

Standards of Excellence for Continuous Catholic School Improvement Self-Study Report

Western Catholic Educational Association

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A Self-Study for

Rosary Academy
1340 N. Acacia Ave.
Fullerton, CA 92831
WCEA School Code: S069

Visit Dates: Spring 2024

CHAPTER 1 – Introduction to the School

A. Introduction

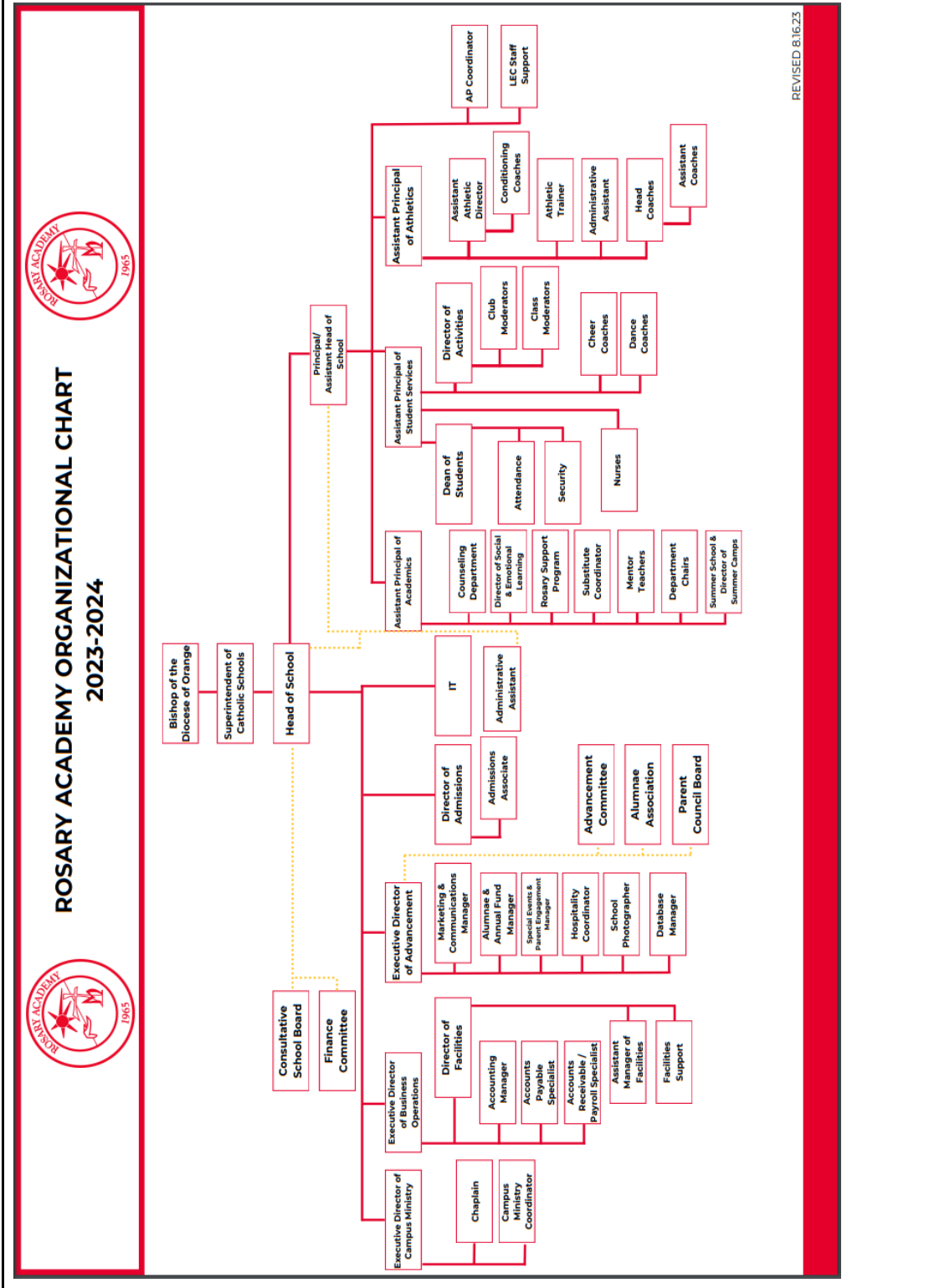
Name of School	Rosary Academy				
School Address	1340 N. Acacia Ave. Fullerton, CA, 92831				
Year of School's Inception	1965	School Year of Accreditation Visit	2023-2024	WCEA Code	S069

Nature of the School <i>Check the appropriate option per category</i>	
Ownership	Gender
● Diocesan	● All Female

Governance Structure <i>Check the appropriate option per category</i>	
● Consultative Board/Council	

Organizational Flow Chart

Check the appropriate option per category



REVISED 8.16.23

B. Student Demographics

Enrollment 2023-2024

6 Year Student Enrollment

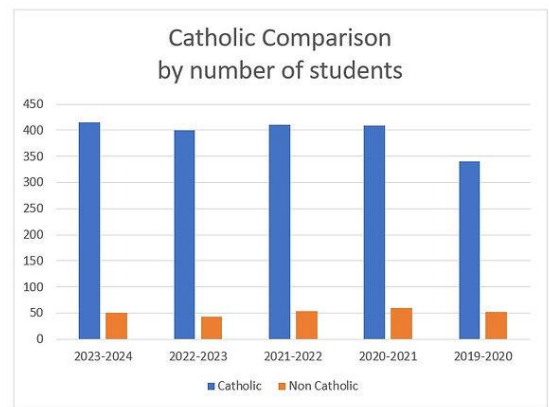
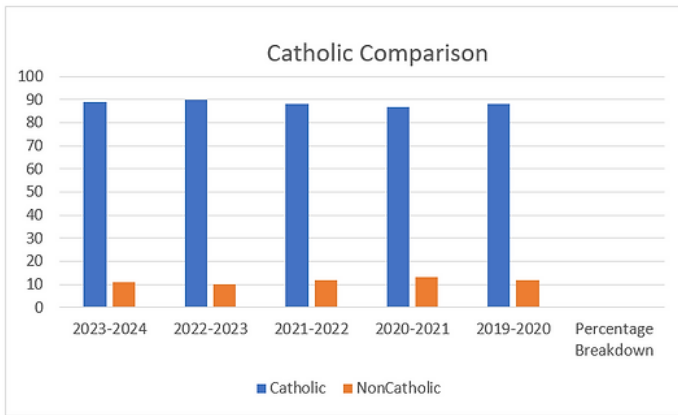
Year	Total Enrollment at Start of Year
2017-2018	370
2018-2019	370
2019-2020	393
2020-2021	469*
2021-2022	465
2022-2023	444**
2023-2024	464

* Connally Student Transfers
 ** Connally graduated the year before

Current Student Enrollment

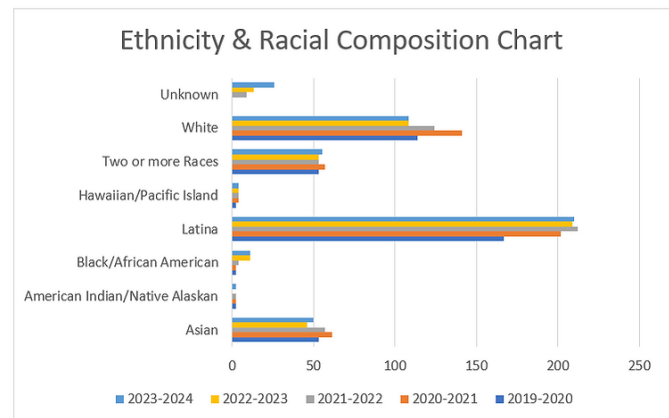
Grade Level	2020-2021	2021-2022	2022-2023	2023-2024
Freshman	116	106	124	120
Sophomore	112	111	100	126
Junior	137	110	109	108
Senior	98	133	111	109
Total Students	463	460	444	463

Catholic Composition



Gender Composition - Rosary is 100% Female

Racial Composition 2023-2024



International Student Enrollment

2019

Grade	Country	Notes
9th	China	Transferred after year
9th	China	
9th	China	
9th	China	Transferred after year
9th	China	
9th	China	Transferred after year
10th	China	
10th	China	
10th	China	
10th	China	
11th	China	
12th	China	
12th	China	
Number:	13	

2020

Grade	Country	Notes
10th	Republic of Korea	Connelly Transfer
12th	Vietnam	Connelly Transfer
12th	Republic of Korea	Connelly Transfer
12th	Vietnam	Connelly Transfer
Number:	4	

2022

Grade	Country	Notes
9th	China	
9th	China	
12th	China	
12th	Republic of Korea	Connelly Transfer
12th	China	
12th	China	
12th	China	
Number:	7	

2023 Current Students

Grade	Country	Notes
9th	China	
9th	China	
10th	China	
10th	China	
10th	China	
11th	Indonesia	
11th	Indonesia	
11th	Vietnam	
Number:	8	

