

SERVITE HIGH SCHOOL



CREDO UT INTELLIGAM

I BELIEVE SO THAT I MAY UNDERSTAND

Ensuring Educational Excellence (E3)
Western Catholic Educational Association

Copyright 2017 ©

A Self-Study for:

Servite High School

1952 W. La Palma Ave.

Anaheim, CA 92801

WCEA School Code: S071

Visit Dates: March 17 – 20, 2019

Table of Contents

Chapter 1 – Introduction to the School	
A. <u>Introduction</u>	3
B. <u>Student Demographics</u>	6
C. <u>School Personnel Demographics</u>	8
D. <u>Brief History of the School</u>	16
E. <u>Most Significant Developments in School Life Since Last Self-Study</u>	17
F. <u>E3 Self-Study Groups</u>	19
G. <u>Visiting Committee Access to Required Information</u>	20
Chapter 2 – School Purpose	
A. <u>Faith-Filled Leadership</u>	21
B. <u>Vision Statement</u>	21
C. <u>Mission Statement</u>	21
D. <u>Philosophy Statement</u>	21
E. <u>Integral Student Outcomes</u>	23
F. <u>Servite High School Formation Program</u>	24
G. <u>Portrait of a Servite Friar</u>	26
H. <u>Guiding Principles of Servite High School and The Servite Way</u>	27
I. <u>Development of ISOs, Mission Statement, and Philosophy Statement</u>	29
Chapter 3 -- Findings	
A. <u>The Principle of Authentic Catholic Identity</u>	31
B. <u>The Principle of Organizational Efficacy</u>	34
C. <u>The Principle of Excellence of Teaching and Learning</u>	37
D. <u>The Principle of the Vitality of Student Support</u>	40
E. <u>The Principle of Stewardship of Material Resources</u>	43
<u>Discerning Areas for Critical Growth</u>	46
Chapter 4 – Educational Improvement Plan	
A. <u>Implementation of the Prior Plan from the Last Self-Study</u>	47
B. <u>New Educational Improvement Plan (EIP)</u>	51

CHAPTER I – Introduction to the School

A. Introduction

[\(Back to top\)](#)

School Name: Servite High School

Address: 1952 W. La Palma Ave, Anaheim, CA 92801

School Code: 050088

WCEA Code: S071

Year: 2019

Nature of the School:

Ownership

☐ Diocesan

☐ Parochial

☒ Religious*

☐ Lay Group

Gender

☐ All Female

☒ All Male

☐ Coeducational

Educational Thrust

☒ College Preparatory

☐ Comprehensive

☐ Other

Identification of this Owner: Order of Friar Servants of Mary (“The Servites”)

Governance Structure:

☒ Policy Board

☐ Advisory Board/Council

☒ Board of Limited Jurisdiction*

☐ Consultative Board/Council

☐ Other

***With reserve powers to the Owner:** Order of Friar Servants of Mary

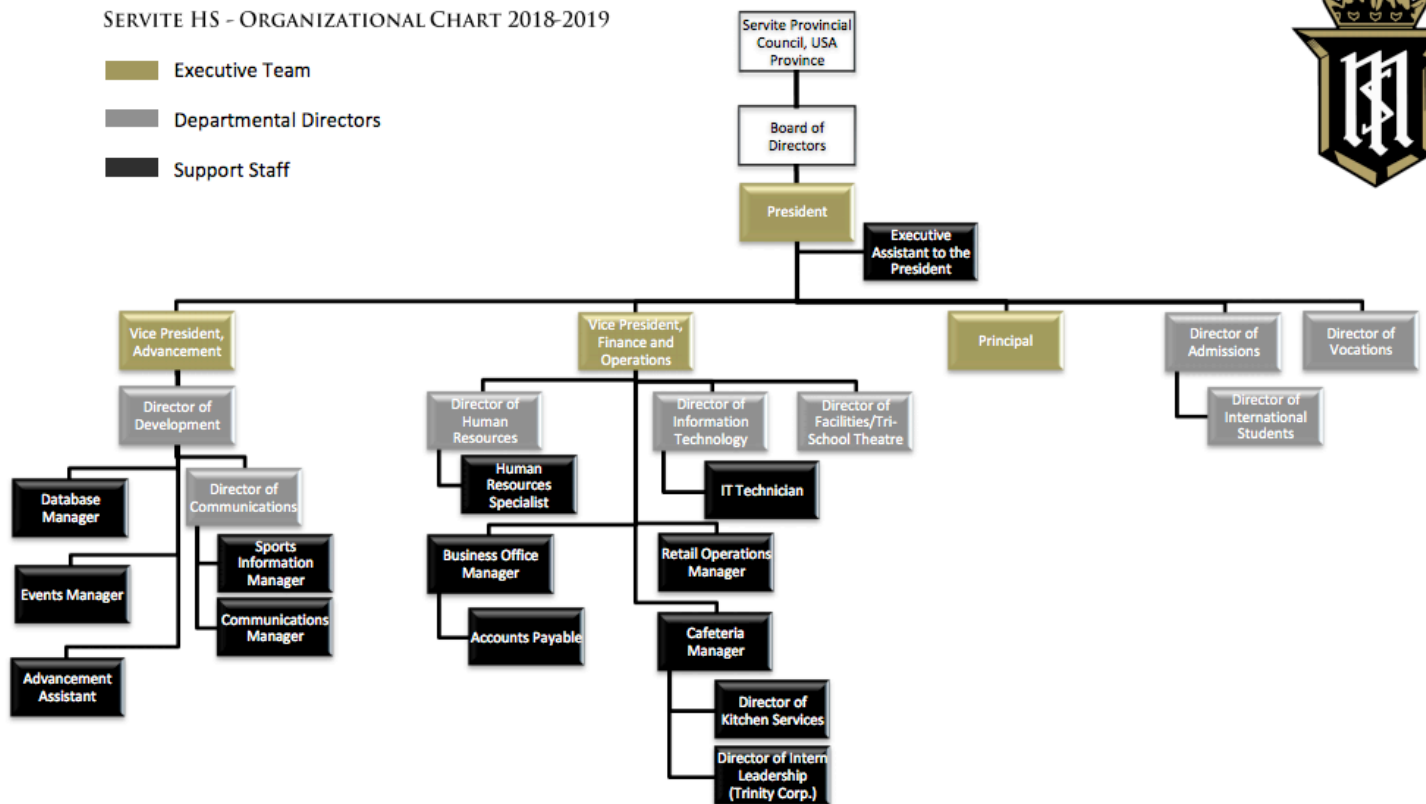
School’s Administrative Structure:

