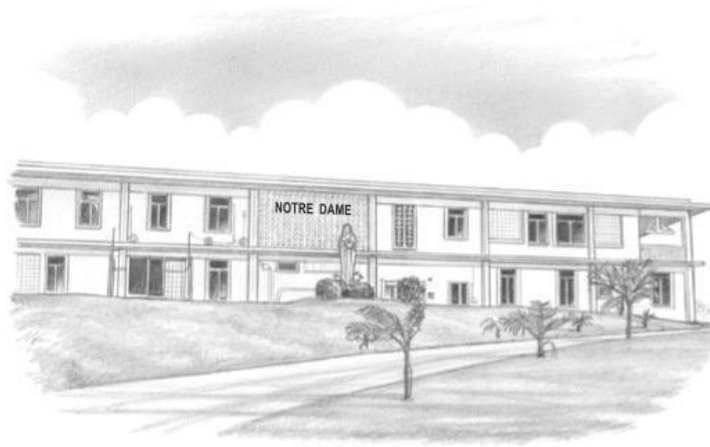


Ensuring Educational Excellence (E3)

Western Catholic Educational Association

Copyright 2017 ©

Notre Dame High School, Inc.



A Self-Study for

Notre Dame High School, Inc.

480 S San Miguel Street

Talofof, Guam 96915

WCEA School Code: S160

Visit Dates: February 26-28, 2023

Table of Contents

CHAPTER 1 – Introduction to the School	4
A. Introduction	4
B. Student Demographics	7
C. School Personnel Demographics	8
D. Brief History of the School	10
E. Most Significant Developments in School Life Since the Last Self-Study	10
F. E3 Self-Study Groups	11
G. Explain How the Visiting Committee Will Access Required Information	12
CHAPTER II – School Purpose	13
Mission Statement	13
Vision Statement	13
Philosophy Statement	13
Integral Student Outcomes (ISOs)	14
CHAPTER III - Findings	15
A. Catholic Identity Standards	15
CATHOLIC IDENTITY	15
Key Strengths	17
Critical Growth Area	17
B. Organizational Efficacy Standards	18
ORGANIZATIONAL EFFICACY	18
Key Strengths	20
Key Growth Area	20
C. Principle of Excellence of Teaching and Learning	21
THE PRINCIPLE OF EXCELLENCE OF TEACHING AND LEARNING	21
Key Strengths	23
Key Growth Area	23
D. Vitality of Student Support Programs	24
VITALITY OF STUDENT SUPPORT PROGRAMS	24
Key Strengths	25
Critical Growth Area	25
E. Responsible Stewardship of Material Resources Standards	26
RESPONSIBLE STEWARDSHIP OF MATERIAL RESOURCES	26
Key Strengths	28

Critical Growth Area	28
CHAPTER IV – Educational Improvement Plan	29
A. Implementation of the Prior Plan from the Last Self-Study	29
B. New Educational Improvement Plan (EIP)	32
CATHOLIC IDENTITY STANDARD	32
ORGANIZATIONAL EFFICACY STANDARD	33
TEACHING AND LEARNING STANDARD	34
VITALITY OF STUDENT SUPPORT PROGRAMS STANDARD	35
RESPONSIBLE STEWARDSHIP OF MATERIAL RESOURCES STANDARD	36

CHAPTER 1 – Introduction to the School

A. Introduction

Notre Dame High School, Inc.
Name of School

S160
WCEA Code

480 S San Miguel Street Talofofo, Guam 96915
Address

1968
Year of Inception

Nature of the School

Ownership

- Diocesan*
- Parochial*
- Religious*

Gender

- All Female
- All Male
- Coeducational

Educational Thrust

- College Preparatory
- Comprehensive
- Other (**specify below**)

Lay Group (Identification of this owner): School Sisters of Notre Dame

The School Sisters of Notre Dame – Central Pacific Province are members of an international congregation of women religious founded by Blessed Theresa Gerhardinger in Bavaria in 1833. After reorganization took place in 2009, the School Sisters of Notre Dame on Guam became a part of the Central-Pacific Province of the School Sisters of Notre Dame. Upon reorganization of its governance, the Province addressed several entities as its sponsored institution. Notre Dame High School on Guam is one of the several entities that became a sponsored institution in the summer of 2009.

Governance Structure

- Policy Board
- Board of Limited Jurisdiction*
- Other (specify)
- Advisory Board/Council
- Consultative Board/Council

*with reserve powers to the Owner (i.e., diocese, parish, religious congregation, other [canonical, Juridic Person])

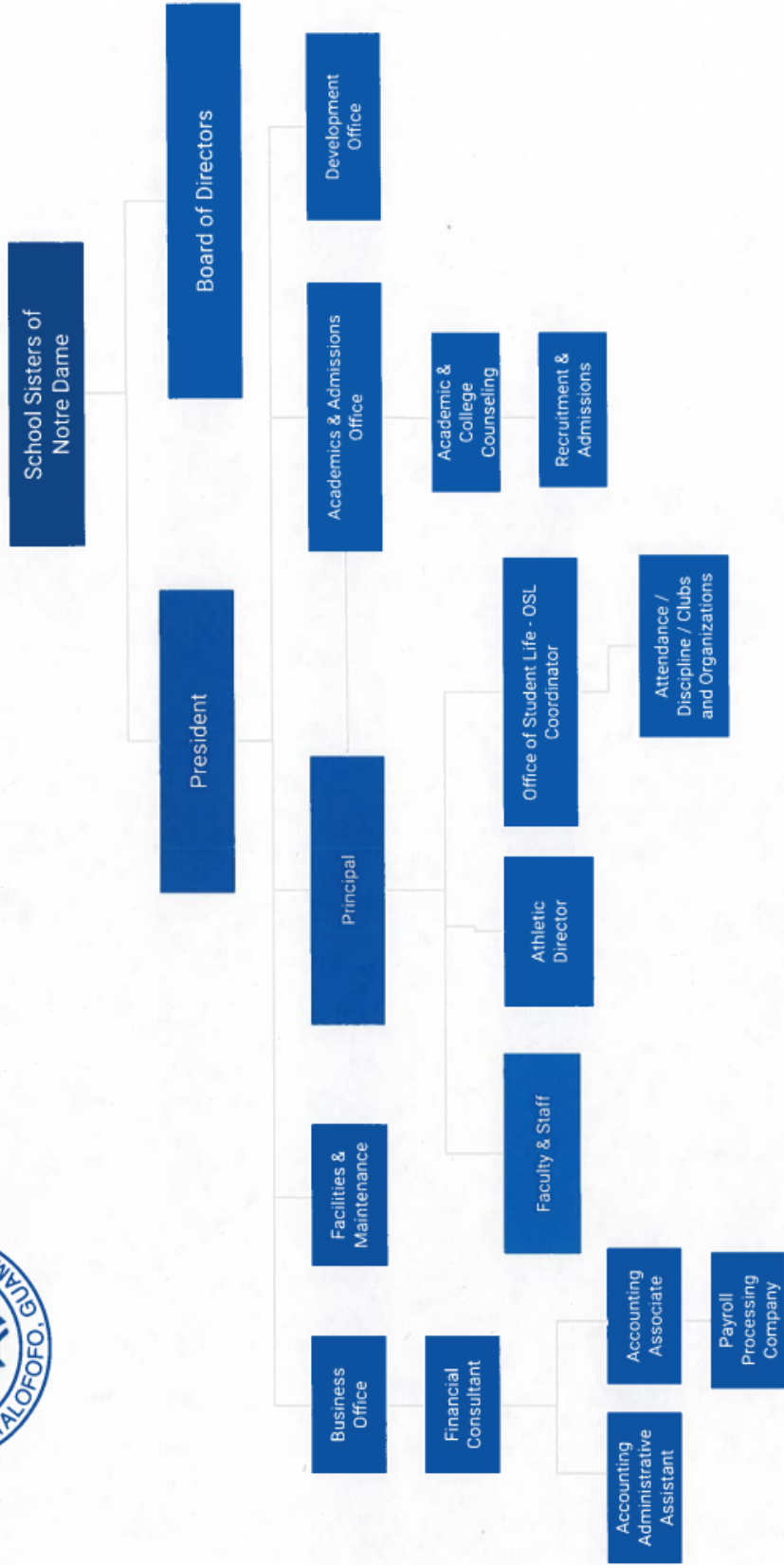


INSERT a photo copy (jpg) of the school's Organizational Flow Chart (1 sheet) on the next page