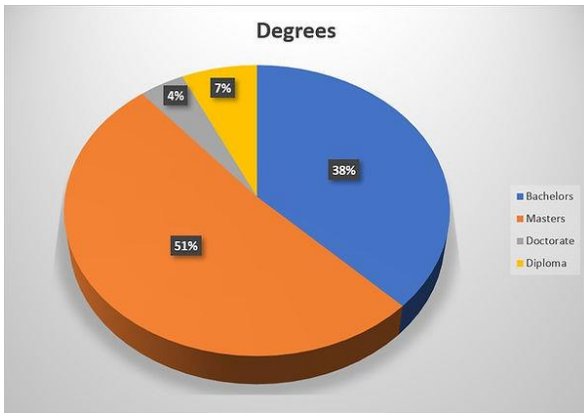
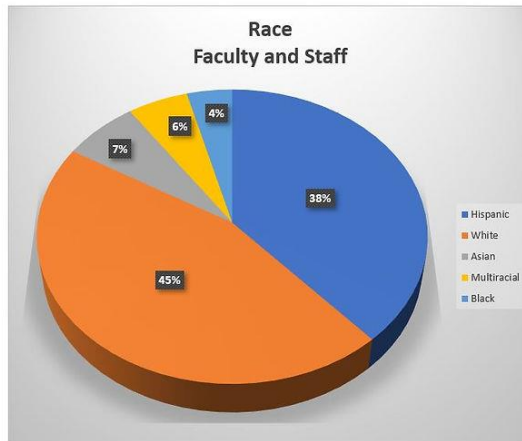
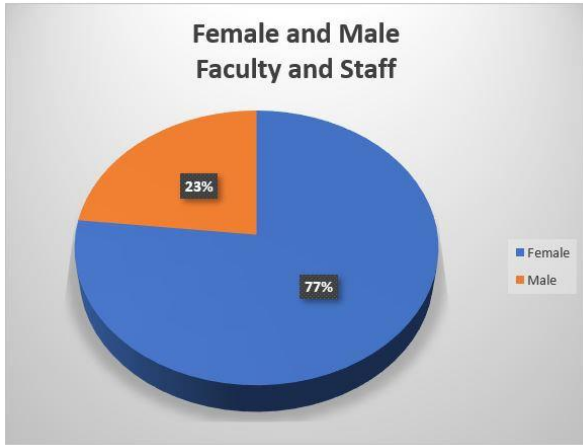
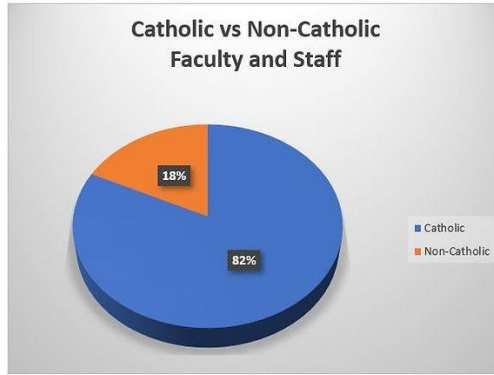
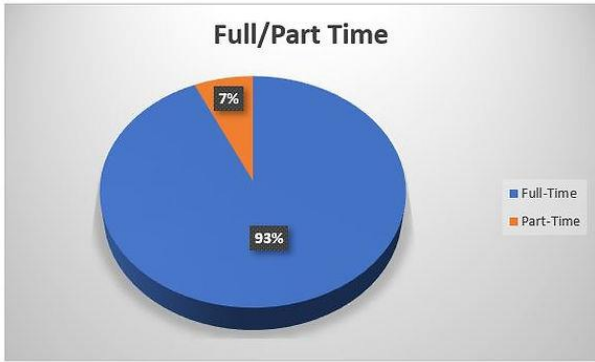
C. School Personnel Demographics

Administrative Personnel / Leadership Team

The Leadership Team comprises the Head of School, Principal/Assistant Head of School, Executive Directors, and Assistant Principals. Regular reports from department directors, in addition to input from an elected faculty and staff representative, are integral to the bi-weekly meetings. The Leadership Team's role extends to the development and approval of overarching school policies, with a primary responsibility for shaping the vision and direction of Rosary Academy. The Rosary Academy leadership team works in conjunction with the Consultative School Board to move the future of Rosary forward through the Strategic Plan, guided by the Blessed Mother Mary.

Name	Title	Years in Current Position	Years at Rosary	Years in Education	Degree
Shawna L. Pautsch, Ed.D.	HEAD OF SCHOOL	7	30	36	Doctorate
Sean Basford	PRINCIPAL/ASSISTANT Head of School	5	5	25	Masters
Nicola Huerta '94	ASSISTANT PRINCIPAL - Student Services	5	20	20	Masters
Richard Yoon, D.M	ASSISTANT PRINCIPAL - Academics	7	31	31	Doctorate
Tom Tice Jr.	ASSISTANT PRINCIPAL/DIRECTOR - Athletics	9	29	29	Masters
Kristie Rueff O'Campo '02	EXECUTIVE DIRECTOR - Advancement	8	8	18	Masters
Cleopatre McCormick	EXECUTIVE DIRECTOR - Business Operations	1	1	4	Masters
Eileen Kearns '78	EXECUTIVE DIRECTOR - Campus Ministry	8	21	41	Bachelors

Faculty and Staff 2023-2024



Faculty and Staff List 2023-2024:

Name	Faculty/Staff	Highest Degree	Credential	Catechetical Qualifications	Years at Rosary	Catholic/ Non Catholic	Self-Study Committee	Ethnicity	Male/Female	Part/Full Time
Barclay, Andrea	Faculty	Masters	Yes	N/	24	Catholic	3	Hispanic	Female	Full-time
Basford, Jayme	Staff	Bachelors	N/A	N/	7	Catholic	3	White	Female	Full-time
Basford, Sean	Staff	Masters	N/A	N/	5	Catholic	LT	White	Male	Full-time
Bevins, Rory	Faculty	Masters	No	N/	16	Catholic	3	White	Male	Full-time
Burboa, Lissy	Staff	Bachelors	N/A	N/	3	Catholic	4	White	Female	Full-time
Chavez, Greg	Faculty	Masters	Yes	N/	10	Catholic	3	Hispanic	Male	Full-time
Christensen, Jill	Faculty	Masters	No	N/	18	Catholic	3	White	Female	Full-time
Clough, Brian	Faculty	Masters	No	N/	31	Catholic	4	White	Male	Full-time
Cole, Kelly	Staff	Bachelors	N/A	N/	9	Catholic	4	Hispanic	Female	Full-time
Collado, Giselle	Faculty	Bachelors	No	N/	1	Catholic	1	Hispanic	Female	Full-time
Crowley, Kristin	Staff	Masters	N/A	N/	8	Catholic	2	White	Female	Full-time
D'Alba, Diane	Faculty	Masters	Yes	Ye	15	Catholic	1	White	Female	Full-time
Dann, Claire	Faculty	Masters	No	N/	2	Catholic	3	White	Female	Full-time
Davidson, Rachel	Faculty	Masters	Yes	N/	6	Non-Catholic	4	White	Female	Full-time
Doyle, Melissa	Staff	Bachelors	N/A	N/	3	Catholic	2	White	Female	Part-time
Drummer, Tracy	Staff	Bachelors	N/A	N/	17	Non-Catholic	2	Black	Female	Full-time
Duque, Valeria	Faculty	Masters	No	N/	3	Catholic	2	Hispanic	Female	Full-time
Fiorentino, Anne	Staff	Bachelors	N/A	N/	3	Catholic	1	White	Female	Part-time
Flati, Elizabeth	Faculty	Masters	No	Ye	8	Catholic	1	Hispanic	Female	Full-time
Fr. Ian	Staff	Masters	N/A	N/	4	Catholic	1	Asian	Male	Part-time
Frey-Monell, Robyn	Faculty	Doctorate	Yes	N/	1	Non-Catholic	2	White	Female	Full-time
Governale, Gail	Staff	Bachelors	N/A	N/	3	Catholic	2	White	Female	Part-time
Grasz, Tanya	Faculty	Masters	Yes	N/	1	Non-Catholic	3	Hispanic	Female	Full-time
Guerrero, John	Faculty	Masters	No	N/	3	Catholic	2	Hispanic	Male	Full-time
Gutierrez, Eduardo	Staff	Diploma	N/A	N/	25	Catholic	2	Hispanic	Male	Full-time
Hermosillo, Jessica	Staff	Bachelors	N/A	N/	3	Catholic	2	Hispanic	Female	Full-time
Huerta, Nicola	Staff	Masters	N/A	N/	20	Catholic	3	White	Female	Full-time
Hunt, Samantha	Faculty	Bachelors	Yes	N/	9	Catholic	2	White	Female	Full-time
Hurtado, Amanda	Staff	Bachelors	N/A	N/	5	Non-Catholic	3	Hispanic	Female	Full-time
Jenkins, Cindy	Faculty	Masters	No	N/	7	Catholic	3	Hispanic	Female	Full-time
Kam, Gloria	Faculty	Bachelors	Yes	N/	4	Catholic	1	Multiracial	Female	Full-time
Kappe, Megan	Faculty	Masters	Yes	N/	17	Catholic	3	Hispanic	Female	Full-time
Kearns, Eileen	Staff	Bachelors	N/A	N/	21	Catholic	1	White	Female	Full-time
Kim, Brian	Faculty	Masters	No	Ye	2	Catholic	1	Asian	Male	Full-time
LaBonte, Maggie	Staff	Bachelors	N/A	N/	9	Catholic	3	White	Female	Full-time
Lanctot, Maggie	Faculty	Masters	No	N/	9	Non-Catholic	4	White	Female	Full-time
Langenwalter, Selina	Faculty	Masters	Yes	N/	4	Catholic	2	Hispanic	Female	Full-time
Lares, Al	Staff	Bachelors	N/A	N/	8	Catholic	4	Hispanic	Male	Full-time

Name	Faculty/ Staff	Highest Degree	Credential	Catechetical Qualifications	Years at Rosary	Catholic/ Non Catholic	Self-Study Committee	Ethnicity	Male/Female	Part/Full Time
LeClair, Caitlyn	Faculty	Bachelors	N	N/A	2	Catholic	4	White	Female	Full-time
Lee, Christine	Staff	Masters	N/A	N/A	3	Non-Catholic	3	Asian	Female	Full-time
Liuzzi, Kathleen	Staff	Bachelors	N/A	N/A	5	Catholic	4	White	Female	Full-time
Lopez, Jimmy	Staff	Diploma	N/A	N/A	3	Catholic	2	Hispanic	Male	Full-time
Lyons, David	Faculty	Masters	N	N/A	20	Non-Catholic	4	White	Male	Full-time
Maciel, AnnMarie	Staff	Bachelors	N/A	N/A	3	Catholic	1	Hispanic	Female	Full-time
Mangold, Makenzie	Faculty	Masters	Y	N/A	1	Non-Catholic	1	White	Female	Full-time
Marquez, Katie	Staff	Masters	N/A	N/A	3	Catholic	2	Hispanic	Female	Full-time
McCormick,	Staff	Masters	N/A	N/A	1	Catholic	4	Multiracial	Female	Full-time
Moore, Michelle	Staff	Associates	N/A	N/A	10	Catholic	1	Multiracial	Female	Full-time
Neumann, Kirsten	Faculty	Masters	N	N/A	2	Catholic	1	White	Female	Full-time
O'Campo, Kristie	Staff	Masters	N/A	N/A	8	Catholic	4	Hispanic	Female	Full-time
O'Campo, Matthew	Faculty	Bachelors	N	N/A	3	Catholic	3	White	Male	Full-time
Oliver, Avelina	Staff	Bachelors	N/A	N/A	7	Catholic	4	Hispanic	Female	Full-time
Parmar, Franklin	Faculty	Masters	Y	N/A	3	Catholic	1	Asian	Male	Full-time
Pautsch, Shawna	Staff	Doctorate	N/A	N/A	30	Catholic	L	White	Female	Full-time
Pennix, Calvin	Faculty	Masters	Y	N/A	1	Non-Catholic	4	Black	Male	Full-time
Pontius, Nicole	Staff	Bachelors	N/A	N/A	2	Catholic	4	White	Female	Full-time
Ray, Julia	Faculty	Masters	Y	N/A	22	Catholic	4	Hispanic	Female	Full-time
Rios-Arteaga, Denise	Faculty	Bachelors	N	N/A	2	Catholic	4	Hispanic	Female	Full-time
Roberts, Donna	Faculty	Masters	Y	N/A	3	Non-Catholic	3	Black	Female	Full-time
Rosetti, Kevin	Faculty	Bachelors	N	No	1	Catholic	2	Multiracial	Male	Full-time
Sanchez, Elizabeth	Staff	Masters	N/A	N/A	3	Catholic	3	Hispanic	Female	Full-time
Sanchez, Laura	Staff	Diploma	N/A	N/A	2	Catholic	4	Hispanic	Female	Part-time
Shults, Denise	Staff	Bachelors	N/A	N/A	10	Catholic	4	White	Female	Full-time
Simonton, Deborah	Faculty	Masters	N	N/A	11	Non-Catholic	2	White	Female	Full-time
Sutcliffe, Abigail	Faculty	Bachelors	N	N/A	2	Non-Catholic	3	White	Female	Full-time
Tice, Tom	Staff	Masters	N/A	N/A	29	Catholic	2	White	Male	Full-time
Tijerina, Katie	Staff	Bachelors	N/A	N/A	2	Catholic	2	Hispanic	Female	Full-time
Vasquez, Jessica	Faculty	Bachelors	N	Yes	2	Catholic	1	Hispanic	Female	Full-time
Velasco, Gabriela	Staff	Diploma	N/A	N/A	1	Catholic	3	Hispanic	Female	Full-time
Waldman, Julia	Faculty	Masters	N	N/A	4	Catholic	3	White	Female	Full-time
Ward, Angela	Faculty	Masters	Y	N/A	7	Catholic	2	Hispanic	Female	Full-time
Yoon, Emily	Staff	Diploma	N/A	N/A	2	Catholic	1	White	Female	Full-time
Yoon, Richard	Staff	Doctorate	N/A	N/A	31	Catholic	3	Asian	Male	Full-time