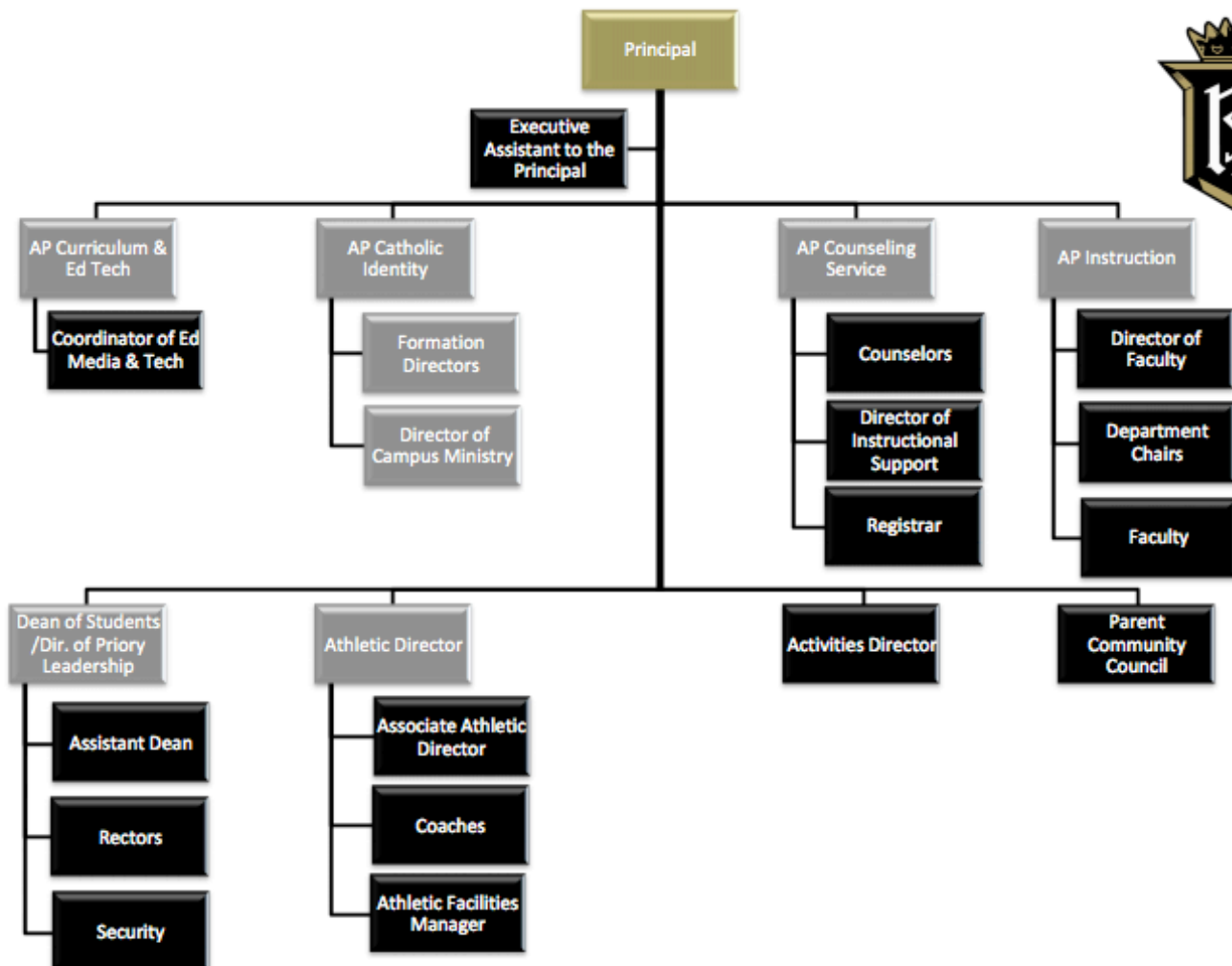
☒ President and Principal

Servite High School Organizational Flow Chart:

SERVITE HS - ORGANIZATIONAL CHART 2018-2019

- Executive Team
- Departmental Directors
- Support Staff





B. Student Demographics

[\(Back to top\)](#)

Enrollment:

Diocese of Orange Catholic High School Enrollment

Secondary Schools	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Cornelia Connelly	190	164	175	173	163	145	131	118
J Serra High School	1045	1038	1123	1187	1227	1184	1184	1241
Mater Dei High School	2049	2063	2091	2145	2152	2190	2174	2135
St. Michaels College Prep.	63	66	67	63	64	64	63	64
Rosary High School	576	529	523	507	463	417	370	370
Santa Margarita Catholic HS	1591	1667	1690	1730	1748	1691	1710	1672
Servite High School	982	955	900	920	905	868	847	803

Servite High School Enrollment

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
982	955	900	920	905	868	847	803

Servite High School Enrollment (2012-13 to 2018-19) By Grade Level

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
9th Grade	258	226	236	236	208	208	211
10th Grade	257	237	235	238	229	209	202
11th Grade	231	232	224	224	226	212	192
12th Grade	209	205	225	207	205	218	198
Total	955	900	920	905	868	847	803

Servite High School Catholic Composition (%)

2006-07	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
82	83	80	79	79	78	76

Servite High School Racial Demographics (%)

(Total)	Black	Hispanic	Asian	White	Other
2006-07 (866)	2	16	11	57	14
2012-13 (955)	3	38	11	43	5
2013-14 (900)	4	37	11	45	3
2014-15 (920)	5	39	11	38	7
2015-16 (905)	5	38	14	41	2
2016-17 (868)	4	36	14	44	2
2017-18 (847)	3	39	10	40	8
2018-19 (803)	4	41	17	35	3

International Student Population According to Country of Origin

Country	2016-17	2017-18	2018-19
China	24	28	29
Republic of Korea	2	0	3
Vietnam	2	1	3
Mexico	1	0	0
Italy	1	0	0
Total	30	29	35

C. School Personnel Demographics

[\(Back to top\)](#)

Executive Team and Administration

2019 Servite High School Executive Personnel

Name	Position	Years in Position	P/T or F/T	Catholic	Sex	Ethnicity	Credential(s)	Master's	Other
Randy Adams	President	1	F/T	Yes	Male	White	No	Educational Administration	No
Steve Beaird	Vice President (Advancement)	8	F/T	Yes	Male	White	No	MBA	No
Michael Brennan	Principal	13	F/T	Yes	Male	White	Single Subject, Administrative, Community College	Exercise Physiology	SDAIE
James Welch '79	Vice President (Finance and Operations)	4	F/T	Yes	Male	White	No	No	CPA

2019 Servite High School Administrative Personnel

Name	Position	Years in Position	P/T or F/T	Catholic	Sex	Ethnicity	Credential(s)	Master's	Other
Michael Brennan	Principal	13	F/T	Yes	Male	White	Single Subject, Administrative, Community College	Exercise Physiology	SDAIE
Elsa Gibbs	Director (Faculty)	10	F/T	Yes	Female	Hispanic	Community College	TESOL	
Olga Hofreiter	Assistant Principal (Instruction)	9	F/T	Yes	Female	Hispanic	Single Subject, Administrative	Education Administration	CLAD
Victor Martin	Dean of Students/Priory Leadership	4	F/T	No	Male	White	No	MBA	Sgt. Major USMC
Hilary Recknor	Assistant Principal (Counseling)	3	F/T	No	Female	White	Counseling	Counseling Education	
Brendan Ronan	Assistant Principal (Catholic Identity)	1	F/T	Yes	Male	White	No	Pastoral Studies	Creighton Leadership
Andrea Watanabe	Assistant Principal (Curriculum & Ed. Technology)	1	F/T	Yes	Female	Hispanic	Multiple Subject, Single Subject Authorization	Education, Catholic School Administration	LMU Leadership

Faculty and Staff

2019 Servite High School Personnel

	FT Employees	Faculty	Staff	Executive Team and Administration	Counseling	PT Employees
0-3 YEARS	44	17	23	3	1	6
4-6 YEARS	21	4	13	3	1	2
7-10 YEARS	32	15	15	2	0	0
11-20 YEARS	28	13	14	1	0	0
21-OVER	11	4	5	1	1	3
Total Employees:	136	53	70	10	3	11

This includes two full time Servite Priests.

2019 Servite High School Faculty and Staff (%)

F/T	P/T	Catholic	Sex (F)	Sex (M)	Credential	Master's	Doctorate
93	7	64	39	61	23	40	2

2019 Servite High School Faculty and Staff Ethnicity (%)

Black	Hispanic	Asian	White	Other
2	18	8	67	5

2019 Servite High School Faculty (%)

F/T	P/T	Catholic	Sex (F)	Sex (M)	Credential	Master's	Doctorate
99	1	61	34	66	38	51	4

2019 Servite High School Faculty Ethnicity (%)

Black	Hispanic	Asian	White	Other
0	13	11	69	7

2019 Servite High School Staff (%)

F/T	P/T	Catholic	Sex (F)	Sex (M)	Credential	Master's	Doctorate
86	14	66	39	61	13	33	Less than 1

2019 Servite High School Staff Ethnicity (%)

Black	Hispanic	Asian	White	Other
3	20	5	66	6

Executive and Administrative Teams are included as staff.

2019 Faculty and Staff Personnel List with Positions

Board of Directors

Servite High School is organized exclusively for educational and religious purposes. The specific and primary purposes for which this Corporation is formed is to operate and maintain a Roman Catholic high school for the education and training of boys.

Servite High School is governed by a Board of Directors ([member profiles](#)). Each Board Director is approved by the Membership. The current Board is composed of 14 Directors.