Notre Dame High School Organizational Chart



B. Student Demographics

Include a chart indicating a three-year breakdown of the categories below

SCHOOL YEAR	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022			2022-2023		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Breakdown by Grade Level & Gender																		
9 th	65	23	88	40	39	79	60	33	93	64	26	90	39	23	62	64	30	94
10 th	36	33	69	55	21	76	37	33	70	58	23	81	54	22	76	39	28	67
11 th	47	29	76	37	28	65	55	21	76	37	29	66	58	25	83	52	24	76
12 th	39	20	59	48	26	74	40	28	68	53	20	73	37	33	70	57	25	82
TOTAL ENROLLMENT	292			294			307			310			291			319		
GENDER OVERALL %	F	M		F	M		F	M		F	M		F	M		F	M	
	64%	36%		61%	39%		63%	37%		68%	32%		65%	35%		66%	34%	
CATHOLIC COMPOSITION	96%			90%			93%			95%			93%			96%		
RACIAL COMPOSITION																		
Chamorro	232			224			231			230			220			232		
Filipino	26			29			29			36			28			30		
Multi-racial	27			43			41			38			40			53		
Other Pacific Islander	2			0			0			0			0			0		
Other	5			2			6			6			3			4		
INTERNATIONAL STUDENTS	0			0			0			0			0			0		

C. School Personnel Demographics

Administrative Personnel

ADMINISTRATION	POSITION TITLE	YEARS IN POSITION	STATUS
Crisostomo, S. Jean Ann	President	14	Full-time
Manahan, Nicole O.	Principal	Six months	Full-time
Limtiaco, Joleen A. C.	Academic Counselor	12	Full-time
Indalecio, Agnes	Coordinator of Student Life	Six months	Full-time

Faculty and Staff

COMPOSITION OF FACULTY				
Number of Faculty	24			
Years of Service	1-3 -8-	4-9 -9-	10-19 -5-	20+ -2-
Catholicity				
Gender	Female 19	Male 5		
Degree Holders	Bachelor's 17	Master's 5	Doctorate 0	Credential 2
Ethnicity				
Chamorro	10			
Filipino	7			
Japanese	1			
Hispanic	1			
White	1			
Multiracial	4			

NUMBER OF STAFF	FULL-TIME	PART-TIME
10	10	0

Board/Council

BOARD MEMBER	POSITION TITLE	CONSULTANT FOR
Santos, Dr. Annette '83	President	Education
Camacho, S. Mary Juan	Vice President	Catholic Identity
Leon Guerrero, Patricia '75	Secretary	
Aguigui, Ignacio "Ike"	Member	Legal Matters
Shimizu, Tom	Member	Business
Crisostomo, S. Jean Ann	School Member	
Limtiaco, Joleen	School Member	
Isin, Nina Y. '80	School Member	

The Board/Council meets annually, and the Board members or school administrators may call for special meetings.

Identify any Parent Organization

Notre Dame High School's Royal Parents and Guardians are an important part of the school community. The School has partnered with parents and guardians to organize schoolwide events and support the student body in its class fundraising efforts. Each year, parents and guardians are given the opportunity to participate in the following:

- 9th grade – assist administration with annual fall fundraiser
- 10th grade – partner with the administration to sponsor the annual Songfest/Family Night
- 11th grade – assist junior class and advisors with fundraising efforts for the Junior/Senior Prom
- 12th grade – assist the senior class officers and advisors with fundraising efforts for graduation expenses.

Identify any Alumni Organization

The Notre Dame High School Alumni Association, a non-profit organization, has contributed towards the success of the sports and merit scholarship programs by sponsoring annual events – the Alumni Gala and Alumni Volleyball Tournament. Reunion classes organize the annual Alumni Gala in the fall and the Alumni Association Officers spearhead the volleyball tournament. The alumni continue their involvement with the student by serving as career guest speakers, college recruiters, and faculty and staff of the School. [Articles and by-laws](#) guide the NDHS Alumni Association.

D. Brief History of the School

Notre Dame High School was founded in 1968 by the School Sisters of Notre Dame. The school sits on 30 acres of land in the southern village of Talofofu. For 27 years, the School provided educational opportunities to young women. In 1995, Notre Dame High School became Guam’s first and only coeducational Catholic high school by admitting its first group of young men. The School became a sponsored institution of the School Sisters of Notre Dame in the summer of 2009 under the guidance of the SSND Milwaukee Province. The sponsorship, according to the SSND, “is the mutually beneficial and dynamic relationship between the congregation and an organization in which the SSND charism and education vision are defining characteristics of the organization.” While NDHS is sponsored by the School Sisters of Notre Dame, the School continues to partner collaboratively under the umbrella of the Archdiocese of Agaña’s Catholic Schools Office. In addition to providing a familial and holistic education, the School continues to improve its infrastructure and meet the ever-changing demands of academia as a result of the pandemic. Notable infrastructure improvements include the refurnishing of the Caroline Hall classroom and bathroom and installation of the new gym floor in the summer of 2021. Pandemic conditions compelled the administration and faculty to adopt the GoogleClassroom platform to deliver lessons and accept work. Though the School has resumed face-to-face learning, technology applications and online resources have given faculty and students alternative ways to distribute and collect resources.

E. Most Significant Developments in School Life Since the Last Self-Study

SIGNIFICANT DEVELOPMENTS	School Year
● Implementation of Senior Seminar Course	2017-2018
● Implementation of the Blessed Theresa of Jesus Gerhardinger Curriculum	2018-2019
● Adopt Remote Learning and Teaching GoogleClassroom Platform – pandemic years	2020-2022
● Installation of gym floor	2020-2021
● Renovation of Caroline Hall classroom and bathroom	2020-2021
● Construction of new Chapel	Summer of 2022
● Administration change – retirement of previous Principal	2022-2023

F. E3 Self-Study Groups

LEADERSHIP TEAM	
Crisostomo, S. Jean Ann	President
Manahan, Nicole O. '99	Principal
Limtiaco, Joleen A. C.	Academic Counselor
Cruz-San Nicolas, Mariesha '93	Lead Writer

HOME GROUPS (DEPARTMENTS)					
THEOLOGY	ENGLISH	SCIENCE	MATH	SOCIAL STUDIES	ELECTIVES
Chairperson – Iseke, Hawley '02	Chairperson – Rekdahl, Rhonda	Chairperson – Aquiningoc, Camrin '10	Chairperson – Tan, Edward	Chairperson – Walsh, Cara	Chairperson – Perez, Aaron
Camacho, Marie '89	Cruz, Kristin	Aguon, Alexis	Gogue, Christa	Acaín, Mae '10	Birn, Donna '77
Nicdao, Rose	Daniel, Cherelle	Artero, Kay	Aromin, Theana '16	Aromin, Theana '16	Perez, Aaron
	Dela Cruz, Nicole '13	Paz, Ellery	Walsh, Cara	Indalecio, Agnes '16	Tokito, Saeko
	Quichocho, Christiana '16		Artero, Kay	Tenorio, Manda	Escalera, Erin
				Walsh, Cara	Aguon, Chad

INTEGRAL GROUPS				
CATHOLIC IDENTITY	ORGANIZATIONAL EFFICACY	TEACHING AND LEARNING	STUDENT SUPPORT	MATERIAL STEWARDSHIP
Leader – Camacho, Marie '89	Leader – Artero, Kletonette	Leader – Rekdahl, Rhonda	Leader – Acaín, Mae '09	Leader – James, Natasha
Aguon, Alexis	Aguon, Chad	Aquiningoc, Camrin '10	Cruz, Kristin	Crisostomo, S. Jean Ann
Birn, Donna '77	Aromin, Theana '16	Paz, Ellery	Daniel, Cherelle	Aguon, Eddie
Gogue, Christa	Dela Cruz, Nicole '13	Quichocho, Christiana '16	Escalera, Erin	Atoigue, Analynn
Iseke, Hawley '02	Manahan, Nicole '99	Tenorio, Manda	Indalecio, Agnes '16	Baiei, Henry
Nicdao, Rose	Limtiaco, Matthew	Walsh, Cara	Limtiaco, Joleen	Cruz, Julia
Tokito, Saeko	Perez, Artemia	Arceo-Cruz, Daven '23	Gumataotao, Pauline	Dueñas, Carla
Mesa, Clarice L. '90 - Parent	Limtiaco, Julianne '24	Garcia, Ernie and Maria (Parents)	McDonald- Sablan, Nadine '93 - (Parent)	Rekdahl, Ken - Parent
Pereda, Leigh - Parent		Acosta, Donna L. '94 - Parent	Perez, Aaron	Ananich, Kamryn '23
Limitaco, Isaac '23			Perez, Keisha '04	Tan, Edward
			Leon Guerrero, Ricardo '24	Terlaje, Danna '82
				Isin, Nina Y. '80

G. Explain How the Visiting Committee Will Access Required Information

The Visiting Committee will access the required information from the NDHS Accreditation Folder via GoogleDrive. Documents/References to the following are in the Accreditation Folder:

(Click on each item to access.)