Board/Council

The Rosary Academy consultative school board's mission, in conjunction with the Office of Catholic Schools, is to further the advancement of excellence in Catholic school education for students at Rosary Academy by providing leadership, direction, and support. The functions of the consultative school board are to:

- Consult to the head of school on policies, programs, and services for Rosary Academy.
- Develop and update a 3-5 year plan for the school; annual goal setting for the school and for the board. The long-range plan should follow the guidelines of the Office of Catholic Schools and Rosary Academy.
- Conduct special studies and assignments as requested by the head of school.
- Formulate and implement an advancement program for the school, following Archdiocesan guidelines, and in cooperation with the Office of Catholic Schools.
- Adopt the school's operational budget, according to the format specified by the Office of Catholic Schools; receive periodic reports from the Head of School on the implementation of the budget.

The board meets at least five times a year.

Finance, advancement, and investment committees were developed as standing committees to support the work of the school and the consultative board. These committees meet every other month or as needed.

Consultative School Board

Tara Campbell '11

Councilwoman, City of Yorba Linda
Chief of Staff, County of Orange
Years of service on board: 1

Rob Curry

CEO, Alamitos Management
Parent: '18, '22
Years of service on board: 5

Frank A DiCrisi III

Owner, Batched Financial Services, LLC
Board Member, Laudato Si Action Platform
& Laudato Si Challenge
Parent: '22, '26; Servite '19
Years of service on board: 2

Ray Dunne (Board Chair)

Principal Emeritus Santa Margarita Catholic
High School
Years of Service on Board: 5

Jo Ann Eannareno, CSJ, MEd

Sisters of St. Joseph of Orange
Years of service on board: 6

Carrie Nocella '95, JD

Head External Affairs, Disneyland Resort
Parent: '24
Years of service on board: 6

Scott A. Fishman, DDS

Diplomate, American Board of Pediatric
Dentistry
Owner, Pediatric Dental Arts
Parent: '18, '21, '23
Years of service on board: 6

Victoria L. Graf, PhD

Professor, Loyola Marymount University
School of Education
Years of service on board: 6

Rob Hoertz

Retired professional
40+ years in technology sales, business
development, and consulting services
Parent: '99, '04
Years of service on board: 5

Richard S. Price II, JD

Attorney at Law
Parent: '04, '18
Years of service on board: 6

Vanessa Melgar Brundige '97

Senior Marketing Account Representative,
Petro-Diamond, Incorporated
Years of service on board: 1

Steffanie Early

Vice President of Advancement
Servite High School
Parent: '21
Years of service on board: 1

Shannon O'Connell Hawkins '88

Principal, O'Connell Hotels & Hospitality
Group
P: '20, '24
Years of service on board: 1

The Finance Committee

In conjunction with the Office of Catholic Schools, the mission of the Rosary Academy consultative school board and the mission of the Rosary finance committee is to assist the head and assistant head of school with monitoring and oversight of the school's balance sheet and budget and to provide recommendations on the school's capital management strategy. At all times, the mission of the committee is to further the advancement and financial viability of Rosary Academy (Fullerton). The board will assist school leadership by providing leadership, direction, and support.

The functions of the Rosary Academy Finance Committee are to:

- Consult the head of school on budget and finance matters of the school
- Guide the development of and regularly update a strong financial plan for the school; annual goal setting for the school and for the board. The long-range plan should follow the guidelines of the Office of Catholic Schools and Rosary Academy.
- Adopt the school's operational budget, according to the format specified by the Office of Catholic Schools; receive periodic reports from the head of school on implementing the budget.

Parent Organization

Rosary Academy has a parent council. They meet once a month from September through May. The director of advancement represents the school at all parent council meetings. Some meetings will include representatives from academics, finance, admissions, athletics, and/or activities to give the parent council updates from their area.

The council is led by a president. The current president served as co-president last school year. Currently, there are no term limits.

The functions of the parent council include:

- To support and promote the interests of all of the academic and co-curricular programs sponsored by the school
- To work in conjunction with the advancement office to plan fundraising activities to meet the needs of the school
- To promote school spirit and commitment through social involvement of the parents
- To provide opportunities for the spiritual development of its members

Alumnae Organization

Events planned throughout the year allow alumnae to gather, reconnect, and network within their Rosary community.

Mission

The mission of the Rosary Alumnae Association is to foster the affinity of alumnae to Rosary; promote the traditions, Catholic faith, and values of Rosary; provide leadership at events; communicate with all alumnae; and raise funds to support initiatives to these ends that correspond with the mission of Rosary Academy.

Vision

The vision for the Association is for it to act as a support to the Rosary leadership, faculty, staff, and students; and to help engage the alumnae and the broader Rosary community through events and communication to help advance the mission of Rosary.

D. Brief History of the School

Rosary was founded in September 1965 under the auspices of the Archdiocese of Los Angeles and administered by the Sisters of St. Joseph of Orange to provide greater opportunity for girls residing in the central and northeastern portions of Orange County to attend a Catholic secondary school. In 1976, with the establishment of the Diocese of Orange, Rosary came under the jurisdiction of the Roman Catholic Bishop of Orange. In 2015, Rosary High School became Rosary Academy to allow the community to appreciate and honor the history of the school while embracing the future. The name also allowed the Diocese of Orange to change the governance model. Presently Rosary is also under the supervision of the Vicar of Faith Formation and the Superintendent of Catholic Schools. Students now represent a broader geographic range that includes the counties of Orange, Los Angeles, Riverside, and San Bernardino.

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

- Creation and implementation of the school's first strategic plan
- Creation and implementation of core values that celebrate our school charism and Catholic identity
- Shea Family Charities contribution allows the school to update and renovate 23 classrooms, add security cameras, and install fencing to provide a more secure campus
- Receipt of the school's first major legacy gift of \$1 million
- Launched educational [Pathways](#) programming
- Secured an [Anatomage Table](#) to enhance our science curriculum

CHAPTER II – School Purpose

Mission/Philosophy/Vision Statements

Mission

As a college preparatory diocesan Catholic high school, Rosary Academy empowers the mind, body, and spirit of each young woman in a transformative educational experience. Guided by the Blessed Mother, Rosary Academy embraces and challenges its students with an innovative instructional curriculum to achieve academic success and ignite the call to serve the dear neighbor without distinction.

Philosophy

The Rosary community includes faculty, staff, administration, students, alumnae, and families. We believe in the value of the family unit as the primary educational environment for our students; therefore, we work to assist the family in this endeavor. We strive to provide a faith community that accepts Jesus Christ as the Way to respond to one's neighbor, the Truth to be communicated, and the Life to be shared. We uphold the dignity and uniqueness of each individual within the community experience. We endeavor to provide guidance for her journey of faith and opportunities for her growth and development as a daughter of God.

Rosary Academy offers a diversified college preparatory curriculum complemented by an extensive co-curricular program. We challenge each student to acquire and refine the skills necessary for a fulfilled, well-balanced life. The faculty and staff are strongly committed to developing in our students academic excellence and technological competence in all areas. We seek to cultivate leadership skills, initiative, personal accountability, and an increased sense of self-worth.

The goal of the Rosary community is to empower each student to become a woman of faith and a citizen who is knowledgeable, creative, ethical, and responsible. In the face of our multi-cultural, constantly changing world, we call upon each young woman to become a contributing member of society and a lifelong learner who appreciates the value of both culture and creation. We are committed to helping each young woman recognize herself as a positive force within the greater human society.

Vision

To become the leading Catholic all-girls high school in Southern California in graduating faith-centered, intelligent young women eager to transform their communities and change our world.

Charism & Core Values

The Sisters of St. Joseph of Orange, and those who work with them, are called to live the charism of the Sisters—a charism of unity, reconciliation and service to the “dear neighbor without distinction.” Since 1965, Rosary Academy has journeyed with the Sisters in this mission. We invite all members of our school community to join with us as we strive for unity, reconciliation, and service to the dear neighbor without distinction in the spirit of echoing Mary's yes.

Charism

By embodying gospel values, Rosary students can be the hands and feet of Christ to our world. They do this by living our charism – to serve the dear neighbor without distinction. Defining our core values based on our charism provides a deeper understanding and meaning to our charism. Our chosen value words embody the Rosary spirit.

Core Values

Sisterhood

A lifelong bond is formed between young women, allowing them to grow as sisters in Christ who respect and nurture each other's differences, values, accomplishments, and personalities.

“Two are better than one because they have a good return for their labor: If either of them falls down, one can help the other up. But pity anyone who falls and has no one to help them up.”

Ecclesiastes 4:9-10

“Please say that you are my sister so that it may go well with me because of you, and that I may live on account of you.”

Genesis 12:13

Service

A call to be the hands and feet of Christ, and to give of our self fully to others.

“David also said to Solomon his son, “Be strong and courageous, and do the work. Do not be afraid or discouraged, for the LORD God, my God, is with you. He will not fail you or forsake you until all the work for the service of the temple of the LORD is finished.”

