in areas of 1). academic achievement, 2). college/career planning, and 3). personal growth.*

During the SY2011-2012 and SY2012-2013, the Academic Counselor met with all the seniors, individually, to discuss several topics pertinent to their academic achievement and college/career planning. These topics included each student's academic standing to ensure their credits were aligned with graduation requirements. In addition, the Academic Counselor met with each senior

to assist them with college applications and scholarships, as well as exploring various career interests and options available to the students. The Academic Counselor also met with each junior on a one-on-one basis to review their academic standings and explore various college and career interests using College Board. College Board is an organization that prepares and administers standardized tests that are used in college admission and placement and assists students in obtaining financial assistance and scholarships for college. Because NDHS has high academic expectations for ALL its students, the Academic Counselor also visited every freshman and sophomore homeroom to discuss academic responsibilities, the importance of participating in extracurricular activities, introduced the students to College Board, and distributed college brochures.

During each school year, the Academic Counselor also met with students who failed classes and communicated with their parents/guardians. Students who failed a class were all referred to NHS for peer tutoring. To help achieve the part of the Action Step referencing personal growth, the Academic Counselor had flexible office hours for students and parents/guardians and met with students/parents in regards to academic and personal challenges.

*2. Develop effective tools for clearly communicating and assessing the school's ESLRs.*

During SY2011-2012 and SY2012-2013, each senior in the Theology IV class gave a presentation on their internalization of each ESLR. They related each ESLR back to a subject and/or teacher that each student had experienced during their years at NDHS. Looking ahead, NDHS plans on implementing an electronic survey that assesses how the ESLRs are captured in classroom instructions and activities. Each student will be required to participate in the survey. The timeline for the implementation for this survey is SY2013-2014. If NDHS can assess how well students are internalizing the ESLRs, it will help the Administration and Faculty to improve curriculum and instruction to meet the goals of the ESLRs.

Table 3. Student Progress

<b>Action Steps</b>	<b>Timeline</b>	<b>Assess/Reporting Progress</b>
<i>Design and implement counseling support services for all students in areas of 1). academic achievement, 2). college/career planning, and 3). personal growth.</i>	Ongoing	<ul style="list-style-type: none"> <li>• 1-on-1 meeting with all Seniors regarding academic standing and college/career planning (SY2011-2012, SY2012-2013)</li> <li>• 1-on-1 meeting with all Juniors regarding academic standing, college/career planning, and College Board (SY2011-2012, SY2012-2013)</li> <li>• Met with Sophomore and Freshman homerooms regarding academic responsibility, extracurricular activities, and College Board(SY2011-2012,</li> </ul>

		SY2012-2013) <ul style="list-style-type: none"> <li>• Met with students, who failed a class, and their parents/guardians (SY2011-2012, SY2012-2013)</li> <li>• Students who failed a class were referred to NHS for peer tutoring (SY2011-2012, SY2012-2013)</li> <li>• Flexible office hours to meet with students and parents/guardians (SY2011-2012, SY2012-2013)</li> </ul>
<i>Develop effective tools for clearly communicating and assessing the school's ESLRs.</i>	Ongoing	<ul style="list-style-type: none"> <li>• Theology IV Seniors presented internalization of ESLRs (SY2011-2012, SY2012-2013)</li> <li>• Implementation of electronic student survey to assess internalization of ESLRs (SY2013-2014)</li> </ul>

**Action Plan #4: Development**

*Objective:* To develop and implement a strategy for increasing student enrollment through improvement methods of marketing, recruitment, and public relations in the admissions process.

*Rationale:* Consistent with the school's Mission and Charism, NDHS remains committed to attracting diverse and qualified students.

To be truthful, in order for NDHS to keep its doors open it must increase student enrollment. Since the Accreditation Visit two years ago, NDHS has made an aggressive attempt to increase admission by marketing the school to the island community, recruiting students, and communicating the NDHS Mission and Charism to the wider island community through public relations projects. Charism is any beneficial endowment that flows from God's love to humans so that they may do good for others. According to the School Sisters of Notre Dame (SSND) website, every SSND school, including NDHS, follows the Charism of their foundress Mary Theresa Gerhardinger, who "had a special commitment to women, children and persons who are poor" (<http://www.ssnd.org/about-us/faqs>). The major tenets of this Charism include "unity, the educating in all we do and world vision" (Ibid.). Everything that the NDHS Family does, inside and outside of school, is to uphold this Charism, to live this Charism, and to share this Charism with others. In order for NDHS to live up to its Mission and Charism, it must find ways to bring funding into the school through tuition, grants, endowments, and alumni giving.