Board of Directors **2018-2019**

Name	Years Remaining	Term	Position
Phil Stump	One	First	Board Chair
Mimi Taylor	One	First	Board Vice Chair
Gary Belz '71	One	First	Member
Tim Buckley '73	One	First	Member
Jonathan Ekno '00	One	First	Member
Ken Foersch	One	First	Member
Joe Ryan '76	One	First	Member
Fr. Michael Guimon, OSM	One	Second	Member
Fr. Gerald Horan '73, OSM	One	Second	Member
Kathy McGuire	One	Second	Member
Mary Santoni	One	Second	Member
Rob Hoertz '72	One	Third	Member
Dana Karcher '71	One	Second	Member
Sr. Johnellen Turner, O.P.	Three	Third	Member

Brief Summary of Board of Directors Bylaws:

The Directors of the Corporation shall be elected at each annual meeting of the Board of Directors by a majority of those Directors eligible to vote at such meeting. If the election of Directors shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. All individuals nominated for Directorship shall be subject to a review and pre-approval by the Membership prior to the Board's election. Specifically, the Board shall submit a list of candidates to the Membership at least twenty days before the annual meeting of the Board of Directors. If the Membership determines that a nominee is not qualified to serve as a Director, the nominee shall be removed from the ballot and the Board shall be required to select a new candidate. Each Director shall hold office until the first of the following to occur: until his/her successor shall have been duly elected and shall have qualified; or until his/her death; or until he/she shall resign in writing; or until he/she shall have been removed in the manner hereinafter provided.

The Corporation shall have the following standing committees. The term of office for all standing committee members shall be one year beginning each year at the annual meeting of the Board unless specifically designated otherwise in the resolution appointing the committee member.

Finance and Audit Committee
Board Development Committee
Special Committees

An annual meeting of the Board of Directors shall be held on the 15th day of July each year, or at such other time and place as may be designated by the President or Secretary of the Board in accordance with the notice provisions herein below, for the purpose of electing Directors and for the transaction of such other business as may come before the meeting. If the election of Directors shall not be held on the day designated herein for any annual meeting, or at any adjournment thereof, the Board of Directors shall cause the election to be held at a special meeting of the Board as soon thereafter as conveniently may be.

Unless expressly resolved otherwise by the Membership, the Board of Directors shall be required to meet quarterly following the close of each of the Corporation's fiscal quarters to review the finances and activities of the Corporation and any other issues that may need to be addressed by the Board. The Annual Meeting may be included as one of the quarterly meetings.

Special meetings of the Board of Directors may be called by or at the request of the Chair of the Board or any two directors. The person or persons authorized to call special meetings of the Board of Directors may fix any place for holding any special meeting of the Board of Directors called by them.

Parent Community Council

During the 2018-2019 school year, Servite began restructuring the Parent Council into a Parent Community Council to better meet the needs of parents.

Parent Community Council Mission:

Working collegially with Servite High School administration, parents will collaborate to determine community needs, provide parent educational resources, and create opportunities for parents to build supportive relationships.

Duties:

Grade Level Parent Ambassadors

- Assist with finding volunteers for school functions requiring parental assistance as determined by the activities office, advancement office, or the administration.
- Build community among parents.
- Assist in aligning parents to the charism and mission of Servite High School.

Informational/Educational/Counseling Resource

- Provide parenting education and grade level assistance to all parents.

Supports School Wide Events

- School wide events would include but are not limited to staff and teacher appreciation day, dances, Back to School Night, Open House Information Nights, athletic team events, parent education opportunities, Grad Night, as well as events hosted by counseling, campus ministry, and Formation.

Consult with Principal

- The Parent Community Council will consult and provide information to the principal in regards to community concerns.
- The principal will consult with the Parent Community Council and provide information in regards to solutions to school wide problems.

Members of the Council:

Principal, Counselor, Formation Director, Admissions Director, Athletic Director, and Activities Director are non-voting Members. The Activities Director will monitor and supervise the financial aspects of the council.

President, Parent Community Council (Voting Member)

- The president oversees all Parent Community Council meetings and events. The term for the president is one year.

President Elect, Parent Community Council (Voting Member)

- The president elect assists the president in all matters and oversees the organization of events. The term for the president elect is one year. The president elect will then become the president for a term of one year.

Secretary, Parent Community Council (Voting Member)

- The secretary will take notes and maintain a documented history of all meetings. Meeting notes will be emailed to all council members within 48 hours.

Class Ambassadors, Parent Community Council (Voting Members)

- There will be one Ambassador and two assistant Ambassadors per class. The Ambassador is a member of the Parent Community Council. Once the president receives a request for volunteers or needs assistance to organize an event, Class Ambassadors and Assistant Class Ambassadors will be called upon to disperse information, find volunteers, or organize events for their respective class of parents. The term for a Class Ambassador is typically four years starting the freshmen year and concluding when the student(s) graduate.

Admissions Coordinator, Parent Community Council (Voting Member)

- Assist the Director of Admissions with in home community visits and outreach. It is not the job of the Admissions Coordinator to organize admissions events. The job of the Admissions Coordinator is to provide advice and help with communication.

Criteria to be a member of the Parent Community Council:

- A deep interest and commitment to the Men of Servite (students) and the Servite High School community.
- A willingness to give time and energy for the betterment of Servite High School.
- Believe in and appropriately support the Servite High School Mission Statement.
- Attend professional development to increase knowledge and awareness about the Servite charism and Formation Program.
- Must have a student who is currently attending Servite High School.