1 Chronicles 28:20

“As each has received a gift, use it to serve one another, as good stewards of God's varied grace”

1 Peter 4:10

Faith

A community of believers, guided by the Blessed Mother and nourished by the Eucharist connecting us to God enabling us to live out the gospel.

“Know therefore that the LORD your God is God; he is the faithful God, keeping his covenant of love to a thousand generations of those who love him and keep his commandments.”

Deuteronomy 7:9

“The Lord is my strength and my shield: my heart trusts in him, and he helps me. My heart leaps for joy, and with my song I praise him.”

Psalms 28:7

Community

With the Holy Family and student families as a model, Royals learn to appreciate and nurture human interconnectedness on a local, regional, and global level.

“How good and pleasant it is when God’s people dwell together as one!”

Psalm 133:1

“For where two or three are gathered in my name, there am I among them.”

Matthew 18:20

How and Why for Mission, Vision, and Charism

At the Leadership Team Retreat in June of 2021, school leadership embarked on a review of the school charism. The review demonstrated that the school charism was widely understood but needed to incorporate our fundamental beliefs. Throughout the school year, focus groups consisting of teachers, students, staff members, and parents were asked to define the school’s core principles. By May of 2022, the final core values had been named and defined. The core values are an extension of the school charism. As the 2022-2023 school year opened, the core values were shared and discussed with all stakeholders. Starting in January 2023, a monthly overview of each value is presented to the school community. The goal was to ensure that as a community we continue to live our Catholic faith through these shared values. A school prayer was developed to further exemplify our school charism.

Rosary School Prayer:

Gracious and loving Father, we thank you for the blessing of our Rosary community and the gift of sisterhood.

Empower us to courageously live out the Gospel values, to be the hands and feet of Christ, in service to the dear neighbor, without distinction.

May our blessed Mother Mary continually inspire us to be young women of faith, echoing her yes to God’s will.

Amen.

Our Lady of the Rosary, pray for us.

Statement of Student Outcomes (ISOs/SLEs)

Rosary Academy provides an environment in which students become integrated, holistic young women who think critically, communicate effectively, and embody their religious faith.

A Rosary graduate is a person of faith who:

- Communicates essential elements of Catholic beliefs, liturgy, and traditions.
- Gives evidence of faith in her choices, ethics, service, and commitment to social justice.
- Demonstrates her commitment to ongoing spiritual development.
- Understands and respects religious, ethnic, and cultural diversity.

A critical thinker who:

- Gathers, organizes, analyzes, synthesizes, evaluates, and creates information and uses it to solve problems.
- Effectively works independently and collaboratively.
- Sets goals, establishes priorities and makes informed decisions.

An effective communicator who:

- Uses oral, written, and visual forms of communication.
- Utilizes practical and technological methods to access and apply information.
- Listens openly and respectfully to the ideas and opinions of others.
- Expresses her opinions insightfully, intelligently, and respectfully.
- Commits to understanding a world vision and making a beneficial difference among the global community.

A holistic woman who:

- Acknowledges and develops the spiritual, intellectual, creative, physical, social, and emotional dimensions of life.

In April 2023 Rosary faculty and staff gathered to discuss the current mission, vision, and philosophy. It was agreed that the mission, vision, and philosophy still embody all that Rosary stands for as a Catholic school serving young women.

The consultative school board at their 2023 summer retreat confirmed that they, too, believed that our mission, vision, philosophy, and student outcomes clearly define our educational mission.

CHAPTER III – QUALITY OF THE SCHOOL’S EDUCATIONAL PROGRAM

Domain1: Mission and Catholic Identity

Standard 1 - An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence, and service.	
1.1 The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.	4
1.2 The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.	3
1.3 The school leader/leadership team regularly calls together the school’s various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae) to clarify, review and renew the school’s mission statement.	3
1.4 The mission statement is visible in public places and contained in official documents.	4
1.5 All constituents know and understand the mission.	3
Average of all Benchmarks – Standard 1 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

Our school has engaged in a comprehensive analysis of its performance, aligning with the benchmarks and employing the guidelines outlined in the appendix.

Standard 1 indicates a solid foundation in communicating our mission, which embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence, and service, creating a nurturing and productive learning environment. While we excel in communicating our mission, we recognize that we need to determine ways to review and enhance the understanding of our mission within the school community.

<u>Key Strengths for Standard 1</u> (1-2 in bulleted list)	<u>Key Growth Areas for Standard 1</u> (1-2 in bulleted list)
<ul style="list-style-type: none"> • The School Mission Statement is posted throughout the school, in all classrooms and most offices. • The leadership team references/is guided by the mission statement as they plan activities and programs for the school year. 	<ul style="list-style-type: none"> • Find ways to review and enhance the understanding of the mission statement for all constituents.

Evidence (Links)

- 1.1 [Leadership retreat minutes](#)
- 1.2 [Leadership team minutes \(retreat\)](#)
- 1.3 [Leadership team meeting minutes](#)
- 1.4 [Catholic identity picture](#)
- 1.5 Survey Q4 where agree or strongly agree all constituents understand our mission: [Faculty Staff Q4\(80.31%\)](#), [Parent and Community Q4 \(90%\)](#), [Student Q4 \(76.61%\)](#)

Standard 2 - An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.	
2.1 Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese.	3
2.2 Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.	3
2.3 Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.	3
2.4 The school’s Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.	3
2.5 Faculty uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.	2
2.6 Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.	3
2.7 The theory and practice of the Church’s social teachings are essential elements of the curriculum.	3
Average of all Benchmarks – Standard 2 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

In evaluating Standard 2, which centers on providing a rigorous academic program for religious studies and catechesis within a holistic curriculum integrating faith, culture, and life, our school has undertaken a comprehensive analysis. By following the guidelines outlined in the appendix, we have assessed our performance in alignment with the benchmarks and identified areas of strength and potential growth.

Benchmark 2.1 highlights the importance of a challenging religious studies curriculum. Our school recognizes the value of providing a comprehensive and engaging program that equips students with a solid

understanding of Catholic teachings. We follow the bishops’ curriculum and offer courses that delve into theology, morality, and social justice, thus cultivating a well-rounded faith-based education.

Benchmark 2.5 focuses on the use of the lenses of scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them. Although we excel at accomplishing this goal in many classes, the domain committee felt that this was not the case for “all” classes, thus this category is an area for growth.

Our school's evaluation of Standard 2 demonstrates a steadfast commitment to providing a rigorous academic program rooted in the Catholic faith. Our integration of faith across the curriculum, challenging religious studies courses, alignment with church teachings and the bishops’ curriculum, and educator professional development collectively contribute to a strong faith-centered educational environment. While we excel in these areas, we acknowledge the need for continuous assessment to ensure our curriculum remains relevant and our educators are well-prepared to guide students on their faith journeys. As we reviewed the ratings we focused on what would be necessary to move from one rating to another. If we already accomplished the necessary items to move from one rating to another we increased our rating to the next level. Through our ongoing dedication to growth and improvement, we aim to foster a learning environment where faith, culture, and life seamlessly intertwine.

<p align="center"><u>Key Strengths for Standard 2</u> (1-2 in bulleted list)</p>	<p align="center"><u>Key Growth Areas for Standard 2</u> (1-2 in bulleted list)</p>
<ul style="list-style-type: none"> ● Catholic symbols and liturgical environment are placed throughout the school, in classrooms, offices, inside and outside the chapel, in the rose garden, and in the back garden. ● Our religion curriculum is aligned with the bishops’ framework and meets all diocesan framework. 	<ul style="list-style-type: none"> ● Incorporate the use of scripture, Christian ethics, and morals (cross-curricular) in lessons whenever possible to encourage and empower our students to discover and live out their faith in all aspects of life.
<p align="center"><u>Evidence (Links)</u></p>	
<ul style="list-style-type: none"> ● 2.1 Religion Department Curriculum ● 2.2 Religion Department Textbooks ● 2.3 and 2.4 Surveys Q7 where Agree or Strongly agree: Student Q7 (78.74%), Faculty and Staff Q7 (80.3%), Parent Q7 (91.45%) ● 2.5 Surveys Q8 where Agree and Strongly agree: Student Q8 (60.89%), Faculty and Staff Q8 (66.67%), Parent Q8 (82.59%) ● 2.6 Prayer Shelves in every room, Statues, Stations of the Cross, Advent Wreath, Lenten and Easter displays ● 2.7 Service Requirement by grade level 	

Standard 3 - An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.	
3.1 Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.	4
3.2 Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.	4
3.3 Every student participates in Christian service programs to promote the lived reality of action in service of social justice.	3
3.4 Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.	2
Average of all Benchmarks – Standard 3 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

Standard 3 underscores the provision of opportunities beyond the classroom for student faith formation, engagement in communal prayer, and active involvement in social justice initiatives, aligning with our school's mission. Our comprehensive analysis, guided by the benchmarks and the guidelines in the appendix, reveals a robust commitment to fostering holistic student development in these areas.

Benchmark 3.4 centers on every student's experience as a role model of faith and service for social justice among administrators, faculty, and staff. Although we feel our administrators, faculty, and staff do an exceptional job of modeling faith and social justice, we realize that "every" student may not share in this experience within our community. Our school places a strong emphasis on instilling a commitment to social responsibility. Through service projects, community outreach, and advocacy efforts, students actively address societal challenges while embodying the Catholic principles of compassion and justice.

Our school's evaluation of Standard 3 demonstrates a holistic approach to student faith formation, communal prayer, and social justice engagement. Our commitment to providing diverse opportunities for spiritual growth, facilitating meaningful prayer experiences, and instilling a sense of responsibility for social well-being is evident. While excelling in these aspects, we acknowledge the importance of continuous evaluation and innovation to ensure our programs remain relevant and impactful. We recognize that we must enculturate a deeper understanding of Catholic social teaching with students, faculty, and staff. That being the case, by maintaining our dedication to these core principles, we aspire to guide students in becoming empathetic, active, and spiritually grounded contributors to their communities and society.