In order to achieve the Development Objective, there was one Action Step developed along with three sub-Steps. What follows is a description of the Action Step, and sub-Steps, and what NDHS has done in regards to those steps. The timeline for the Action Step and sub-Steps is 2011-2017, which means that NDHS is taking steps every year to improve its marketing of the school in order to increase funding. The information provided in this section comes from the Development Director.

*1. Initiate projects, plans for development with special emphasis upon continued growth of grant acquisition and Alumni giving.*

Step 1: Create aggressive marketing plan

1. Aggressively market NDHS to middle schools.
  - a. At the end of SY2011-12, marketing materials (shopping bag logo, folder design, etc.) were designed and the updating of reading materials for following school year was discussed.
  - b. Middle school recruitment marketing materials were updated to include NDHS eco-friendly reusable shopping bags, collapsible fans, lanyards, and pens and pencils to create more exposure of NDHS brand to younger students. New layout of NDHS information materials and folders for more efficient preparation.
  - c. All Catholic middle schools on island were visited. In addition, most public middle schools in the southern and central areas were visited. The reason for the focus on the Southern and Central public middle schools is that most NDHS students reside in the Southern and Central villages.
  - d. Development Director distributed Placement Test flyers/announcements to Jose Rios Middle School, Inarajan Middle School, Oceanview Middle School, Mt. Carmel School, St. Francis School, Bishop Baumgartner Middle School, and San Vicente Catholic School. Placement Test flyers/announcement were also distributed by facsimile to all parishes to post in their church bulletin.
2. Hold open house events that appeal to both potential students and parents twice a year (beginning of school year and at end of school year).
  - a. Open House for SY2011-2012 was held in March 2012 and for SY2012-2013 was held in March 2013. The school is currently planning on holding an Open House in the fall of every school year in addition to the annual spring Open House.
3. Hold coffee shop nights where students can perform poetry readings.
  - a. This sub-Step is still being developed so that it can be implemented during SY2013-2014.
4. In addition to Summer Enrichment, offer sports camps or other summer fun activities open to all middle school and high school students.
  - a. This sub-Step is still being developed so that it can be implemented during SY2013-2014.

5. Newspaper articles and ads.
  - a. During SY 2011-2012, thirty-two press releases were submitted to the Catholic newspaper, *U Matuna Si Yu'os*, four were submitted to the local newspapers, and four were submitted to the Provincial publications.
  - b. During SY 2012-13, twenty-one press releases were submitted to the Catholic newspaper, *U Matuna Si Yu'os*, six to the local newspapers, and six submitted to Provincial publications/website. In addition, the Catholic Youth Communicators club was formed, in which the Development Director (with help from the principal) advises students on assignments provided by the newspaper's editor. To date, 9 student articles have been published.
  - c. During SY2012-2013, nine ads were published in the *U Matuna Si Yu'os* for Zumba and placement tests. In addition, NDHS placement test flyers were published for placement in Inarajan church bulletin.
6. Create official Facebook page.
  - a. NDHS Facebook page was created at the beginning of SY2012-2013.

In addition to the six sub-Steps, the NDHS website is updated weekly. The website has been revamped with more photos, links to game schedules, forms, accreditation data, registration applications, etc. Photos were added to each page on website to create a more appealing look. Previously, not all pages had photos or were user-friendly with links to accessible information.

Step 2: Secure financial resources to support the initiatives contained in the Strategic Plan

1. Fundraising efforts (Alumni Gala, Development Office Solicitation letters, Alumni Brunch, etc.)
  - a. The 2012 Alumni Royal Gala raised \$10,390 and the 2013 Alumni Royal Gala raised \$14,711.
  - b. Held a Zumba fundraiser in October 2012 and raised \$4064 to go toward the proposed Multi-Purpose Sports Field.
2. Grant Applications (e-Rate, NSF, SSND grants, etc.)
  - a. During SY2011-2012, NDHS applied for and received \$30,000 grant from the SSND Milwaukee Province Discretionary Portion of Funds Available for Science lab renovation.
  - b. During SY2011-2012, NDHS applied for and received discount on telecommunications from eRate program totaling \$2048.88.
  - c. During SY2012-2013, NDHS applied for and received \$23,250 from Mother Caroline Mandate Fund for additional funding to complete Science Lab renovation.
  - d. During SY2012-2013, NDHS applied for Ministry Fund Grant and Central Pacific Province Fund for Chapel for students and theology program.