- [E3 Process Forms](#)
- [Data Library](#)
- [E-Library of Student Work for All Courses](#)

CHAPTER II – School Purpose

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.

Vision Statement

A Notre Dame graduate is a person instilled with Gospel values, empowered academically and vocationally to be an active and transforming member of society.

Philosophy Statement

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 each person to reach the fullness of her/his potential.

The aim of the school within the context of the total curriculum is to assist each student in becoming an informed Christian who is aware of the gospel's challenge to accept, develop, and integrate a faith-response into all facets of human life: spiritual, academic, social, cultural, and physical. This faith-response will be achieved upon the acceptance of their social responsibilities and willingness to share their talents. The school offers a curriculum preparatory for college entrance, career choices, and family living. Guidance and counseling are basic to the educational program.

The School's Mission and Vision Statement, Philosophy, and Royal Integral Student Outcomes (ISOs) have remained unchanged since the last Self-Study Report in March 2017. The guiding principles are reviewed during annual Faculty Development Days at the beginning of the school year, are posted in all classrooms and offices, school website, and are included in all course syllabi. The administration conducts annual reviews of these guiding principles when reviewing the school handbooks for students, parents and guardians, faculty, and staff. During the implementation of the Blessed Theresa of Jesus Gerhardinger Curriculum in 2018, the Theology Department also reviewed these guiding principles and included it in the course handbook. During all annual reviews, the administration, faculty, and staff agree that the formation

Additionally, the Royal Integral Student Outcomes support all aspects of the students' formation throughout their high school years. ISOs serve as the formation goals for all students and all students have the opportunity to present their internalization of these goals during their culminating Theology exams at the end of the school year.

Integral Student Outcomes (ISOs)

Notre Dame High School believes that the graduates should be competent in a variety of disciplines. The Royal Integral Student Outcomes (ISOs) are the educational outcomes that the school hopes its students will achieve by the time they graduate. The ISOs set the direction for the school's educational and co-curricular programs. The outcomes are: Spiritual and Ethical Formation, Academic and Intellectual Formation, and Personal and Social Formation.

SPIRITUAL AND ETHICAL FORMATION

All members of the Notre Dame High School community share the responsibility to foster the spiritual growth of the students. At graduation time, students will:

- Appreciate and know Christianity through the study of and reflection on Catholic teachings, tradition, and scripture to find personal meaning.
- Develop a relationship with Christ through prayer, reflection, liturgy, retreats and service.
- Be able to discern and act with an informed Christian conscience.
- Accept religious, ethnic, and cultural diversity and work collaboratively with others in accordance with Catholic social teaching.

ACADEMIC AND INTELLECTUAL FORMATION

All students will develop intellectual skills that go beyond the academic requirements for graduation and college admission. At graduation time, students will:

- Exhibit intellectual maturity by evaluating multifaceted challenges and opportunities and creating innovative solutions.
- Demonstrate mastery of the skills required by each discipline.
- Be aware of contemporary issues and be able to employ logical, critical, creative thinking in a variety of ways in writing, speech, images, and actions.
- Be able to understand and value time management skills in the completion of an accurate work.

PERSONAL AND SOCIAL FORMATION

All students will acquire knowledge of health, safety, and fitness and understand the importance of respecting and caring for his or her body. Students will respond to others in light of the social and moral teachings of the Catholic Church. At graduation time, students will:

- Respect all people regardless of gender, ethnicity, culture, religion, ability, and socio economic background.
- Live life whereby the Gospel of Christ is the motivating power that guides one's behavior.
- Be aware of and take responsibility for sexuality as it relates to loving and respecting others.
- Have assumed responsibility for lifelong health of body, mind, and spirit.

Understand and apply the ethical and legal use of technology in accessing, interpreting, evaluating, and presenting of information.

CHAPTER III - Findings

A. Catholic Identity Standards

CATHOLIC IDENTITY

The Mission and Philosophy Statements of Notre Dame High School, Inc. indicate the integration of the Roman Catholic Faith into all aspects of school life. The Mission Statement is posted in every classroom, school cafeteria, and in all offices. Crucifixes, images of Blessed Theresa Gerhardinger and Mother Caroline Friess, and statues of Mary are Catholic signs and symbols that are displayed and hung inside the campus and outside in the courtyard, front driveway, and grotto.

Notre Dame High School's Catholic Identity is strongly evident as 94% of faculty, 80% of staff, and 71% of students all agree that the School has a Catholic Identity that is discernible and supported to a great degree [[FS Q37](#); [SS Q16](#); [S Q24](#)]. Additionally, 76% of faculty, 96% of parents/guardians, and 85% of students agree that there is a spirit of Christian community among Notre Dame High School to a great degree [[FS Q43](#); [PS Q25](#); [S Q43](#)].

The Integral Student Outcomes (ISO) are widely known throughout the school and are posted in every classroom, offices, and in common areas such as the Gerhardinger Center (GC) and gymnasium. Students indicated that they master the ISO to a great degree in the following areas: Spiritual and Ethical Formation - 65%; Academic and Intellectual Formation - 85%; and Personal and Social Formation - 84% [[S Q21](#)]. Faculty indicated that the students master the ISO to a great degree in the following areas: Spiritual and Ethical Formation - 77%; Academic and Intellectual Formation - 100%; and Personal and Social Formation - 94% [[FS Q44](#)]. Seventy percent (70%) of the faculty indicated that Notre Dame High School has identified indicators that reveal the students' achievement of the ISO to a great degree [[FS Q45](#), [e-Evidence Library](#)].

Prayer is an essential part of the Catholic life, spirit, and identity at Notre Dame High School. Each school day begins with prayer over the intercom. Prayer is led by the Principal, an appointed Teacher/Administrator, or a student volunteer from either the National Honor Society, Student Council, or Blessed Theresa Club (Campus Ministry) [[DL AQ2](#)]. The Sending Forth Prayer concludes the academic day. The Student Survey indicates that 94% of students agree that prayer is evident in the classes they attend each day [[S Q22](#)].

Notre Dame High School gives opportunities for students and teachers to focus on communal and spiritual growth in the form of Retreats and Days of Recollection. The Theology Department oversees the planning and execution of the freshman, sophomore, and junior retreats, while a neighboring parish retreat facilitator oversees the senior retreat [[DL AQ6](#)]. Retreats are planned according to the needs of each grade level, all centered on the reality of Christ. With the

exception of the pandemic school years 2020-2021 and 2021-2022, retreats are held annually at the beginning of Advent.

The Theology Department seeks to provide a holistic approach that is rooted in Catholic Identity, while meeting the needs of youth in this 21st Century in terms of providing catechetical instruction in the faith. Course outlines are aligned with the Archdiocesan Standards [[DL C1](#)]. Elements of moral formation are found throughout the religious curriculum.

Students celebrate the sacraments of the Eucharist and Reconciliation on campus throughout the year. School masses that are celebrated include the Mass of the Holy Spirit (beginning of the school year), Thanksgiving Mass, Ash Wednesday, and Baccalaureate Mass. Reconciliation services are held during the seasons of Advent and Lent. Pandemic restrictions decreased sacramental offerings from March 2020 to April 2022. As the local government lifted restrictions, the School held its first school wide Eucharistic celebration in the fall of 2022.