<u>Key Strengths for Standard 3</u> (1-2 in bulleted list)	<u>Key Growth Areas for Standard 3</u> (1-2 in bulleted list)
<ul style="list-style-type: none"> Students, faculty, and staff are given opportunities for prayer, worship, sacraments, and service on a regular basis. 	<ul style="list-style-type: none"> Ongoing improvement and fine-tuning of the service outreach program at Rosary Academy. Enculturate a deeper understanding of Catholic social teaching with students, faculty, and staff.
<u>Evidence (Links)</u>	
<ul style="list-style-type: none"> 3.1 Surveys Q9 where Agree and Strongly agree: Student Q9 (90.05%), Faculty and Staff Q9 (98.49%), Parent Q9 (95.91%) 3.2 Surveys Q9 where Agree and Strongly agree: Student Q9 (90.05%), Faculty and Staff Q9 (98.49%), Parent Q9 (95.91%) 3.3 Surveys Q10 where Agree and Strongly agree: Student Q10(82.42%), Faculty and Staff Q10 (93.94%), Parent Q10 (89.63%) 3.4 Surveys Q11 where Agree and Strongly agree: Student Q11 (61.42%), Faculty and Staff Q11 (78.47%), Parent Q11 (88.89%) 	

Standard 4 - An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.	
4.1 The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis.	3
4.2 The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith.	3
4.3 The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents/ guardians to grow in the knowledge and practice of the faith.	3
4.4 All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.	3
4.5 Every administrator, faculty, and staff member visibly supports the faith life of the school community.	2
Average of all Benchmarks – Standard 4 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

In reviewing Standard 4, we engaged in a comprehensive analysis of our performance, aligning with the benchmarks and employing the guidelines outlined in the appendix. The rating for benchmark 4.1 was found in the faculty/staff survey responses, questions 12 – 19. The rating for benchmark 4.2 was supported through our Theology on Tap, I Thirst Series, and Women’s Retreats. Benchmarks 4.3 and 4.4 were supported with additional survey data responses via parent surveys and stakeholder surveys. Benchmark 4.5 stressed “every”; thus, the rating was lower for this particular benchmark. In conclusion, our assessment indicates that Rosary meets the benchmarks in providing meaningful opportunities for adult faith formation and active engagement in services of social justice in alignment with our overarching mission.

<p align="center"><u>Key Strengths for Standard 4</u> (1-2 in bulleted list)</p>	<p align="center"><u>Key Growth Areas for Standard 4</u> (1-2 in bulleted list)</p>
<ul style="list-style-type: none"> ● We offer a Lenten parent series. 	<ul style="list-style-type: none"> ● Work on enhancing the dissemination of information about faith across the campus community, including starting class with prayer.
<p><u>Evidence (Links)</u></p>	
<ul style="list-style-type: none"> ● 4.1 Surveys Q12 where Agree and Strongly agree: Student Q12 (62.46%), Faculty and Staff Q12 (83.33%), Parent Q12 (66.91%) ● 4.2 Surveys Q13 where Agree and Strongly agree: Student Q13 (63.87%), Faculty and Staff Q13 (80.31%), Parent Q13 (84.44%) ● 4.3 Surveys Q13 where Agree and Strongly agree: Parent Q13 (84.44%) ● 4.4 Surveys Q15 where Agree and Strongly agree: Student Q15 (57.48%), Faculty and Staff Q15 (78.79%), Parent Q15 (77.78%) ● 4.5 Surveys Q16 where Agree and Strongly agree: Student Q16 (77.21%), Faculty and Staff Q16 (86.36%), Parent Q16 (88.89%) 	

Summary of Domain 1

Communication and understanding of our mission statement, core values, and charism are vital to who we are at Rosary Academy. We expect that all students, faculty, and staff can articulate the values that help to form a Rosary graduate. Our Catholic values are the instruments we use to form our young women as strong leaders who will lead us into the future. Two of our primary core values focus on faith and service; we live those two values through our service outreach and retreat programs.

Rosary Academy has worked hard during the past three years to develop, evaluate, enhance, and sustain a strong service outreach program for our student body. We have solidified our requirements for service on each grade level. 100% of our student body participates in service outreach from an approved list of agencies. Service outreach is part of our graduation requirements for all students. The requirements are given to each student and listed in the student/parent handbook. We will continue to work to educate our students, faculty, staff, and families about Catholic social teaching. Our charism of “reaching out to the dear neighbor without distinction” will continue to guide and inspire our service outreach projects. We are called through Baptism to reach out to the dear neighbor in need serving as the hands and feet of Christ. Development of class-level retreats is ongoing. We strive to offer vibrant, strong formational experiences to enable our students to encounter God. Class-level retreats are a graduation requirement found in the student/parent handbook.

Domain 2: Governance and Leadership

Standard 5 - An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.	
5.1 The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.	3
5.2 The governing body systematizes the policies of the school's operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.	3
5.3 The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop's legitimate authority.	4
5.4 The governing body, in collaboration with or through the actions of the leader/ leadership team, maintains a constructive and beneficial relationship with the (arch) diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Bishop.	4
5.5 In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue.	N/A
5.6 The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities.	2
Average of all Benchmarks – Standard 5 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

Rosary's leadership structure has been solidified and strengthened with the creation of positions, allocation of talent, and implementation of various boards. The ability to successfully communicate this leadership structure to various stakeholders has created an environment of collaboration and positive input. The school leadership is further strengthened by an active and visionary bishop, school superintendent, and their offices and personnel. The school's leadership structures can be further strengthened with leadership/board personnel training and with the addition of board members who best represent the diversity of the Rosary community.

<p align="center"><u>Key Strengths for Standard 5</u> (1-2 in bulleted list)</p>	<p align="center"><u>Key Growth Areas for Standard 5</u> (1-2 in bulleted list)</p>
<ul style="list-style-type: none"> ● The creation, implementation, and communication of an organizational structure and organizational chart that works for the community and is understood by shareholders. ● The strength of the relationship with the bishop, the educational superintendent, and the office of Catholic schools. 	<ul style="list-style-type: none"> ● Introduce training sessions for both the leadership team and the consultative school board. ● Ensure that the makeup of the consultative school board more accurately reflects the school community.
<p><u>Evidence (Links)</u></p>	
<ul style="list-style-type: none"> ● Standard 5.1 -- Benchmark level 3 Consultative school board link to constitution and bylaws ● Standard 5.2 -- Benchmark level 3 Minutes of board meetings (Password Protected). ● Standard 5.3 -- Benchmark level 4 Our relationship with the Bishop is evident through his active participation in our community as evidenced by his participation in mass, regular visitations and acting in our school productions. ● Standard 5.4 -- Benchmark level 4 Head of school and the superintendent meet monthly Principal meets with the superintendent bi-weekly Rosary maintains quarterly meetings with the CFO of the Diocese ● Standard 5.5 -- Benchmark level N/A. We are not a parish school. ● Standard 5.6 – Benchmark level 2 Evidence of consultative board formation and on-going training as a faithful commitment. 	

Standard 6 - An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.	
6.1 The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.	3
6.2 The leader/leadership team articulates a clear mission and vision for the school and engages the school community to ensure a school culture that embodies the mission and vision.	3
6.3 The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.	3
6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.	2
6.5 The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.	2
6.6 The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school.	3
6.7 The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.	3
Average of all Benchmarks – Standard 6 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

School leadership is able to consistently and effectively articulate the school’s mission and vision. Regular opportunities for professional growth and faith formation ensure that all staff share in the implementation of that mission and share in the vision for a strong future. The delivery systems used for communication must be perfected so that all stakeholders receive important information in both a timely and appropriate manner. The implementation of more effective data collection and interpretation will put the school on a stronger path.

<u>Key Strengths for Standard 6</u> (1-2 in bulleted list)	<u>Key Growth Areas for Standard 6</u> (1-2 in bulleted list)
<ul style="list-style-type: none"> ● The consistency of the articulation of the school’s mission and vision, together with opportunities for professional growth and faith formation for all members of staff. ● The school adheres to diocesan practices regarding personnel, the consultative school board, and diocesan relationships and reporting. 	<ul style="list-style-type: none"> ● The speed, accuracy, and delivery systems of various modes of communication need to be refined, so that messaging is delivered to appropriate stakeholders in a more careful manner. ● School leadership needs to implement a system to collect and interpret data in a way that will more meaningfully inform and support academic growth.

Evidence (Links)

- Standard 6.1 – Benchmark level: 3
 - [Postings of faculty and staff biographies](#)
 - [Budget line for professional development \(Password Protected\).](#)
 - [Job descriptions \(Password Protected\).](#)
 - [Policies and/or directives regarding credential requirements](#)
 - [School-wide plan for professional development](#)
- Standard 6.2 – Benchmark level: 3
 - [Mission and Vision statement postings](#)
- Standard 6.3 – Benchmark level: 3
 - [Personnel policies and updates](#)
 - [Professional development plans for all administrators, faculty and staff](#)
 - [Yearly appraisal/assessment plans and procedures](#)
- Standard 6.4 -- Benchmark level: 2
 - [Budget allocations for networks \(Password Protected\)](#)
 - [School schedule](#)
- Standard 6.5 -- Benchmark level: 2
 - [Curriculum and curriculum maps demonstrating alignments](#)
 - [Development and enrollment marketing materials \(Password Protected\).](#)
 - [Student achievement national, local and school-wide recognition and awards](#)
 - [Budget allocations \(Password Protected\).](#)
- Standard 6.6 -- Benchmark level: 3
 - [Policies for facilities, human resources, finance, development and marketing](#)
 - [Budget allocations of strategic dollars \(Password Protected\)](#)
 - [Sample job descriptions/expectations for Leadership team \(Password Protected\)](#)
 - [Minutes and reports from parent meetings and gatherings \(Password Protected\)](#)
 - [Community surveys in the Data Library](#)
 - [Feasibility Study Findings \(Password Protected\)](#)
 - [Budget Communications - Annual Report](#)

- Standard 6.7 -- Benchmark level: 2

[Feasibility Study Findings \(Password Protected\)](#)

[Social media end of year metrics i.e. youtube, tweets, web blasts, web postings, etc. \(Password Protected\)](#)

[Job descriptions\(Password Protected\).](#)

Summary of Domain 2

Rosary's leadership structure has been solidified and strengthened by creating positions, allocating talent, and implementing various boards. The ability to successfully communicate this leadership structure to various stakeholders has created an environment of collaboration and positive input. The school leadership is further strengthened by an active and visionary bishop, school superintendent, and their offices and personnel. The school's leadership structures can be further strengthened with leadership/board personnel training and the addition of board members who best represent the diversity of the Rosary community.

School leadership is able to consistently and effectively articulate the school's mission and vision. Regular opportunities for professional growth and faith formation ensure that all staff share in the implementation of that mission and share in the vision for a strong future. The delivery systems used for communication must be perfected so that all stakeholders receive important information in both a timely and appropriate manner. The implementation of more effective data collection and interpretation will put the school on a stronger path.

Domain 3: Academic Excellence

Standard 7 - An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.	
7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.	3
7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.	3
7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.	3
7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.	2
7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.	3
7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.	3
7.7 Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.	3
7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.	3
7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.	3
7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.	3
Average of all Benchmarks – Standard 7 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

Rosary fully meets the benchmarks of Standard 7. Rosary Academy’s curriculum adheres to appropriate, delineated standards and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. The evidence is shown by graded course work, standardized tests, curriculum calendars, course sequencing of academic plans and UC requirements, common assessments, teacher lesson plans, and Catholic values embedded into the curriculum. Standards are adopted across the curriculum and include integration of the

religious, spiritual, moral, and ethical dimensions of learning in all subjects. Student performance and work products demonstrate critical, creative, literate, and moral thinking related to solving real-world problems and making decisions.