- e. During SY2012-2013, NDHS requested permission from Province to proceed with Multipurpose sports field for sports and PE programs.
- f. During SY2012-2013, NDHS applied for and received discount on telecommunications from eRate program totaling \$2048.88 for SY 2012-13.
- g. NDHS has applied for and received \$2095.38 eRate discount for SY2013-14.
- h. A letter was written to Mobil Oil Guam requesting for funds for Math and Science program and received \$2000 in Sept. 2012.
- i. During SY2012-2013, NDHS reached out to the architecture firm Duenas, Camacho & Associates for pro bono work/assistance with Multipurpose field sketch/plan. In addition, asked for assistance from Chito Santos for sketch of Chapel.

**Step 3: Develop stronger Alumni giving/support**

- 1. Alumni Newsletters
  - a. Two issues of Alumni Newsletters were mailed and emailed out in April of 2011 and then in September of 2011.
  - b. In 2012, a summer issue of the Alumni Newsletter was mailed and emailed out.
  - c. In 2013, NDHS began the new eNewsletter format which is now cost-friendly and more efficient for the one-person operated Development Office.
- 2. Alumni Association Membership Incentives
  - a. The 45<sup>th</sup> Anniversary is expected to bring alumni together through numerous events: a) Inaugural Mass, b) 45<sup>th</sup> Anniversary Brunch/Banquet, c) Wine Tasting, d) Alumni Volleyball Tournament, e) CD of Alma Mater, and f) Memory Book.
  - b. Development Director will recruit new members for the PAAB
- 3. Alumni Paraphernalia (alumni calendars, pins, T-shirts, etc.)
  - a. Development Officer has been meeting with Art teacher to discuss potential calendar to feature current students and alumni work
  - b. The Parent/Alumni Advisory Board (PAAB) may produce another set of alumni T-shirts to sale at next year's Gala.
  - c. Development Director and Principal will work on 45<sup>th</sup> anniversary stationery, T-shirts, CDs, memory book for SY2013-2014.

Table 4. Development

Action Sub-Steps	Timeline	Reporting Progress
STEP 1: Create aggressive marketing plan 1. Aggressively market to middle schools. 2. Hold open house events that appeal to both potential students and parents twice a year (beginning of SY and at end). 3. Hold coffee shop nights where students can perform poetry readings. 4. In addition to Summer Enrichment, offer sports	2011-2017	<ul style="list-style-type: none"> <li>• Middle school recruitment marketing materials</li> <li>• Open House was held in March 2012 and March 2013</li> <li>• Visit all Catholic Middle Schools and Southern and Central Public Middle Schools</li> <li>• Recruitment flyers distributed to Middle Schools</li> </ul>

<p>camps or other summer fun activities open to all middle school and high school students. 5. Newspaper articles and ads. 6. Create official Facebook page.</p>		<ul style="list-style-type: none"> <li>• NDHS Facebook page was created</li> <li>• School website updated weekly</li> <li>• Press releases and ads distributed to and published in local newspapers, the <i>U Matuna Si Yu'os</i>, and Provincial publication/website</li> <li>• Creation of Catholic Youth Communicators</li> </ul>
<p>STEP 2: Secure financial resources to support the initiatives contained in the Strategic Plan 1. Fundraising efforts (Alumni Gala, Development Office Solicitation letters, Alumni Brunch, etc.) 2. Grant Applications (e-Rate, NSF, SSND grants, etc.)</p>	2011-2017	<ul style="list-style-type: none"> <li>• Alumni Royal Gala fundraiser</li> <li>• Zumba fundraiser</li> <li>• Increased Grantsfor SY2011-2012 and SY2012-2013</li> </ul>
<p>STEP 3: Develop stronger Alumni Giving/Support 1. Alumni Newsletters 2. Alumni Association Membership Incentives Alumni Paraphernalia (alumni calendars, pins, T-shirts, etc.)</p>	2011-2017	<ul style="list-style-type: none"> <li>• Alumni Newsletters</li> <li>• Alumni Paraphernalia (calendars, T-Shirts, etc.)</li> <li>• Alumni Association Membership Incentives</li> </ul>

### **Action Plan #5: Resource Management**

*Objective:* To evaluate the present facility, to develop a Master Plan for improvements and a systematic plan to identify and obtain financial resources for funding these.