Alumni Association Committee

2019 Servite High School Alumni Association Committee Members

Steffanie Early	Director of Development
Kelly Boulger '73	President, Servite High School Alumni Association

Alumni Association Mission Statement:

The mission of the Servite High School Alumni Association is to assist in the process of forming Faith-Filled leaders at Servite High School, whether they be current students or fellow alumni, and to promote Christ as the center of our lives through the invocation of Mary, our Mother, based on the charism of the Order of Friar Servants of Mary.

Purpose:

- To engage with the alumni of the school to promote the mission of Servite High School community, whether with current student body or giving back financially
- To provide opportunities for the alumni to assemble and maintain valued relationships through the promotion of alumni events and other activities
- To facilitate the mutual exchange of ideas between the Association and School
- To create a fellowship among the alumni both socially and professionally
- To conduct outreach efforts to re-connect graduates with Servite and create opportunities for meaningful engagement

Membership:

- All graduates are automatically members of the Servite High School Alumni Association. Anyone who attended Servite High School but did not graduate may become members at his request.
- No dues are charged to be a member of the Association.

Steering Committee:

The Servite Alumni Association is guided by a volunteer Steering Committee of interested Servite graduates. Members of the Steering Committee consist of the following members:

- Chairman: Presides at all meetings of the Alumni Steering Committee
- Co-Chair: Presides in the absence of the Chairman
- 11-15 Committee members from a diverse representation of classes

Selection and Terms:

- The Alumni Steering Committee is a volunteer organization. Any interested graduate may apply to join the Committee. Steering Committee membership is approved by the existing members of the Committee.
- There are no term limits, however, the Committee reserves the right to remove members who do not meet the expectations of the position or are disruptive to the Association's and/or school's function or reputation. Members must have served at least one year on the Steering Committee to be eligible to hold Chair and Co-Chair positions.
- Alumni who are also staff members at Servite are eligible to serve.
- Chair and Co-Chair are elected annually by the Steering Committee in July, serving a one-year term from July 1 – June 30.
- A maximum of three consecutive terms for chair and co-chair are permitted.
- The Steering Committee will identify at least one alumnus from each class to serve as class captain to act as a liaison between the organization and his class.

Expectations:

- Attend Steering Committee meetings regularly
- Act as ambassadors for Servite High School in the community
- Take their participation seriously
- Maintain confidentiality of discussed topics
- Have a deep interest in the future of Servite High School
- Have respect for the fellow committee members and school administration
- Attend school and alumni events regularly and encourage other alumni to do the same

Communications:

The Alumni Association, in conjunction with the Servite Advancement department, publishes a monthly email newsletter and maintains Facebook and Twitter accounts specifically for alumni. There is a private Facebook group for Servite Alumni. There is also an alumni section on the Servite website.

Activities:

The Servite Alumni Association plans and executes a number of activities throughout the year including:

- Alumni networking breakfasts
- Alumni happy hours
- Football tailgates
- Outings to sporting events such as Angels games
- Career talks

The Alumni Association also supports and promotes Servite Advancement events such as the Excellence in Leadership Gala, Golf Tournament, and Legacy Forum Speaker Series.

D. Brief History of the School

[\(Back to top\)](#)

The Order

The Seven Holy Founders of the Order of Friar Servants of Mary (Servites) were young, successful merchants who came together in Florence, Italy. United by friendship and devotion to the Blessed Virgin, Alexis, Amideus, Bonajuncta, Bonfilius, Hugh, Mannetus, and Sostene gave themselves to common prayer and works of charity. Their desire to serve God eventually led them to leave their homes and their businesses to form a community outside the city walls. About the year 1245 they moved to Monte Scenario where, for a time, they followed a life of prayerful seclusion. As others came to join them, they laid the foundation of the Servite Order, whose members would be committed to the service of the Lord and others. They promised to follow Christ and witness His gospel; they took the Blessed Virgin as their Lady; and they lived communal life according to the Rule of St. Augustine. Thus their charism consists of Fraternity, Service, and Devotion to Mary. Pope Leo XII canonized them as the Seven Holy Founders of the Servite Order in 1888.

The School

In response to an invitation from the Archdiocese of Los Angeles in 1957, Servite High School was planned for a 20-acre lot along La Palma Avenue in Anaheim, California. Here, the Order of Friar Servants of Mary established an all boys' private, Catholic high school that is now recognized for forming Faith-Filled Leaders. The school officially opened its doors during the fall of 1958. Servite is currently located in the Diocese of Orange. Although a private school, Servite collaborates and communicates with the Diocese of Orange and enjoys a tri-school relationship with its sister schools: Cornelia Connelly High School (Anaheim) and Rosary Academy (Fullerton).