Rosary Academy's curriculum and instruction for 21st-century learning prepares students to become users of technology, able to create, perhaps publish, and/or critique digital products that reflect their understanding of the content and/or their technological skills. Although student work, projects, and other course work are sources of evidence, the term EXPERT USERS makes it difficult to rate at level 3. Our classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Unit and lesson plans show deliberate attention to such things as perseverance, risk-taking, collaboration, self-regulation, initiative, etc. Affective dimensions of learning incorporate Gospel values. Our classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and accommodating students with special needs as fully as possible. Units and lesson plans give evidence of differentiation.

Rosary Academy faculty collaborate in professional learning communities to develop, implement, and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement. Our faculty and professional support staff meet diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. Compliance with these requirements is factored into all employment decisions. The effectiveness of faculty professional development is measured by student learning growth.

<p align="center"><u>Key Strengths for Standard 7</u> (1-2 in bulleted list)</p>	<p align="center"><u>Key Growth Areas for Standard 7</u> (1-2 in bulleted list)</p>
<ul style="list-style-type: none"> ● PLCs were formed to generate data that drives instruction. ● Prayer, school charism, core values, and visual signs are evident in every classroom. 	<ul style="list-style-type: none"> ● Improve PLC's and investigate how small schools are organized with a deeper dive into cross-curricular and grade level groups. ● Enhance the educational tech committee and work to improve educational technology efforts, learning management systems, and other educational supporting software.

Evidence (Links)

- 7.1 Evidence – [Parent Survey Question #31](#)
[Faculty/Staff Survey Question # 31](#)
- 7.2 Evidence – [Parent Survey Question #31](#)
[Faculty/Staff Questions #24](#) & [Faculty/Staff Survey Question # 31](#)
- 7.3 Evidence - [Parent Survey Question #21](#)
[Faculty/Staff Survey Question # 36](#)
[Student Survey Question # 36](#)
- 7.4 Evidence – [Parent Survey Question #26](#), [Parent Survey Question#43](#), [Parent Survey Question #44](#)
[Faculty/Staff Survey Question # 26](#), [Faculty/Staff Survey Question# 43](#), [Faculty/Staff Survey Question #44](#), [Student Survey Question # 22](#), [Student Survey Question #23](#), [Student Survey Question #26](#)
- 7.5 Evidence – [Parent Survey Question #36](#), and [Faculty/Staff Survey Question # 36](#), and [Student SurveyQuestion # 33](#)
- 7.6 Evidence - [Parent Survey Question #28](#)
[Faculty/Staff Survey Question # 28](#)
[Student Survey Question # 25](#)
- 7.7 Evidence – [Common Assessment Data](#)
- 7.8 Evidence - [Faculty/Staff Survey Question # 30](#)
- 7.9 Evidence - [Parent Survey Question #8](#) and [Parent Survey Question #30](#)
[Faculty/Staff Survey Question #8](#) and [Faculty/Staff Survey Question # 30](#)
[Student Survey Question #8](#) and [Student Survey Question # 27](#)
- 7.10 Evidence - [Parent Survey Question #12](#) and [Parent Survey Question #19](#)
[Faculty/Staff Survey Question # 12](#) and [Faculty/Staff Survey Question # 19](#)
[Student Survey Question # 12](#)

Standard 8 - An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.	
8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.	2
8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.	3
8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.	3
8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.	3
8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.	2
Average of all Benchmarks – Standard 8 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

Rosary fully meets the benchmarks of Standard 8. Rosary Academy uses school-wide and student data generated by tools that are in some subject areas to monitor, review, and/or evaluate the curriculum and/or co-curricular programs. Student growth is minimally addressed, and data is minimally used or not used to monitor or assess faculty performance. School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

Rosary Academy’s faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment. The faculty adjusts instructional practices based on data from assessments.

Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered. Rosary Academy faculty collaborate to develop school-wide criteria for valid assessment of students. Parents/guardians and students understand the criteria and can easily access reports.

Rosary Academy faculty collaborate in professional learning communities to monitor student learning.

<u>Key Strengths for Standard 8</u> (1-2 in bulleted list)	<u>Key Growth Areas for Standard 8</u> (1-2 in bulleted list)
<ul style="list-style-type: none"> Common assessments are used to gather information on student learning. Academic council meets regularly to discuss curriculum and other relevant academic topics. 	<ul style="list-style-type: none"> Devote more time to meet with departments and administration to discuss scope and sequence, pedagogy, and scaffolding.

Evidence (Links)

- 8.1 Evidence - [Student Survey Question # 29](#)
- 8.2 Evidence - [Parent Survey Question #31](#) and [Parent Survey Question #34](#)
[Faculty/Staff Survey Question # 34](#)
[Student Survey Question # 38](#)
- 8.3 Evidence - [Parent Survey Question #33](#)
[Faculty/Staff Survey Question # 33](#)
[Student Survey Question # 30](#)

Standard 9 - An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life	
9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.	3
9.2 Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.	3
9.3 Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.	4
Average of all Benchmarks – Standard 9 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

Rosary fully meets the benchmarks of Standard 8. School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community. Parents/guardians are invited to participate in a variety of partnership experiences that extend beyond the regularly scheduled mandatory parent/teacher conference.

Rosary Academy’s guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program. Students and parents/guardians know about and how to access these services.

Our co-curricular and extra-curricular activities provide opportunities outside the classroom for all students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities. These activities frequently involve students’

parents/guardians and give evidence of our commitment to balance activities in all these areas. Communications regarding these activities are continuous and consistent for all activities. Rosary Academy takes responsibility for community-wide communication and recognition of student accomplishments in these activities and shares them regularly.

<u>Key Strengths for Standard 9</u> (1-2 in bulleted list)	<u>Key Growth Areas for Standard 9</u> (1-2 in bulleted list)
<ul style="list-style-type: none"> ● Wellness programs, C4L Learning Lab, and the director of Social and emotional learning support students with the challenges of high school life. ● More retreats, relevant field trips, and the Pathways program have enhanced the students' opportunities to support student development. 	<ul style="list-style-type: none"> ● Ongoing communication is essential to clearly articulate the needs of students with learning differences from teachers, parents, counselors, C4L personnel, and administration. ● Need for more office hours.
<u>Evidence (Links)</u>	
<ul style="list-style-type: none"> ● 9.1 Evidence - Parent Survey Question #37 Faculty/Staff Survey Question # 37 Student Survey Question # 20 and Student Survey Question #34 ● 9.2 Evidence - Parent Survey Question #35 Faculty/Staff Survey Question # 35 Student Survey Question # 32 ● 9.3 Evidence - Parent Survey Question #36 Faculty/Staff Survey Question # 36 Student Survey Question # 33 	

Summary of Domain 3

Rosary Academy's academic excellence, Domain 3, has many strengths. Rosary has a clearly articulated and rigorous curriculum aligned with relevant standards, 21st-century skills, and Gospel values, implemented through effective instruction. Key areas of strength at Rosary are: PLCs were formed to ensure that data drives instruction; prayer multiple times a day; the school's charism, core values, and visual signs are evident in every classroom. Common assessments are now being implemented to make student performances transparent and inform the continuous review of curriculum and the improvement of instructional practices. Rosary's academic council meets regularly to discuss curriculum and other relevant academic topics to aid in documenting student learning and program effectiveness. Aligned with Rosary's mission, Rosary's wellness program, Center for Learning Lab, and the director of social and emotional Learning support students with the challenges of high school life. The addition of more retreats, relevant field trips, and the Pathways program have enhanced the students' opportunities to development.

In order to elevate Rosary Academy's current academic excellence, the professional learning communities (PLC) need to investigate how small schools are organized with a deeper dive into cross-curricular and grade-level groups. The educational tech committee is in its infancy and needs to address Wi-Fi issues, learning management systems, and other supporting software. More time is required to meet with departments and administration to discuss scope and sequence, pedagogy, and scaffolding. Ongoing communication is required to clearly articulate the needs of students with learning differences from teachers, parents, counselors, Center for Learning personnel, and administration. The wellness program needs more relevant activities. More office hours can also be utilized effectively.

Domain 4: Operational Vitality

Standard 10 - An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.	
10.1 The governing body and leader/leadership team engage in financial planning in collaboration with experts in nonprofit management and funding.	3
10.2 Financial plans include agreed-upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards.	3
10.3 Financial plans define revenue sources that include but are not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities' assistance, foundation gifts, entrepreneurial options and other sources not listed.	2
10.4 Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects.	3
10.5 Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs.	2
10.6 Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.	2
10.7 The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.	3
10.8 The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices as a means of providing good stewardship of resources.	2
Average of all Benchmarks – Standard 10 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

Rosary Academy meets the benchmarks of Standard 10. In 2018, school leadership established a consultative school board and finance committee to review the school's financial landscape and start planning for long-term success. With feedback from the members of the board and finance committee, school leadership evaluated tuition and fee structures to ensure operational costs were covered and to support new programming. In 2021, an investment committee was launched and the members were able to work with diocesan leadership to increase the percentage of our investments.

The school has been operating on a tuition gap while at the same time implementing new revenue streams, building rental and class level fees, and increasing fundraising efforts. Over the last three years, the advancement office has secured new grants and has improved overall fundraising efforts.

Rosary's finance and admissions offices have a tuition assistance application timeline. The admissions office regularly communicates the steps to apply for tuition assistance as well as deadlines.

Rosary continues to evaluate and update the budget to implement best financial practices as well as be good stewards of resources. Our annual report includes the financial landscape to the community and we work closely with the consultative school board and a variety of committees (finance, advancement, parent, facilities) to offer transparency and engage in long-term planning.