Notre Dame High School promotes dedication to service and empowers its students to be active and transforming members of society. To foster this trait of serving others, the School implements a service requirement for all students. Each grade level is required to fulfill a certain number of community service hours. The number of community service hours increases as students enter the next grade level. Thus, a Notre Dame student has the opportunity to graduate with 200 community service hours. The community service requirement allows for students to develop collaborative and leadership skills, and to foster the Catholic values of promoting goodwill, peace, and helping the poor. According to the Student Survey, 77% of students felt a high level of accomplishment as a result of their service reflection [[S Q23](#)] [[DL 23](#)].

The School brings the liturgical cycle of the Church to life throughout the academic year. Advent, Lent, and Easter are seasons in which the school community comes together to experience the liturgical life of the Church. Prayer services and liturgical celebrations allow for students to reflect, repent, rejoice, and enrich their faith. While the COVID-19 pandemic placed restrictions on how the School brought the liturgical cycle of the Church to life during the past 2 ½ academic years, the School managed to celebrate the liturgical cycle virtually. As school life returns to normalcy, the rich life of faith will return to the campus, most especially during Advent and Lent [[DL AQ27](#)].

Parents and guardians, in their own right, are primary educators. Thus, the partnership and good relationship that the School creates with its parents and guardians is vital. The School maintains an active partnership with parents and guardians by inviting them to participate in faith-based events such as school masses, Thanksgiving luncheon, May Crowning, Ring Ceremony, Lantern Ceremony, and Baccalaureate Mass. Survey results indicate that 84% of parents agree that Notre Dame High School has established a partnership with them that supports their child's progress to a great degree [[PS Q2](#)]. Additionally, 88% of parents agree that the school promotes the spiritual growth of their child to a great degree [[PS Q23](#)].

Key Strengths

- Notre Dame High School has a Catholic Identity that is discernible and supported to a great degree.
 - [FS Q37](#)
 - [SS Q16](#)
 - [S Q24](#)

- There is a spirit of Christian community among Notre Dame High School to a great degree.
 - [FS Q43](#)
 - [S Q43](#)
 - [PS Q25](#)

- Students agree that prayer is evident in the classes they attend each day.
 - [S Q22](#)

- Students feel a high level of accomplishment as a result of their service reflection
 - [S Q23](#)
 - [DL 23](#)

- Parents agree that the school promotes the spiritual growth of their child to a great degree
 - [PS Q23](#)

- Faculty and students agree that students master the Spiritual and Ethical Formation ISOs to a great degree
 - [FS Q44](#)
 - [S Q21](#)

Critical Growth Area

- Evaluate and document student experiences of retreats, prayer services, masses, and other liturgical/spiritual events following the event for continuous improvement.

B. Organizational Efficacy Standards

ORGANIZATIONAL EFFICACY

Notre Dame High School's governance, administration, instructional personnel, support staff, and organizational structure are integral to achieving the religious and educational objectives of the school. In 2009, the Central-Pacific Province of the School Sisters of Notre Dame reorganized its governance and Notre Dame High School became a sponsored institution. According to the School Sisters of Notre Dame, "Sponsorship is the mutually beneficial and dynamic relationship between the congregation and an organization in which the SSND Charism and educational vision are defining characteristics of the organization."

The Administrative Team is supported by a Board of Directors that assists the school with moving its Mission forward. As the School is a sponsored institution, the SSND approves of the Board members that are nominated by the Administrative Team. The Administrative Team consists of the President, the Principal, and the Academic Counselor. The SSND appoints the President who oversees the finances and facilities maintenance of the school. After reviewing applications, the President, with guidance from the School Sisters of Notre Dame, selects the Principal who is responsible for hiring instructional personnel and overseeing the daily operations of the school. The Principal seeks advisement from the President and Board of Directors. The President meets annually with the SSND Provincial Leader as part of the evaluation process. The President evaluates the Principal using a Performance Evaluation Form [DL B5] at the end of each school year. A productive working relationship exists between the School Board and the Administration as 100% of the administrators surveyed agreed that they collaborate to a great degree [AS Q7]. The Board Survey indicated that 75% of its members moderately and highly agree that collaboration exists between the administration and the Board [BS Q2]. Members of the Board, on average, view the effectiveness of their operations as being highly effective [BS Q3]. In terms of a working relationship with the Archdiocese of Agana, the quality of the relationship between the School and the Archdiocese is perceived to be high as 75% of the Board surveyed agreed, with only 25% perceiving it to be medium [BS Q4].

The Administration has exercised responsibility for the school's mission and philosophy as well as care for the students by providing a safe and nurturing environment and encouraging the development of students as humans and Christians. As a testament to their work, NDHS administration believes that they are 100% highly effective in the accomplishments of its operations of the school [AS Q9]. Stakeholders strongly and moderately agree that students are cared for and nurtured in a safe environment as indicated by 99% of parents and 96% of students [PS Q12, S Q15].

Also, 98% of parents and 90% of students moderately to highly agree that NDHS provides a safe environment for the student's emotional growth [PS Q13, S Q16]. Moreover, 100% of

administration and 94% of teachers strongly agree that NDHS provides students a safe and nurturing environment for human and Christian development. [[AS Q11](#), [FS Q23](#)]. The Administration is highly effective in cultivating, defining and maintaining the school's mission as 100% of the Board surveyed agreed [[BS Q5](#)].

The NDHS Administration works diligently to ensure the School is an inclusive environment with students as the primary focus for all decisions. School leadership has made efforts to support teachers through professional development courses, conferences, and review of current educational literature and research to ensure the learning of all students [[DL B24 & B25](#)]. The ISO, grounded in the school's Mission, Vision, and Philosophy, are practiced through the hiring process and professional development for the faculty and staff, and drive all leadership decisions. Through the self-study, the need for more support for faculty from administration became apparent [[DL B9](#)]. The administration is prioritizing the improvement of the evaluation process of teachers, transitioning from evaluative to supportive with consistent observations, coaching, and professional learning opportunities [[DL B23](#)]. The instructional personnel at Notre Dame are qualified for their assigned responsibilities. Thirteen faculty hold a bachelor's degree or teaching credential and eight hold master's degrees [[DL B20](#)]. Ninety-five percent (95%) of parents surveyed agreed moderately to strongly that the school's academic program is meeting the needs of their son/daughter [[PS Q10](#)]. Student survey indicates that 100% of students moderately to strongly believe that their teachers enable, encourage, and promote their learning [[S Q4](#)]. This focus on student learning is supported by the current school schedule of classes - 89% of teachers agree to a moderate and great extent that the current school schedule is conducive to optimum time on learning [[FS Q22](#)]. As a result of teacher training and the classroom environment, 97% of students moderately to strongly believe that their teachers facilitate learning in the classroom [[DL 17](#)].

The NDHS Support Staff work in unison with the administration and faculty to promote a productive learning environment for its students. Members of the Support Staff at NDHS are qualified for their assigned responsibilities, and are hired based on professional experience, educational qualifications, and any certifications relevant to specific positions. At the time of hiring, NDHS Administration informs prospective staff members, including athletic coaches, of their responsibilities and their role in achieving the school's mission [[DL B32](#)]. Coaches are evaluated at the completion of athletic seasons by administration and athletes [[DL D28](#)].

Overall, 100% of NDHS staff moderately to highly agree that their work is significant to the overall accomplishment of the school's mission [[DL B34](#)].

With the different levels within the NDHS organizational structure, communication is essential to achieving the religious and educational objectives of the school. One-hundred percent (100%) of the parents surveyed and 95% of the faculty surveyed agreed to a great extent that the content and forms of the school's communication with them is highly effective; and 80% of the staff indicated that communication was moderately effective [[PS Q3](#), [FS Q4](#), [SS Q4](#)]. Within all

aspects of school operations, 100% of faculty, 60% of staff , and 77% of parents agree to a great degree that NDHS is well-run and organized [[FS Q21](#), [SS Q10](#), [PS Q5](#)].

Notre Dame High School continuously works at all levels of operation to ensure the success and safety of each and every student.