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

[\(Back to top\)](#)

2013 WCEA E3 Report

2013 Visitation Report

2016 Midterm Report

1. After a three-month national search to find a new President, Servite High School welcomed Mr. Randall Adams who officially took office on July 1, 2018, as the new President/CEO. Mr. Adams brings with him 25 years of Catholic education leadership experience, enthusiasm for Servite's future, and appreciation for its rich culture of formation.
2. Servite High School significantly improved and updated its school facilities. These updates include:
 - modernization of the school library
 - expansion of the robotics center
 - replacement of the weight room pavilion
 - replacement of drinking fountains
 - replacement of traditional projectors with TV monitors in most classrooms
 - replacement of the telephone/bell system
 - replacement of and upgrade to the alarm system
 - installation of four modular classrooms
 - creation of a new choir room
 - installation of modular practice rooms in the guitar room
 - relocation of the Tri-School Theatre Office
 - creation of additional cafeteria/kitchen and maintenance offices/storage
 - resurfacing of the gym floor, track, and football field
 - added lighting and LCD monitors in the theater
 - construction of the Father Fitzpatrick Aquatic Center
 - construction of the Dr. Ben Rubin Sports Medicine Center
 - remodeled the locker room
 - added parking for faculty and staff
 - remodeled gym lobby
 - remodeled multiple restroom facilities
 - replacement of overhead lighting to LED lighting
 - installed new outdoor lighting campus-wide
 - upgraded and installed new security cameras
 - installed Raptor visitor check-in system
 - installed security card entry system
3. Inspired by the 2013 goal of evaluating our technology program and how to more meaningfully use educational technology, the administrative team conducted research, surveyed faculty, and held numerous discussions on student use of iPads as an educational tool. It became clear from the results of the surveys and discussions that teachers believed iPads were posing little educational benefit. The faculty and staff determined that iPads would no longer be part of the Servite High School technology program. They also agreed that students should be issued a laptop at the start of their freshman year instead of their sophomore year.
4. Servite faculty and staff collegially revised the daily bell schedule to allow for requested collaboration time, a growth area from the 2013 Accreditation visit. The new schedules allow

for collaboration, grade level formation, and department meetings in a monthly rotation, and if necessary, allow for professional development training and/or faculty meetings within the regular school day.

5. To address school safety, Servite High School adopted student uniforms instead of its traditional dress code beginning in the 2018-2019 school year. The Executive and Administrative Teams approved the adoption of uniforms for several additional reasons, including:
 - financially assists lower socioeconomic families
 - is another opportunity to improve brotherhood
 - may improve overall school behavior
 - may improve individual academic success
 - provides a good first impression for college admissions and athletic recruiters

F. E3 Self-Study Groups

[\(Back to top\)](#)

E3 Leadership Team and Integral Groups

School Site Chair

Michael Brennan, Principal

Assistant School Site Chair

Olga Hofreiter, Assistant Principal of Instruction

Assistant School Site Chair

Andrea Watanabe, Assistant Principal of Curriculum and Educational Technology

Group A - Catholic Identity

The Catholic Identity group is composed of Theology faculty, non-Theology faculty, Campus Ministry, and Formation.

- Brendan Ronan, Assistant Principal of Catholic Identity
- Bobby Angel, Director of Campus Ministry

Group B - School Organization

The School Organization group is composed of faculty and staff from all departments.

- Jeff Baldo, Mathematics Department Chairperson
- Brian Hunt, Physics Teacher

Group C - Teaching and Learning

The Teaching and Learning group is composed of faculty and academic support staff.

- Olga Hofreiter, Assistant Principal of Instruction
- Elsa Gibbs, Director of Faculty

Group D - Student Support

The Student Support group is composed of representatives from Counseling, Athletics and co-curricular activities.

- Hilary Recknor, Assistant Principal of Counseling
- Jeanne Nellesen, Director of Activities

Group E - Material Stewardship

The Material Stewardship group is composed of members from the faculty, Advancement, and Business offices

- Steve Beaird, Vice President of Advancement
- Jim Welch, Vice President of Finance and Operations

E3 Home Groups

Home groups are composed and organized by department.

G. Explain How the Visiting Committee Will Access Required Information

[\(Back to top\)](#)

The Visiting Committee for Servite High School's E3 Self-Study can access all information through:

2019 Servite High School WCEA Visit Google Site

E3 Process Forms

For each formal meeting that had to do with the Self Study, the integral and home group chairs completed an E3 "Process Form." "Process Forms" include the date, time, description of, and purpose of the meeting. All "Process Forms" are arranged in chronological order from the first meeting to the most recent.

Data Library

- Group A – Catholic Identity
- Group B – School Organization
- Group C – Teaching and Learning
- Group D – Student Support
- Group E – Material Stewardship

Representative Student Work for all Courses

Survey Data

CHAPTER II – School Purpose

[\(Back to top\)](#)

A. Faith-Filled Leadership

A Servite Friar embraces Christ, loves Christ, imitates Christ, lives Christ, and is Christ so as to draw others to Christ.

B. Vision Statement

Servite High School is a Catholic school where all people are welcomed - a community accountable to one another, serving one another, and living out the Gospel of Jesus Christ, following the example of Mary.

C. Mission Statement

Servite High School is a Catholic preparatory school which accepts young men of all religious, ethnic and socioeconomic backgrounds. Recognizing that parents are primary educators, we develop Faith-Filled Leaders through an intentional and multidisciplinary Formation Process founded upon the Catholic Faith and the charism of the Order of Friar Servants of Mary (Servite Friars).

D. Philosophy Statement

Progress becomes true progress only if it serves the human person and if the human person grows: not only in terms of his or her technical power, but also in his or her moral awareness. I believe that the real problem of our historical moment lies in the imbalance between the incredibly fast growth of our technical power and that of our moral capacity, which has not grown in proportion. That's why the formation of the human person is the true recipe, the key to it all, I would say, and this is what the Church proposes.

Benedict XVI, Interview, 2006.