*Rationale:* Consistent with the school's Mission and Charism, NDHS remains committed to attracting diverse and qualified students.

NDHS is constantly finding ways to improve the school's resources, from textbooks to facilities. A Master Plan was developed in SY2010-2011 as part of the Accreditation process. Every year, NDHS evaluates this Master Plan and present facilities to find ways to improve upon. In order for these improvements to be made, financial resources need to be identified and obtained. The purpose of resource management is not to keep the current facilities and resources updated, but to also bring in new facilities, such as the proposed Multi-Purpose Sports Field. In addition, consistent evaluation of the Master Plan and the school's resources and facilities also helps in attaining financial security as well as helping the school's programs to grow. Consistent with NDHS's Mission and Charism, updating the school's resources and facilities will help to attract diverse and qualified students.

In order to achieve the Resource Management Objective, there were two Action Steps developed. What follows is a description of the Action Steps and what NDHS has done in regards to those steps. The timeline for the Action Step and sub-Steps is 2011-2017, which means that NDHS is taking steps every year to improve its development of its resources and

facilities for the ultimate aim of attracting diverse and qualified students. The information in this section came from the President.

*1. Initiate annual evaluation of proposed budget.*

- a. Recruitment of additional alumni support
  - i. As a result of the Alumni Royal Gala, the PAAB raised \$10,390 in 2011-2012 and \$14,711 in 2012-2013. This money was exclusively reserved for scholarships.
  - ii. Held a Zumba fundraiser in October 2012 and raised \$4064 to go toward the proposed Multi-Purpose Sports Field.
- b. Research and apply for additional grants.
  - i. During SY2011-2012, NDHS applied for and received \$30,000 grant from Milwaukee Province Discretionary Portion of Funds Available for Science lab renovation.
  - ii. During SY2011-2012, NDHS applied for and received discount on telecommunications from eRate program totaling \$2048.88.
  - iii. During SY2012-2013, NDHS applied for and received \$23,250 from Mother Caroline Mandate Fund for additional funding to complete Science Lab renovation.
  - iv. During SY2012-2013, NDHS applied for and received discount on telecommunications from eRate program totaling \$2048.88 for SY 2012-13.
  - v. NDHS has applied for and received \$2095.38 eRate discount for SY2013-14.
  - vi. A letter was written to Mobil Oil Guam requesting for funds for Math and Science program and received \$2000 in Sept. 2012.

*2. Develop and constantly update long-range financial plan with input from the board, Parent-Alumni Advisory Board, administration and marketing office to address operational costs, tuition assistance and sustainable tuition.*

Since the Accreditation Visit in 2011, NDHS has constantly developed and updated its long-range financial plan. The Board of Directors, the PAAB, Administration, and Marketing Office have all met to discuss the updates needed for this long-range financial plan. Some of the topics discussed during these meetings include operating costs, tuition assistance, and developing a tuition amount that allows NDHS to keep its doors open, but at the same time making it sustainable for parents/guardians. Progress in this Action Step is evidenced in financial statements, physical plant improvements, and student achievement.

Table 5. Resource Development

<b>Action Steps</b>	<b>Timeline</b>	<b>Reporting Progress</b>
<i>Initiate annual evaluation of proposed budge.</i> <ul style="list-style-type: none"> <li>• <i>Recruitment of additional alumni supporter;</i></li> <li>• <i>Research and apply for additional grants.</i></li> </ul>	2011-2017	<ul style="list-style-type: none"> <li>• Alumni Royal Gala</li> <li>• Zumba Fundraiser</li> <li>• Increased grants for SY2011-2012 and SY2012-2013</li> </ul>
<i>Develop and constantly update long-range financial plan with input from the board, Parent-Alumni Advisory Board, administration and marketing office to address operational costs, tuition assistance and sustainable tuition.</i>	2011-2017	<ul style="list-style-type: none"> <li>• Financial Statements</li> <li>• Physical plant improvements</li> <li>• Student achievement</li> </ul>