Key Strengths

- Notre Dame has displayed excellence in caring for the students and carrying out the Mission and Philosophy – from governance to administration to classroom to home – toward promotion of the optimum human and Christian development of students.

[AS Q11](#)

[FS Q23](#)

- Notre Dame cultivates a climate of learning and achievement

[S Q4](#)

[PS Q14](#)

[ES Q27](#)

[AS Q14](#)

- Administration, faculty, staff, students, and parents perceive the school to be well-organized.

[FS Q21](#)

[SS Q10](#)

[PS Q5](#)

Key Growth Area

- Retention of faculty

[DL B9](#)

C. Principle of Excellence of Teaching and Learning

THE PRINCIPLE OF EXCELLENCE OF TEACHING AND LEARNING

Notre Dame High School, a Catholic co-educational school, was established for the higher purpose of service and dedication to Christ. Within this important mission, Notre Dame holds learning and teaching to a very high standard offering quality education to students and professional development to teachers and staff, creating college-ready individuals and life-long learners.

The School's curriculum is rooted in the teachings of the Catholic Church. The Theology curriculum is aligned with the [Archdiocesan Standards](#) and the [Curriculum Framework of the USCCB](#). By the end of a student's four-year course plan, they are knowledgeable of Catholicism, Sacred Scripture, Church History, Morality, and the Foundations of Catholic Social Teaching. All of the Theology teachers indicated to a great degree that the religion text in use conforms to the United States Conference of Catholic Bishops (USCCB) Doctrinal Framework [[FS Q39](#)]. In addition to the Theology curriculum enriching students' knowledge of the Catholic faith, 85% of the faculty surveyed indicated that they infuse reasonably related Catholic content into the curriculum to a moderate and great extent [[FS Q50](#)]. Results from multiple surveys to staff, students, teachers, and parents, indicate that Notre Dame High School provides quality education in conjunction with a mission of following the life and teachings of Christ. Student Survey results indicate that 74% agree to a great extent that the Catholic spirit permeates in the classrooms [[S Q3](#)].

Students follow a course schedule of systematic and sequential courses. The core course schedule articulates the sequencing of courses in the subject areas of English, mathematics, science, social studies, and world languages. Curriculum policies, course offerings, grading policies, and graduation credits are found on the [school website](#), and [Student/Parent Handbook](#), and are discussed in Freshman Seminar and Senior Seminar classes. In addition, parents, guardians, and students receive annual credit updates and course offerings during the re-enrollment period in the second semester of each school year. The curriculum course offerings are matched well with the interests and capacities of the students as 85% of the students surveyed indicated that the overall academic program at Notre Dame High School meets their needs to a great extent [[S Q5](#)]. Policies regarding academic assignments, grades, and course completion requirements are found in each course syllabus that is reviewed by the administration before distribution to the students and parents and guardians. The quality of the communication parents and guardians receive regarding their son/daughter's academic progress is high as 92% indicated in the Parent Survey [[Q7](#)]. In addition to reporting students' academic progress, students' academic achievements are published on the [school's website](#) and [Facebook](#), local newspapers

([Pacific Daily News](#) and *The Post*), [The Royal Weekly](#), televisions in the school's main offices, and during school assemblies, and morning/afternoon announcements.

During annual faculty orientations, faculty meet in departments to discuss the curriculum and plan their syllabi and lessons according to the Archdiocesan Standards and Integral Student Outcomes. The School created a [Curriculum Alignment Handbook](#) that assists teachers with lesson planning and usage of assessment tools. All departments are given opportunities at the beginning of the school year to provide feedback and suggestions for improvements and edits regarding curriculum alignment. Instructional methodologies are discussed during faculty orientation week, department meetings, Department Chair meetings with the administration, or training that is offered by the Archdiocese of Agana or the GDOE Federal Grant Office. Annually, the School invites professors or education professionals to conduct in-service training on curriculum and instruction for its faculty. Additionally, faculty that attend workshops and conferences pertaining to curriculum present updates and best practices during faculty meetings. Sharing of best practices include incorporating the use of technology in content delivery. Although the pandemic placed restrictions on the traditional face-to-face instruction, it increased faculty's use of technological tools (laptops, Promethean boards, elmo and camera devices) and applications to deliver course content and encourage student participation using a variety of educational applications. All faculty are given technological tools to prepare and deliver course content, communicate students' progress with parents and guardians, and utilize the school's online gradebook system - [Teacherease](#). As a college preparatory school, Notre Dame aligns curriculum and course requirements with that of major colleges and universities [[DL C2](#)].

Majority of the students, faculty, and parents/guardians surveyed indicate that students understand and achieve the ISO to a great extent [[S Q21](#), [FS Q44](#), [PS Q6](#)]. Student attainment of course standards and ISO are channeled through use of the most common forms of assessments that faculty find most effective: projects, individual presentations, tests (mixed formats), and demonstration of skills [[FS Q49](#)]. Student survey results indicate that group work, teacher presentation of a topic, and note-taking help students learn in the best ways [[S Q8](#), [S Q9](#)]. A major indicator of the students' understanding and achievement of the ISO is the Senior Exit Presentation in which the seniors organize a presentation of artifacts that they have created throughout their high school career. Students' progress and achievements are articulated in mid-quarterly reports, quarterly report cards, Honor Roll ribbon recognition, and during parent/teacher conferences.

The School recognizes the need to review assessments and discuss the alignment of the assessments to the curricular objectives, course competencies, and intended student outcomes. While the School did use the High School Placement Test ® as a guide for math placement in Pre-Algebra, Algebra I, or Geometry for incoming freshmen, it will focus efforts on analyzing all course examinations to strengthen its overall curriculum on an annual basis. The low comprehensive scores for the math section of the HSPT ® during the pandemic school years, prompted the School to offer Pre-Algebra as a result of the learning loss. Scheduling annual

reviews of the results of the assessments given throughout the school year will help to improve the curriculum in all areas.

Overall, the consensus is that teachers are providing informative, engaging and effective lessons and assignments. Student survey results indicate that they are receiving challenging, coherent instruction and relevant instruction based on both the school's Integral Student Outcomes and course standards (Archdiocesan standards). Eighty-five percent (85%) of the students agree to a great degree that the overall academic program at Notre Dame High School meets its needs and 86% of the students surveyed indicated that there is a great degree of learning rigor required of them [[S Q5](#), [S Q6](#), and [AlumS Q9](#)]. Both rigor and effectiveness of learning is rated high [[FS Q44](#), [S Q21](#)].

Key Strengths

- Students mastery of the Royal Integral Student Outcomes
 - [FS Q44](#)
 - [S Q21](#)
 - [PS Q6](#)
- Notre Dame High School's overall academic program meets the needs of its students to a great extent and that there is a great deal of academic rigor
 - [S Q5](#)
 - [S Q6](#)
 - [AlumS Q9](#)
- Creation of [Curriculum Alignment Handbook](#)
- Variety and effectiveness of assessments (both formative and summative)
 - [e-Evidence library](#)
- School reporting and communication of student achievement and progress
 - College lists & scholarships received [\[School website\]](#)
 - [TeacherEase](#) grades
 - [PS Q7](#)

Key Growth Area

- Conduct and document an annual evaluation of assessment tools and its effectiveness to continuously improve and update curriculum and maintain alignment with course objectives and Integral Student Outcomes.

D. Vitality of Student Support Programs

VITALITY OF STUDENT SUPPORT PROGRAMS

Notre Dame High School, Inc. provides a safe environment that is conducive to learning and teaching for all students and faculty. The school follows a variety of safety protocols such as yearly emergency drills and online training sessions dedicated to protecting the students and all employees. Survey results indicate that 98% of students perceive the school to be a physically, intellectually, and emotionally safe space for them [[S Q14](#), [Q15](#)]. Also, 99% of parents and 100% of the faculty agree that a climate of respect for persons permeates the school community [[PS Q4](#); [FS Q26](#)].