Servite High School Formation is the process by which a Friar becomes the person he has been called to be by God. The Formation Process is concerned with the complete human person, and consequently, is driven by a single question: “Who am I?” In the absence of an intentional, systematic Formation Process, the human person is left to develop at whim and without proper concern for the unique vocation that God has called each Friar to fulfill.

In *The Catholic School*, the Sacred Congregation for Catholic Education (SCCE) reminds us that, “The school must begin from the principle that its educational program is intentionally directed to the growth of the whole person.” An educational program directed in this way requires attention to the fundamental components within each student: the *body* and the *soul*. More specifically, the soul is comprised of the *intellect* and the *will*. Thus, “whole person” involves three principle components understood as follows:

- The *body* is the vehicle which gathers information from and responds to the world around us.
- The *intellect* is the vehicle that organizes and interprets the information gathered.
- The *will* is the ability to choose how to use the gathered information.

Properly used, the *intellect* arranges the gathered information in such a way that truth is discovered. Once truth is discovered, one can choose to act in accordance with truth, or contrary to it. Goodness is choosing to act according to what we know is true and thus right. The *will* is our ability to make that choice.

Servite High School believes it is vital to place proportionate emphasis on the development of the *body, intellect, and will*. An imbalance in this regard results in information being inadequately gathered, poorly processed, or improperly applied. Therefore, in an effort to direct the formation of the whole Friar in a balanced, intentional and systematic way, Servite High School has developed a Formation process culminating in leadership.

Within the context of Formation, teaching is not limited to the classroom experience. All members of the faculty and staff play an active role as teachers and guides in the formation of every student. The importance of each member's active and proper participation cannot be overstated. As the SCCE reminds us in *The Catholic School on the Verge of the Third Millennium*:

“Teaching has an extraordinary moral depth and is one of man's most excellent and creative activities, for the teacher does not write on inanimate material, but on the very spirits of human beings. The personal relations between the teacher and the students, therefore, assume an enormous importance and are not limited simply to giving and taking. Moreover, we must remember that teachers and educators fulfill a specific Christian vocation and share an equally specific participation in the mission of the Church, to the extent that it depends chiefly on them whether the Catholic school achieves its purpose.”

Thus every component of the school experience provides a unique and vital element in each student's formation. Therefore, the whole student is formed and affected by every activity and relationship that comprises his unique Servite experience.

Bearing all of this in mind, Servite High School forms Faith-Filled Leaders, Friars who embrace Christ, love Christ, imitate Christ, live Christ, and be Christ so as to draw others to Christ.

E. Integral Student Outcomes

[\(Back to top\)](#)

SPIRITUAL AND ETHICAL FORMATION

A Servite High School graduate is a leader who through a deliberate process of formation:

- Develops his body, intellect and will through participation in academic courses, team based activities, and civic responsibilities.
- Accepts religious, ethnic, and cultural diversity and works collaboratively with others in accordance with Catholic social justice principles.
- Acknowledges his relationship with God and lives in a Christ-like manner as demonstrated through participation in prayer, liturgy, sacraments, counsel, retreat experiences, and Christian service.
- Understands, respects, and applies the teachings of the Catholic Church and the charism of the Order of Friar Servants of Mary (Fraternity, Service and devotion to Mary).
- Knows and lives the Gospel of Jesus Christ and recognizes that God calls every person into a relationship with God, the Father, the Son, and the Holy Spirit.
- Demonstrates, in word and deed, the Centrality of Christ.

ACADEMIC AND INTELLECTUAL FORMATION

A Servite High School graduate is a leader who through a deliberate process of formation:

- Develops a lifelong desire for learning that culminates in wisdom.
- Demonstrates mastery of the academic curriculum in order to succeed in post-secondary education.
- Exhibits intellectual maturity by evaluating multifaceted challenges and opportunities and creating innovative solutions.
- Demonstrates proficiency in the use of current technologies relevant to higher education and the workplace.
- Develops insight into Sacred Scripture so as to find personal meaning.
- Gains the knowledge of humanity which fosters a reverence for life.
- Demonstrates, in word and deed, the Primacy of Faith.

PERSONAL AND SOCIAL FORMATION

A Servite High School graduate is a leader who through a deliberate process of formation:

- Communicates effectively and respectfully with persons and groups from diverse backgrounds.
- Emulates the Blessed Mother in her example at the foot of the Cross.
- Lives life whereby the Gospel of Christ is the motivating power that guides his behavior.
- Understands and applies the ethical and legal use of technology.
- Demonstrates, in word and deed, Mastery of Self and Necessity of the Other.
- Embraces Christ, loves Christ, imitates Christ, lives Christ, and is Christ so as to draw others to Christ.

F. Servite High School Formation Program

[\(Back to top\)](#)

The Formation Program is the intentional, systematic direction of the complete student experience toward the end of developing the whole person, body and soul, and facilitating each student's address of the question, "Who am I?" It is important to note that within the context of the Formation Program, "teaching" is not limited to the classroom experience. All members of the faculty and staff play an active role as a teacher, or guide, in the formation of every student with whom they work. Thus, every component of the student experience must play a unique and vital role in the formation of each student, for the whole student is not limited to any one component but is rather formed and affected by every activity and relationship that comprises their unique student experience.

With this in mind, the following Formation Themes are intended to guide the formation of the Servite student in any context, both inside and outside of the classroom. Again, all faculty and staff are responsible for applying the Formation Themes through the medium within which they interact with students.