<u>Key Strengths for Standard 10</u> (1-2 in bulleted list)	<u>Key Growth Areas for Standard 10</u> (1-2 in bulleted list)
<ul style="list-style-type: none"> ● Rosary has a well established consultative school board and finance committee. ● The leadership team has become more involved in budgeting and moderating the school finances. 	<ul style="list-style-type: none"> ● Explore additional financial avenues within the community to enhance sustainability. ● Increase distributions of financial plans to departments, coaches, staff, and all those in charge of a budget.
<u>Evidence (Links)</u>	
<ul style="list-style-type: none"> ● 10.1 – Finance Committee meeting minutes and Consultative School Board ● 10.2-10.4 – Budget and Surveys where Agree or Strongly agree: Parent and School Community Survey Q39(57.25%), and Parent and School Community Survey Q40(59.26%) Faculty, Staff, Admin Survey Q39(42.43%), and Faculty, Staff, Admin Survey Q40(62.12%) ● 10.6 - Annual Report and Strategic Plan ● 10.7 - Tuition Assistant, Scholarship, and Loan Options 	

Standard 11 - An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with arch/diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.	
11.1 Human resource programs are professionally staffed at the appropriate level (i.e., central office, school office) and ensure full compliance with human resource policies.	2
11.2 Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement.	3
11.3 Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.	3
11.4 Human resource policies ensure that institutional planning includes investment in personnel growth, health care and retirement.	3
Average of all Benchmarks – Standard 11 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

Rosary Academy meets the benchmarks of Standard 11. As a diocesan school, Rosary leadership works closely with human resources personnel to communicate and implement policies. Currently, the school does not have a full-time staff member to manage human resources, so the responsibility falls on an administrative assistant and head of school.

<u>Key Strengths for Standard 11</u> (1-2 in bulleted list)	<u>Key Growth Areas for Standard 11</u> (1-2 in bulleted list)
<ul style="list-style-type: none"> • The diocese is involved and is accessible with human resources policies. • There are well-documented human resources policies from the diocese and Rosary. 	<ul style="list-style-type: none"> • Investigate the hiring of a full-time HR staff member on campus. • Provide more funding for professional development.
<u>Evidence (Links)</u>	
<ul style="list-style-type: none"> • 11.1: Rosary does not have one dedicated HR staff member • 11.2: Rosary implements and adheres to the HR policies created by the Diocese of Orange as well as Rosary Academy’s faculty/staff handbook Diocesan Handbook, Rosary faculty/staff handbook • 11.3: Rosary uses the Diocese of Orange salary scale • 11.4: Teachers and staff have opportunities to attend professional development, which include Title I funding 	

Standard 12 - An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.	
12.1 The school’s facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.	2
12.2 The school’s budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.	2
12.3 The school’s purchasing, and physical and technological improvements are, by design, done in alignment with the mission and the school’s planning and curricular goals, and consistent with environmental stewardship.	3
Average of all Benchmarks – Standard 12 (Round to whole number)	(2) Partially Meets Benchmark

Summary:

Rosary Academy meets the benchmarks in Standard 12. In 2021, Rosary leadership launched a facilities committee and began working on a long-term facilities plan. Over the last 3 years, the school has invested \$2.1 million in infrastructure enhancements that align with the mission and vision of the school. Updates include: video board, Anatomage table, renovating 23 classrooms, new chapel doors and window covering, updated kitchen appliances, new benches and chairs on campus, solar panels and hardware, new roofing. Rosary has added a new golf facility on campus. In order to keep our campus, secure we have added security cameras, a new motorized security gate, and a guard shack.

School leadership will continue to evaluate the facilities and technology plan to ensure improvements are consistently planned and budgeted to advance Rosary's mission.

<u>Key Strengths for Standard 12</u> (1-2 in bulleted list)	<u>Key Growth Areas for Standard 12</u> (1-2 in bulleted list)
<ul style="list-style-type: none"> ● Our 1 to 1 device program. ● TV's and sound bars are available for the wireless display of tablets accessible for each teacher in the classrooms. ● Purchase of the Anatomage table. ● Installment of solar panels. 	<ul style="list-style-type: none"> ● Develop a robust technology plan. ● Create consultative school board sub-groups to enhance various aspects of campus.
<u>Evidence (Links)</u>	
<ul style="list-style-type: none"> ● Surveys where Agree or Strongly agree: Parent and School Community Survey Q42(60%), and Parent and School Community Survey Q44(80.59%) ● Faculty, Staff, Admin Survey Q42(51.52%), and Faculty, Staff, Admin Survey Q44(60.61%) 	

Standard 13 - An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.	
13.1 The communications/marketing plan requires school leader/leadership team and staff person(s) to ensure the implementation of contemporary, multiple information technologies to reach targeted audiences, and to establish reliable and secure databases and accountability to stakeholders.	3
13.2 The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups.	2
13.3 The development plan requires school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate.	3
Average of all Benchmarks – Standard 13 (Round to whole number)	(3) Fully Meets Benchmark

Summary:

Rosary Academy meets the benchmarks in Standard 13. In 2019, school leadership and the consultative school board engaged in the first-ever strategic plan to start re-engaging stakeholders and create transparency on the direction of the school. Over 70 community members came together for a weekend-long retreat to discuss, evaluate, and plan for the future. Following this process, the plan was communicated to the entire community in January 2020. Shortly after, COVID hit and priorities were adjusted; however, fundraising and enrollment initiatives continued to be top priorities. With the support from the school's consultative school board, parent board, and various committees, the advancement and admissions teams continue to enhance efforts and achieve success.

In 2018, Rosary outsourced social media efforts to improve branding and outreach. Since then, we have seen higher engagement with more consistent branding. In 2022, the school hired an alumnae manager to support both fundraising and enrollment efforts.

<u>Key Strengths for Standard 13</u> (1-2 in bulleted list)	<u>Key Growth Areas for Standard 13</u> (1-2 in bulleted list)
<ul style="list-style-type: none"> • Databases and communications systems to use and analyze our engagement between our alumnae, current families, and prospective families. • The advancement committee was developed and enhanced to communicate a more formalized development plan. • All incoming and/or prospective families are in multiple communication databases to ensure all information is communicated to them. 	<ul style="list-style-type: none"> • Analyze student retention/loss, and share the report with the consultative school board and the leadership team. • Work with the advancement committee to share information with our faculty and staff. • Engage the alumnae community and convert them to donors.
<u>Evidence (Links)</u>	

- 13.1 – [Communications Plan](#) and Parent and School Community Survey Q45
- 13.2 – [Enrollment Management Plan](#)
- 13.3 – [Advancement Plan](#)

Summary of Domain 4

Summary:

As the landscape for Catholic education continues to change, efforts have been made to ensure Rosary is financially stable. The head of school brought back the consultative school board and finance committee. With the support from the Diocese of Orange, board, and committee, Rosary launched the first-ever strategic plan in 2020.

During the last three years, Rosary has worked diligently to improve the budget, recruit more students, increase fundraising dollars, enhance communication with all stakeholders, and work with the diocese for human resources needs. As a school, we continue to discuss how to incorporate innovative revenue streams while engaging new donors and retaining current donors. We continue to work on developing formal communication plans to support the mission of the school.

CHAPTER IV – Educational Improvement Plan

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

The revised Educational Improvement Plan (Action Plan) as outlined in our Mid-Term Progress Report (below) included five areas of critical growth. What follows are the five goals and a summary of the school's progress in accomplishing those goals.

[Mid-Term Progress Report](#)

Area of Critical Growth: Catholic Identity

In order to honor our connection to the charism of the Sisters of St. Joseph, who strive to answer God's call by serving their community, Rosary Academy explored the possibility of mandating service hours for students and increasing faith formation opportunities for our families.

Our intent has been to instill in our students the importance of ministering to those in need and strengthen our communal faith by offering families (and potentially other stakeholders such as alumnae) more opportunities to encounter Christ. After review with a committee and the leadership team, Rosary implemented new service requirements.

All students are called to live out our charism, “to serve the dear neighbor without distinction.” In the tradition of our founding religious order, the Sisters of St. Joseph of Orange, our students are formed as servant leaders to make a positive impact on our wider community. All service hours are to be completed by the Friday before Thanksgiving break in the fall semester and April 15th in the spring semester. All service hours must come from direct (face-to-face) service and all agencies need to be approved by Rosary Academy, including summer programs.

The freshman class hosts a Special Games Day for individuals with disabilities, similar to a “mini” special Olympics. Our sophomore class hosts an Annual RAD/DSAOC Winter Formal. The service requirement for our junior and senior students puts the ownership on our students to choose an agency from the list of approved non-profit organizations. The students are required to serve a minimum of 10 hours at that agency in the first semester. The students will choose a different agency to offer a minimum of 10 additional hours in the second semester, and they will service a total of 20 hours by the end of the academic year.

[Approved Service Agencies](#)

Area of Critical Growth: School Organization

Rosary Academy must decide on a permanent leadership structure that best serves the current school composition.

Rosary's leadership structure has been solidified and strengthened with the creation of positions, allocation of talent, and implementation of various boards. The head of school supervises executive directors of advancement, campus ministry, and finance; while the principal oversees assistant principals of activities, athletics, and curriculum. The school currently uses a consultative school board, and separate smaller groups for advancement, construction, finance, facilities, and investment. The parent council includes a parent executive board.

The ability to successfully communicate this leadership structure to various stakeholders has created an environment of collaboration and positive input. The school leadership is further strengthened by an active and visionary bishop, supportive school superintendent, and their offices and personnel.

Area of Critical Growth: Teaching and Learning

In order to elevate current academic programming, Rosary Academy must formalize both its instruction and assessment practices. Using an adapted PLC model, the Rosary Academy faculty needs to use measured data to drive instruction and collaborate across the curriculum to ensure continued student success.

The process of refining and implementing PLCs was turned on its head by the pandemic of 2020-21, as the focus turned from fine-tuning traditional ways of teaching and looked towards the realities of distance learning. The PLCs such as they are have led us to create refinements in common assessments, data gathering, curriculum mapping, student interventions, and a burgeoning plan for educational technology. EANS funds allowed us to improve our technology infrastructure, specifically by adding internet nodes to cover campus with wireless service. We have upgraded the tablets that students and faculty use, and we have replaced aging monitors in every classroom.

The forced use of technology during the pandemic has blessed us with the continuance of an independent study program through Catholic Virtual and a student body more adept at learning via technology. Many programs have been enhanced via the use of technology in recent years, including learning strategies, the learning lab, the freshman prep class, Rosary Support Program (RSP), and the various Pathways programs: computer science, engineering, medical, sports medicine, law, and performing arts.

Area of Critical Growth: Student Support

Rosary Academy must prioritize the social and emotional well-being of its students and teachers by using a mindfulness approach to reduce possible sources of stress and increase mental health awareness.

One of the major improvements in this area was the school hiring its own director of social & emotional learning, rather than continue our relationship with an outside company, Outreach Concern. Wellness classes were added to the curriculum during flex days for the benefit of both students and teachers. The school added a third academic counselor and two nurses. The nurses share a health room and a full-time position. The pandemic necessitated the health professionals' inclusion on campus, but their presence has alleviated the workload of the athletic trainers, and has saved other staff from having administrative duties pertaining to student health and safety.