NDHS supports students' academic success and achievements in all learning levels. High-achieving students are provided the opportunity to take honors and Advanced Placement (AP) classes. The faculty and administration collaborate and receive assistance from the Guam Department of Education (GDOE) to provide modification and accommodation plans for students that require an Individual Service Plan (ISP) [[DL D17&18](#)]. To address academic needs, tutoring is provided to students by the faculty and National Honor Society members during lunch, 8th block study hall, or by appointment. The Library/Media Center is available to students from 7:15 a.m. - 8:00 a.m., during morning break, and lunchtime to receive tutoring services or to avail of the LMC services i.e., printing study guides, creating online presentations, or conducting research whether online or checking out books [[DL D37-39](#)]. There is a general consensus between the students, teachers, and parents that the school generates an environment dedicated to learning and achievement [[S Q4](#), [PS Q14](#), & [FS Q27](#)]. Communication channels are open through the use of the NDHS email, Teacherease, and Google Classrooms to address academic concerns.

Students of NDHS are provided with learning opportunities in and out of the classroom through a variety of extracurricular activities. Different clubs, sports, and electives are offered to promote students' personal and social formation. Nearly 50% of the student population participates in at least one sport [[DL D24](#)]. Student-athletes give the athletics program a moderately high approval rating [[S Q11](#)]. About 8% of the student population participates in the Student Council, which is a student government body that is elected by their peers, as this participation requires an election process; however, organizations such as the National Honor Society, Blessed Theresa Club, and Interact Club allow for opportunities to gain and demonstrate leadership and service to the community [[DL D24](#)]. Students are also encouraged to partake in the arts by enrolling in Art and Chorus classes, as well as participation in school wide events such as the Annual Songfest Family Night and Christmas Showcase. Students are also given opportunities to participate in academic competitions such as the Islandwide Science Fair, University of Guam's Bridge Competition and Titration Competition, Mock Trial, and Academic Challenge Bowl.

NDHS provides ample support and services to assist with the college matriculation of students. The Academic Counselor has successfully coordinated programs and events to provide college

advisement. Programs include, but are not limited to, 1:1 meetings with the students, college presentations, and participation in college fairs. NDHS prepares the students for the process of applying for colleges through courses such as the Senior Seminar class and administers the PSAT and ACT Aspire to all ninth, tenth, and eleventh graders in preparation for the and Collegeboard SAT. Parents and students recognize the school's academic advisement program as highly effective [[S Q35](#), [PS Q16](#)]. The school's alumni have also rated the college-preparatory programs highly satisfactory [[AlumS Q18](#)]. Through the years, graduating students of NDHS have received between \$3-5.5 million dollars in college scholarships [[DL D35](#)]. NDHS has a 100% high school graduation rate. In the previous two years, an average of 80% of the graduates attended college; 13% of these graduates proceed to complete a two-year college degree while 66% attend four-year colleges [[DL D34](#)].

Key Strengths

- The school creates a safe environment that is conducive to learning and teaching.
 - [DL D6](#)

- The school provides high quality co-curricular programs such as the arts, athletics, and various clubs to promote spiritual, social, and intellectual formation of the students.
 - [S Q11](#)
 - [AS Q21](#)
 - [DL D24](#)

- Students are provided with services that assist in college matriculation.
 - [S Q35](#)
 - [DL D27](#)

Critical Growth Area

- NDHS will provide more of a variety of extracurricular activities and programs that will appeal to all student interests to increase student involvement in campus life. The addition of more clubs and activities will increase the participation of all students in becoming active and transforming members of society.

E. Responsible Stewardship of Material Resources Standards

RESPONSIBLE STEWARDSHIP OF MATERIAL RESOURCES

Notre Dame High School is committed to the growth of the whole person: spiritual, academic, social, cultural, and physical while staying true to its Mission, Vision, and Philosophy. The responsible stewardship of the school is headed by the President and school administrators. This stewardship allows Notre Dame to be a viable and thriving institution that serves the families of Guam, allows the School to plan for capital improvement projects, and facilitates the procurement of educational resources for student achievement.

Recruitment and admission policies and practices embodies the school's mission of collaboration, leadership, dedication to service, and passion for justice and peace in the spirit of Jesus Christ; the School's philosophy is to serve the Church in forming a Christian Community and to provide quality education that enables all students to reach their fullest potential; ISO are the educational outcomes that the School hopes its students will achieve by the time they graduate.

Tuition assistance significantly impacts the overall enrollment. In the most recent three-year period, the School has granted nearly \$60,000 in scholarships and financial assistance to 16% of the student population each year [[DL E20](#)].

The school's relationship with partners that are within its proximity is healthy as 27% of the incoming freshman classes in the past three years have come from these partner schools [[DL E2](#)]. Notre Dame High School's location in the southern part of the island poses a challenge for recruitment and admissions as the proximity of the other Catholic, private, and charter high schools is centrally located to more local businesses, government agencies, and residences where parents work and families reside. To address this recruitment and admissions challenge, the Royal Ambassador Program, spearheaded by the Academic Counselor and student representatives, has been an integral part of the enrollment increase as evident in the past six years [page 5]. The Royal Ambassador Program sends current students to other public and private middle schools to recruit more students to be a part of its Mission.

The instructional and learning resources are more than adequate for the current climate of the School's operations. Each curriculum department is well equipped with resources. When a particular instructional or learning resource is required, the resource may be obtained and funded with justification. Federal Grant funds have provided technological resources for students and teachers for instructional use. Laptops are available for teacher and student-use in all classrooms except for Theology as federal funds do not supply resources for religious-based courses. In some cases, teachers and students are loaned a laptop for their academic and professional needs for the duration of the school year.

Maintenance personnel ensure that all classrooms are conducive for teaching and learning. Ninety-four percent (94%) of the faculty surveyed rated the level of the cleanliness and maintenance of the internal school classrooms and facilities as high [[FS Q14](#)]. All classrooms are air-conditioned and are equipped with desks and chairs for each student. As the school resumed face-to-face classes in spring 2021, Physical Education students held their classes on the newly installed gymnasium floor. The newly installed gymnasium floor also serves as an area in which home games are played and school curricular and co-curricular program events are held.

External school grounds are maintained and cleaned well. Maintenance personnel ensure its cleanliness and beautify the landscaping regularly. The school's technological infrastructure is one of the essential elements for the school's successful implementation of its educational programs. The School's fiber optic connection to the internet and availability of technological equipment provide all students and school personnel with access to its school emails, GoogleClassroom, GoogleMeet, and the school's online gradebook system - [Teacherease](#). This infrastructure is also essential for the proper operation of the school's administrative capacity as many of the administrative personnel use the technological infrastructure to communicate with students, parents, faculty, staff members, and the wider community. The current state of the school's technological infrastructure is adequate for the current needs of the school's successful daily operation.

Annually, the School's Certified Public Accountant and Accounts Receivable Clerk review the Tuition and Fees Schedule for any revisions. The Tuition and Fees Schedule is then reviewed by the Principal and President. Collection practices are effective.

Annual event-based fundraisings include the Alumni Gala, Alumni Volleyball Tournament, and Songfest/Family Night (Sophomore class sponsored-event). The different annual event fundraising committees conduct several planning meetings leading up to the actual event. Prior to the pandemic, all events were well attended by the alumni, the School, and the wider community. The success of each event is also attributed to the funds generated. The Alumni events generated funds to assist with sports and merit scholarships, and financial assistance, and the Songfest/Family Night event generated funds to provide school equipment such as student desks and chairs, lockers, and most recently the gymnasium floor.

Scholarships/tuition assistance influences a great deal of the school's revenue planning. Certain amounts of money are allotted for each scholarship/financial assistance. The philosophy of the School Sisters of Notre Dame is to service the Church in forming a Christian Community and to provide quality education that enables all students to reach their fullest potential. The School provides financial aid and scholarships to assist students who qualify and who want to attend Notre Dame High School. Revenue-generating operations encourage parents and students to be good financial stewards.

Budget planning for the school year 2022-2023 allowed the School to improve its employee benefit plans by raising employees' salaries by 1% and starting a pension plan of a 3% contribution- matching. Church teachings emphasize treating individuals fairly, by compensating employees fairly; the School is aligned with the Church teachings. While the idea of a pension plan is new, 35% of the employees have enrolled already and some have asked to contribute beyond the 3%, which reflects the desirability of the benefit.

As Notre Dame High School is a sponsored institution, the School submits monthly financial reports to the SSND Central-Pacific Province. Financial statements are audited yearly and standard accounting procedures are reported by the auditors. Cash flow is continuous, as excess funds are in savings and TCDs. Monthly outstanding tuition is reconciled at month-end and is reported to the School President. Payroll is contracted to a third-party (Ceridian) for processing and distribution. The financial reserves in savings and TCDs have been steadily increasing. The bad debt is at 1% of total tuition. Bad debts are never written off entirely. When a student requests for a transcript, balances need to be cleared before it is released. Yearly financial audits

ensure financial documents are reviewed. The School's financial budget is prepared in great detail per each line item on the financials.

The budget and accounting operations of the School's governance body supports the Integral Student Outcomes as it provides resources and equipment to achieve the spiritual, academic, and social outcomes for all students. Audit reports are available upon request. The School's Financial Policy and Information are included in the Student/Parent Handbook that is distributed electronically or by request to print at the beginning of each school year. Additionally, the Tuition and Fee Schedule is available for the school community's review on the [school's website](#) and in enrollment packets that are distributed during the second semester of each school year.

Key Strengths

- Notre Dame High School offers financial assistance and scholarship opportunities - merit, sports, and service scholarships - for its students.
 - [DL MS 20](#)
- The improvement and maintenance of the classrooms, offices and facilities provides an attractive and safe learning and working environment, with the construction of a chapel, new classrooms, and gym floor.
- The school has a strong relationship with students, parents, and the community, resulting in an enrollment increase for the past six years.
- The School has a successful tuition collection system.
- Notre Dame High School has provided a balanced budget that meets operational expenses and established reserves for future improvements.

Critical Growth Area

- School fiber optic connection and on-site network upgrade

CHAPTER IV – Educational Improvement Plan

A. Implementation of the Prior Plan from the Last Self-Study

Since Notre Dame High School’s last accreditation visit in March of 2017, the School had experienced unforeseen challenges in the implementation of certain goals due to the COVID-19 pandemic. Amidst the drastic changes that the education realm had experienced, the Notre Dame High School community pulled through one of the most difficult times in its history.

CATHOLIC IDENTITY

Areas for Vital Growth	The school will provide ongoing professional development, growth opportunities, and resources for all faculty and staff related to its Catholic Identity, mission, and philosophy, along with review and revision of course descriptions to reflect Catholic content.
Goal of the Action Plan	More faculty will infuse the Catholic faith into their curriculum as educational professionals share their expertise in the integration of Catholic faith in the various content areas.

Annually, the School provided and supported ongoing professional development and growth opportunities related to its Catholic Identity by way of the Archdiocese of Agana and National Catholic Educational Association. In addition to the School’s organization of Faith Development Days at the beginning of the school years, faculty participated in the Archdiocese of Agana’s annual Catechetical Conferences (2018, 2019, and 2022), Catholic Schools Development Day (2019), NCEA Virtual Workshops (2021), and Catholic Schools Week Synod Conference (2022). These workshops and conferences have allowed for faculty to reflect on information and strategies that were presented. Upon returning to face-to-face instruction, [development days](#) and meetings focused on Catholic Identity and how teachers infused it in their curriculum during the pandemic. After attending conferences or development workshops, faculty were encouraged to share reflections and experiences in relation to their roles as Catholic school educators. According to the faculty survey, 64% of faculty (that are not Theology Teachers) indicated that they infuse reasonably related Catholic content into their curriculum to a moderate and great extent.

SCHOOL ORGANIZATION

Areas for Vital Growth	Strengthen the school’s promotional operations to ensure that the Mission and Philosophy are a lived reality amongst all key groups – stakeholders and the wider community.
Goal of the Action Plan	To make the NDHS Mission and Philosophy a lived reality amongst all key groups – stakeholders and the wider community.

Since the last accreditation visit, the School’s enrollment has increased each year (with the exception of the pandemic SY 2021-2022). The School strengthened its promotional operations by expanding its sports programs and athletic scholarship opportunities, improving and maintaining its website for new student information and accepting online tuition payments,



increasing its social media presence by advertising and promoting school events and student accomplishments, and providing promotional items and paraphernalia to prospective students and parents/guardians.

After each school year, the School administered an e-survey to its seniors to evaluate program offerings at Notre Dame High School. To support school organizations, faculty are assigned to assist with advising the different grade levels and school organizations. Monthly faculty meetings from school years 2017-2018 to 2021-2022 facilitated guidance and training to support the student organizations and programs. Communication and updates were shared with faculty and staff regarding student activities and programs. A faculty member amongst a group of advisors was selected by the administration to be the lead advisor. Altogether, the promotional operations have made the NDHS Mission and Philosophy a lived reality amongst stakeholders and the wider community as enrollment increased throughout the years.

TEACHING AND LEARNING

Areas for Vital Growth #1	The administration and department chairs will align the curriculum to provide cross-collaboration opportunities within the departments.
Goal of the Action Plan	<ul style="list-style-type: none"> • To interact with deeper learning and teaching strategies so that teachers have a variety of learning experiences. • To establish a protocol to gather evidence in the departments for the purpose of evaluation of student assessment and overall student learning. • To use a common formative assessments to develop instructional practices and identify students who need additional support.

Areas for Vital Growth #2	The administration and faculty will ensure that a variety of assessment procedures and evaluation of student achievements are practiced.
Goal of the Action Plan	To support common forms of assessment that the teachers use in responding to students' learning needs.

The School created its [Curriculum Alignment Handbook](#) for all course offerings. This cross-collaborative effort amongst all departments gave faculty members the opportunity to share teaching strategies, establish procedures in gathering evidence for evaluation of student assessment and to identify common forms of assessment to develop instructional practices, and identify students who need additional support. The School began this process with the re-alignment of all subjects, reviewed and discussed for changes needed, presented to Board for approval, and implemented with faculty during Development Days at the beginning of each academic year. The School included the [National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools \(NSBECS\)](#) and Royal Integral Student Outcomes throughout the formulation of the NDHS Curriculum Alignment Handbook.

STUDENT SUPPORT

Areas for Vital Growth #1	The alumni office will track data of graduates concerning degrees and professions. Feedback is essential to strengthening student services.
Goal of the Action Plan	The school will hire an Alumni Development Officer to update and maintain the alumni database.

The NDHS Alumni Database has been maintained by the administration and staff throughout the years. The Administration has continued to invite graduates back to the campus to collaborate and plan community events, and share college and workforce experiences. Pre-pandemic, the School has turned to the NDHS Alumni Association to provide updates and information regarding its graduates. The School recognizes the need to hire an Alumni Coordinator to maintain its alumni database.

MATERIAL STEWARDSHIP

Areas for Vital Growth #1	The school will collaborate and market itself to feeder schools and provide tuition assistance to increase enrollment and share the charism of the School Sisters of Notre Dame – that of transformative education – with more students.
Goal of the Action Plan	To increase enrollment and share SSND charism.

Areas for Vital Growth #2	The school will use the Strategic Plan 2015-2020 in all future planning.
Goal of the Action Plan	To use plan as a guide to reach specific school objectives highlighted in the plan.

The School used the Strategic Plan 2015-2020 to increase the enrollment throughout the years. The Administration, Academic Counselor, and Royal Student Ambassadors organized successful middle school marketing campaigns that increased enrollment and awareness of the SSND charism to *transform the world through education*. In addition, the Administration, along with the Alumni Association and the School Sisters of Notre Dame, increased the availability of funds for financial aid and athletic and merit scholarships.

Upon review of the [Mid-Year Cycle Report](#) that was submitted in April 2014, the Visiting Committee Chairperson stated that the school had effectively addressed the four critical areas for follow-up from the 2011 WCEA/WASC Visiting Committee. Moreover, the VC chairperson suggested that the school committees include the role of students in a more meaningful way as stakeholders in the process of school improvement. Since then, the administration has included student representation in its committees for the [Strategic Plan 2015-2020](#). Student representatives attended all Strategic Planning committee meetings since it began in the fall of 2014.