Many areas of stress and mental strain have been evaluated and altered, from teacher work load being reduced to students meeting with their counselors more frequently. Even a decision as simple as removing lunch tables in favor of mobile Adirondack-style chairs has created a stress-free environment at lunch and break, as students are now free to sit in custom-sized groups rather than being constrained by the size of a traditional “picnic table.”

Area of Critical Growth: Material Stewardship

In order to promote our mission of Catholic values, academic excellence, and leadership training, we must grow our enrollment. This can be done through improving relationships and communication with donors, alumnae, and alumnae families regarding pertinent news, upcoming projects/funding needs, and other advancement goals and objectives. In addition, Rosary Academy should continue to expand its relationships with Catholic parishes and partner schools to build enrollment.

Enrollment has grown using a variety of strategies. Our goal to make sure that Rosary is not a “best kept secret” necessitates non-stop communication via email, social media, and school events. A communication plan developed by the advancement department has assigned duties and target audiences to different departments on campus, and our social media presence has become comprehensive, targeted, and effective. Using strategic methods and business partners where necessary, various electronic and printed literature goes to prospective families, current families, alumnae, and alumnae families.

The growth of applicants and students is also due to offering more in-person events: expanded open house opportunities, shadow days, placement test workshops, and special events for prospective students. The overall traffic of junior high-aged students on campus has increased. We offer junior high retreats through campus ministry; TACSC training through ASB; summer camps and clinics via athletics; and classes and workshops offered by various departments during the entire school year.

B. Key Strengths and Critical Growth Areas

<p style="text-align: center;">Key Strengths</p> <p style="text-align: center;"><i>School chooses 8 (2 from each Domain)</i></p>	<p style="text-align: center;">Critical Growth Areas</p> <p style="text-align: center;"><i>School chooses at least 4 areas (one from each Domain)</i></p>
<ul style="list-style-type: none"> ● Catholic symbols and liturgical environment are placed throughout the school, in classrooms, offices, inside and outside the chapel, in the rose garden, and in the back garden. ● Students, faculty, and staff are given opportunities for prayer, worship, sacraments and service on a regular basis, and we offer a Lenten parent series ● The strength of the relationship with the bishop, the educational superintendent, and the office of Catholic schools. ● The consistency of the articulation of the school’s mission and vision, together with opportunities for professional growth and faith formation for all members of staff. ● PLCs were formed to generate data that drives instruction. ● Wellness programs, C4L Learning Lab, and the director of social and emotional learning support students with the challenges of high school life. ● Rosary has a well-established consultative school board and finance committee. ● The leadership team is more involved in budgeting and moderating the school finances. 	<ul style="list-style-type: none"> ● Find ways to review and enhance the understanding of the mission statement for all constituents. ● Ongoing improvement and fine-tuning of the service outreach program. ● The speed, accuracy, and delivery systems of various modes of communication need to be refined, so that messaging is delivered to appropriate stakeholders in a more careful manner. ● School leadership needs to implement a system to collect and interpret data in a way that will more meaningfully inform and support academic growth. ● Enhance the educational tech committee and work to improve educational technology efforts, learning management systems, and other educational supporting software. ● Improve PLC's and investigate how small schools are organized with a deeper dive into cross-curricular and grade level groups. ● Explore additional financial avenues within the community to enhance sustainability. ● Increase distributions of financial plans to departments, coaches, staff, and all those in charge of a budget, and develop a more robust technology plan.

C. New Educational Improvement Plan (EIP)

Domain 1: Mission and Catholic Identity

Goal:

Rosary Academy will develop new programming and improve current opportunities for the school community in order to enculturate a deeper understanding of Catholic formation.

Rationale:

Communication and understanding of our mission statement, core values, and charism are vital to who we are at Rosary Academy. We expect that all students, faculty, and staff can articulate the values that help to form a Rosary graduate. Our Catholic values are the instruments we use to form our young women as strong leaders who will lead us into the future. Two of our primary core values focus on faith and service; we live those two values through our service outreach and retreat programs.

Rosary Academy has worked hard during the past three years to develop, evaluate, enhance, and sustain a strong service outreach program for our student body. We have solidified our requirements for service on each grade level. 100% of our student body participates in service outreach from an approved list of agencies. Service outreach is part of our graduation requirements for all students. The requirements are given to each student and listed in the student/parent handbook. We will continue to work to educate our students, faculty, staff, and families about Catholic social teaching. Our charism of “reaching out to the dear neighbor without distinction” will continue to guide and inspire our service outreach projects. We are called through baptism to reach out to the dear neighbor in need, serving as the hands and feet of Christ. Development of class-level retreats is ongoing. We strive to offer vibrant, strong formational experiences to enable our students to encounter God. Class-level retreats are a graduation requirement.

Action Steps:

1. Create a Mission Moment section of Royal Review to educate families.
2. Assemble a committee, including students, to determine new formation programming opportunities.
3. Set aside time in leadership team meetings to explore opportunities for developing new programming and improving current opportunities for faith formation.
4. Use scheduled faith formation meetings to develop a better understanding of Catholic faith formation.

Acting Agents: Leadership team, Campus Ministry

Necessary Resources: Time, Financial commitment

How Progress is Assessed: Surveys, classroom observations, meeting minutes, results from the Assessment of Religious Knowledge (ARK) test.

How Progress is Reported: Documentation is provided to the leadership team.

Timeline of Completion: The committee will be assembled in 2024-2025. ARK testing will begin in the spring of the 2023-2024 school year. Annual ARK testing. Starting 2024-2025, Mission Moments will appear. Faith formation meetings are scheduled four to six times a year.

Domain 2: Governance and Leadership

Goal:

Rosary Academy will explore new opportunities to enhance networks of collaboration within the school environment by implementing a multifaceted approach that promotes transparency and cooperation.

Rationale:

Rosary's leadership structure has been solidified and strengthened by creating positions, allocating talent, and implementing various boards. The ability to successfully communicate this leadership structure to various stakeholders has created an environment of collaboration and positive input. The school leadership is further strengthened by an active and visionary bishop, school superintendent, and their offices and personnel. The school's leadership structures can be further strengthened with leadership/board personnel training and the addition of board members who best represent the diversity of the Rosary community.

School leadership is able to consistently and effectively articulate the school's mission and vision. Regular opportunities for professional growth and faith formation ensure that all staff share in the implementation of that mission and share in the vision for a strong future. The delivery systems used for communication must be perfected so that all stakeholders receive important information in both a timely and appropriate manner. The implementation of more effective data collection and interpretation will put the school on a stronger path.

Action Steps:

1. Dedicate time at leadership team meetings to analyze our various modes of networking and collaboration to improve speed, accuracy, and delivery systems.
2. Implement systems to collect and interpret data to inform and support academic growth.

Acting Agents: leadership team, department chairs, board chairs

Necessary Resources: All communication methods, private and public, including school website, email, social media, traditional written communication, and publications. Time for collaboration; meeting time for potential new groups to meet. Financial resources to acquire data and data review systems.

How Progress is Assessed: Rosary will survey stakeholders regarding the success of our modes of collaboration, transparency, and cooperation; analyze data regarding student success based on a newly created data collection apparatus.

How Progress is Reported: Tout success of academic and other programs in communication with families, alumnae, and friends of Rosary. Share student data in academic council, PLCs, and other appropriate educational groupings.

Timeline of Completion: Beginning in the 2024-2025 school year we will implement changes. An annual review will follow. Measurable with surveys and student success data after each successive school year.

Domain 3: Academic Excellence

Goal:

Rosary Academy will advance educational technology integration and develop robust professional learning communities.

Rationale:

Rosary Academy's academic excellence, Domain 3, has many strengths. Rosary has a clearly articulated and rigorous curriculum aligned with relevant standards, 21st-century skills, and Gospel values, implemented through effective instruction. Key areas of strength at Rosary are: PLCs were formed to ensure that data drives instruction; prayer multiple times a day; the school's charism, core values, and visual signs are evident in every classroom. Common assessments are now being implemented to make student performances transparent and inform the continuous review of curriculum and the improvement of instructional practices. Rosary's academic council meets regularly to discuss curriculum and other relevant academic topics to aid in documenting student learning and program effectiveness. Aligned with Rosary's mission, Rosary's wellness program, Center for Learning Lab, and the director of social and emotional Learning support students with the challenges of high school life. The addition of more retreats, relevant field trips, and the Pathways program have enhanced the students' opportunities to development.

In order to elevate Rosary Academy's current academic excellence, the professional learning communities (PLC) need to investigate how small schools are organized with a deeper dive into cross-curricular and grade-level groups. The educational tech committee is in its infancy and needs to address Wi-Fi issues, learning management systems, and other supporting software. More time is required to meet with departments and administration to discuss scope and sequence, pedagogy, and scaffolding. Ongoing communication is required to clearly articulate the needs of students with learning differences from teachers, parents, counselors, Center for Learning personnel, and administration. The wellness program needs more relevant activities. More office hours can also be utilized effectively.

Action Steps:

1. The Educational Technology Committee will create an educational technology plan.
2. Academic Council will research 21st-century tools and platforms that enhance teaching and learning experiences.
3. The administration will implement regular workshops, peer-led discussions, and collaborative projects to cultivate a dynamic professional learning community.

Acting Agents: Educational technology committee, academic council, administration, faculty

Necessary Resources: Time, and financial commitment for workshops and software

How Progress is Assessed: Regular committee meetings, meeting minutes

How Progress is Reported: Reviewed by administration

Timeline of Completion: Starting in the 2024-2025 school year the educational technology committee will draft an educational technology plan.

Domain 4: Operational Vitality

Goal:

Rosary Academy will develop school-wide operational plans to pursue campus improvements to offer innovative and collaborative learning and social spaces that advance and sustain the mission of the school.

Rationale:

As the landscape for Catholic education continues to change, efforts have been made to ensure Rosary is financially stable.

During the last three years, Rosary has worked diligently to improve the budget, recruit more students, increase fundraising dollars, enhance communication with all stakeholders, and work with the diocese for human resources needs. As a school, we continue to discuss how to incorporate innovative revenue streams while engaging new donors and retaining current donors. We continue to work on developing formal communication plans to support the mission of the school.

Action Steps:

1. Rosary administration, with the finance committee, will develop a financial plan.
2. After reviewing the property assessment, the facilities department, site administration, and the facilities committee will develop a facilities plan
3. The academic team working with IT consultants will create a technology plan
4. The office of advancement will create and maintain a website plan, and improve our marketing and communications plan.

Acting Agents: School Administration, IT office, Facilities team, Advancement office, School working committees for finance, facilities, and advancement

Necessary Resources: Time, school personnel

How Progress is Assessed: Based on the completion of each plan

How Progress is Reported: Reported to the leadership team, Diocese, and consultative school board.

Timeline of Completion: Start in the 2024-2025 school year.

Data Library