B. New Educational Improvement Plan (EIP)

CATHOLIC IDENTITY STANDARD	
Area for Critical Growth	Assessing and measuring the effectiveness of school retreats, prayer services, and liturgical/spiritual events for students
Goal of the Action Plan	Evaluate data to continuously improve school retreats, prayer services, and liturgical/spiritual events for students
Rationale for the Action Plan	There is no documentation of student feedback to measure the effectiveness of students' experiences at school retreats, prayer services, and liturgical/spiritual events.
Action Steps	<ol style="list-style-type: none"> 1. Create surveys 2. Administer surveys 3. Compile and evaluate data 4. Discuss findings with Theology Department and Administration 5. Improve future liturgical events as needed
Acting Agents	<ul style="list-style-type: none"> ● Theology Department ● Administration ● Retreat facilitators ● Retreat venue/location employees
Necessary Resources	<ul style="list-style-type: none"> ● Electronic devices (laptops, cell phones, etc.) ● Survey ● Working internet
Ways of Assessing Progress	<ul style="list-style-type: none"> ● Survey tool (e.g. Survey Monkey, GoogleForms)
Ways of Reporting Progress	<ul style="list-style-type: none"> ● Department meetings ● Faculty meetings ● Mid-year progress report ● Annual school progress report
Timeline for Completion	<ul style="list-style-type: none"> ● Semesterly (at the end of each semester) ● Results reported to Administration and Faculty at the end of each semester

ORGANIZATIONAL EFFICACY STANDARD	
Area for Critical Growth	Retention of faculty
Goal of the Action Plan	Collect, evaluate, and use data to increase faculty retention.
Rationale for the Action Plan	Faculty are integral for students to achieve the religious and educational objectives of Notre Dame High School. DL B9
Action Steps	<ol style="list-style-type: none"> 1. Create an E-Survey to gauge teacher job efficacy, professional development desire, and factors related to morale. 2. Administer the survey to faculty at the beginning of the 3rd quarter. 3. Distribute Statement of Intent to all employees during the mid-4th quarter. 4. Gather Employee Statement of Intent data and data from survey. 5. Develop programs to strengthen professional development, foster staff commadrie, and renew dedication. 6. Develop programs to strengthen professional development, foster staff commadrie, renew dedication to the charism of transformative education, and implement regular staff retreats.
Acting Agents	<ul style="list-style-type: none"> ● Administration ● Department Chairpersons ● School Financial Advisor ● Faculty and Staff Members
Necessary Resources	<ul style="list-style-type: none"> ● Data from E-Survey and Statement of Intent ● School Budget Report
Ways of Assessing Progress	<ol style="list-style-type: none"> 1. Results of survey 2. Retention of teachers
Ways of Reporting Progress	<ul style="list-style-type: none"> ● Presenting data to Administration and all employees
Timeline for Completion	<ul style="list-style-type: none"> ● Annually

TEACHING AND LEARNING STANDARD	
Area for Critical Growth	Conduct and document an annual evaluation of assessment tools, such as semester exams, placement tests, quarterly grades, teacher recommendations, student artifacts (coursework) and grades from previous classes. The intention is to develop a process/system of enrolling students in honors and Advanced Placement classes; in order to continuously improve and update curriculum and maintain alignment with course objectives and Integral Student Outcomes.
Goal of the Action Plan	To appropriately place students in honors and AP courses based on data gathered from multiple sources to increase PSAT, SAT, AP scores, and other standardized tests that the school administers.
Rationale for the Action Plan	A step-by-step process does not exist to support the placement of students in honors and AP classes.
Action Steps	<ul style="list-style-type: none"> ● Organize a review committee of faculty and administrators to create a process of enrolling students in honors/AP classes - discuss score levels, criterion, or prerequisites (if any) required for placement into honors/AP classes. ● Create and make a log of student results from HSPT, PSAT, SAT, AP exam scores, and quarterly grades accessible for teacher and academic counselor review for enrolling students in honors/AP classes. ● Update Curriculum Alignment and NDHS Course Catalog to reflect prerequisites
Acting Agents	<ul style="list-style-type: none"> ● Academic Counselor ● AP and Honors Teachers ● Administrator(s) ● Curriculum Alignment Committee
Necessary Resources	<ul style="list-style-type: none"> ● AP College Board and PSAT/SAT Scores, grade reporting, placement test exams ● Teacher Recommendations ● Integral Student Outcomes ● NDHS Curriculum Alignment ● NDHS Course Catalog
Ways of Assessing Progress	<ul style="list-style-type: none"> ● Creation of review committee (Academic Counselor, AP and Honors Teachers, Administrator(s)) for honors and AP ● Creation of selection/enrollment system ● Log of students' enrollment and grades, scores from tests ● Semesterly meetings to discuss student recommendations/progress ● Tracking of semester exams and AP College Board exam scores ● Development of any activities or other requirements deemed necessary by the review committee (i.e. summer AP prep classes, AP placement exams, etc.)
Ways of Reporting Progress	<ul style="list-style-type: none"> ● Meeting minutes - discussion of students' progress, teacher recommendations ● Class rosters in AP and Honors courses ● Grades, semester exam scores and AP College Board exam scores ● NDHS Curriculum Alignment updates
Timeline for Completion	<ol style="list-style-type: none"> 1. Developing the system by SY 2023-2024 2. Implement system for SY 2024-2025

VITALITY OF STUDENT SUPPORT PROGRAMS STANDARD	
Area for Critical Growth	Notre Dame High School will provide a variety of extracurricular activities and programs to appeal to all student interests and increase student involvement.
Goal of the Action Plan	Increase student participation to promote the growth of the student holistically.
Rationale for the Action Plan	Results from the Student Survey indicate that the high quality rating of the school's co-curricular activities in the area of the arts (51%), student government (44%), and clubs and activities (48%) could improve if more clubs and co-curricular programs were offered to meet the needs of all students [S Q11 , PS Q17].
Action Steps	<ol style="list-style-type: none"> 1. Give opportunities for students to submit club creation proposals 2. Conduct survey of student interests 3. Conduct Annual Club Fair (first month of SY)
Acting Agents	<ul style="list-style-type: none"> ● Office of Student Life and Club Advisors
Necessary Resources	<ul style="list-style-type: none"> ● Funding Source ● Club Advisor(s) ● Club resources ● Student Membership
Ways of Assessing Progress	<ul style="list-style-type: none"> ● Club Fair sign-up sheets ● Club Mission Statements ● Monthly reporting at Student Council Meetings ● Semesterly Club evaluations
Ways of Reporting Progress	<ul style="list-style-type: none"> ● Club Meeting Minutes ● Club Activities Planned & Achieved ● Club Evaluations at the end of each semester
Timeline for Completion	<ul style="list-style-type: none"> ● Open Club Creation Proposal Form Acceptance: <ul style="list-style-type: none"> ○ Beginning of School Year (2 weeks prior to Club Fair) ● End of First Semester: Club Member Surveys ● End of School Year: Club Member Surveys ● Throughout the School Year: Minimum of 3 activities planned & achieved

RESPONSIBLE STEWARDSHIP OF MATERIAL RESOURCES STANDARD	
Area for Critical Growth	School fiber optic connection and on-site network upgrade.
Goal of the Action Plan	Notre Dame High School will provide a more robust technological plan to reflect 21st Century learning.
Rationale for the Action Plan	Teachers and students discovered lagging internet connections during the period of remote learning during the pandemic. Investing in this fiber optic upgrade and technological needs save the school's resources and money in the long run. And by investing in modern technology, Notre Dame will improve student engagement and teacher delivery.
Action Steps	<ol style="list-style-type: none"> 1. Evaluate current fiber optic infrastructure 2. Create infrastructure plan/layout 3. Request for quotations
Acting Agents	<ol style="list-style-type: none"> 1. School IT personnel 2. Maintenance personnel 3. Business Office 4. Administration
Necessary Resources	<ol style="list-style-type: none"> 1. Funding Source <ol style="list-style-type: none"> a. Budget committee to determine finite amount
Ways of Assessing Progress	<ol style="list-style-type: none"> 1. Monitor status of fiber optic connections 2. Involve company in evaluation
Ways of Reporting Progress	<ol style="list-style-type: none"> 1. Survey all that use internet on campus 2. Formulate report on results of the surveys
Timeline for Completion	<ul style="list-style-type: none"> ● SY 2023-2024