Primacy of Faith

Life's greatest moments and most important truths cannot be discovered by reason alone. We must accept that mystery exists and that life is a series of acts of faith, large and small. The most elemental act of faith is the belief that we possess a fundamental uniqueness that makes us who we are - unlike anyone else, past, present or future.

Mastery of Self

The gifts that make us who we are reveal the unique vocation we have been given by God. By mastering ourselves and developing our gifts, we will make the world a better place in a way that no one else ever can. This is the fundamental responsibility that gives meaning and purpose to our lives.

Necessity of the Other

An honest assessment of who we are reveals that we have limits and need others. Properly developing ourselves requires that we properly develop all the relationships that make us who we are.

Centrality of Christ

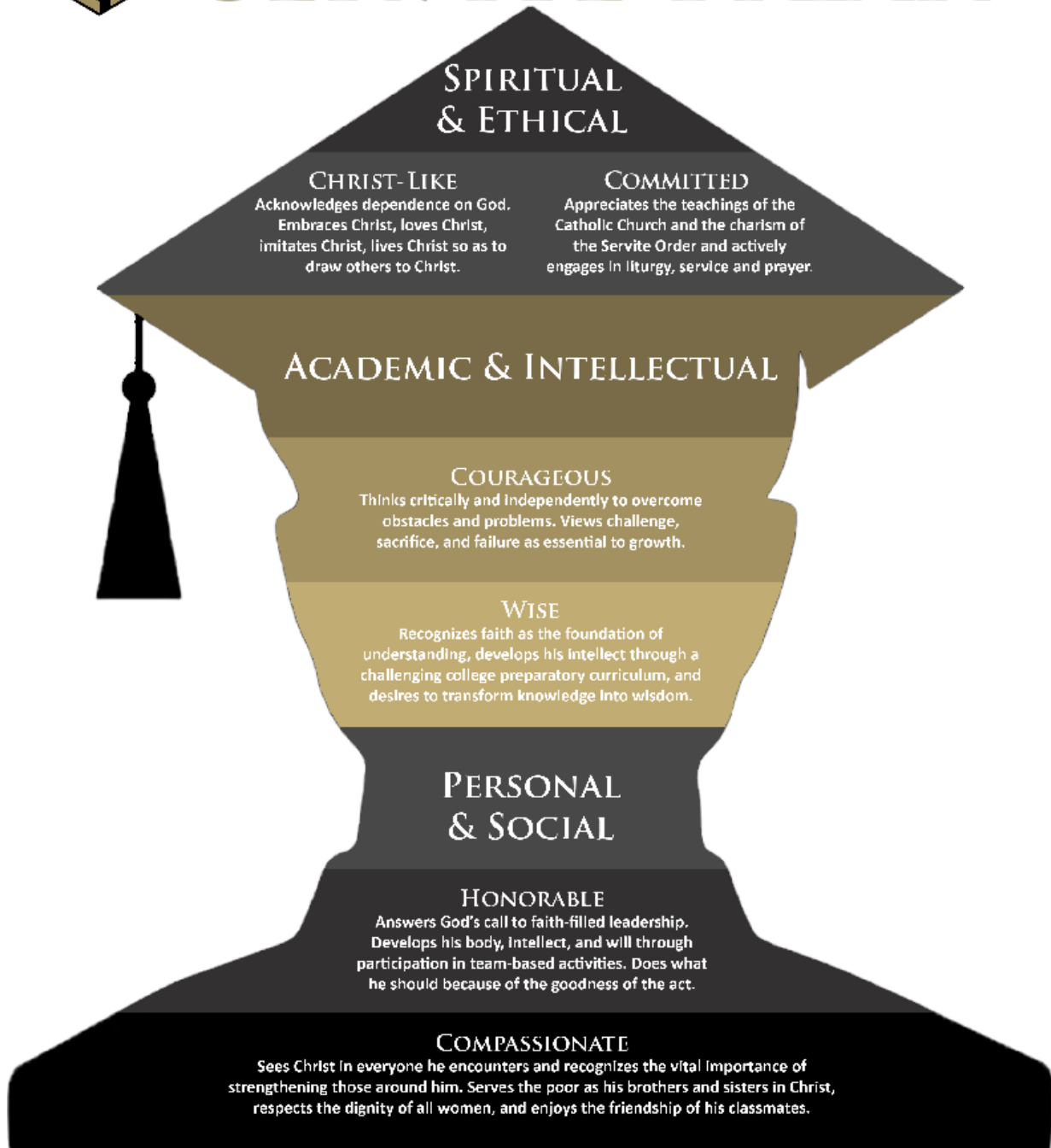
There is one “other” we can never do without. God made us who we are and Christ brought us direct contact with God. Therefore, everything we do should be under Christ’s direction and modeled after him. We should note especially that Christ’s fundamental teaching is love as defined by mercy. This should be the measure for all of our relationships.

G. Portrait of a Servite Friar

[\(Back to top\)](#)



PORTRAIT OF A SERVITE FRIAR



H. Guiding Principles of Servite High School and The Servite Way

[\(Back to top\)](#)

The Servite Way is a school wide culture that follows a set of fundamental principles addressing the manner in which we, as a community, should interact with and treat our fellow students, parents, alumni, staff and faculty, and the greater community. It encompasses the mission, values, and the way in which we, the Servite High School community, live our lives.

With Christ at the center of our community, everything we do is centered on developing a deeper relationship with God and a stronger foundation for our brotherhood. It is the development of our faith, character, and our unique gifts that bond us to our Creator and each other.

Our Mission as members of the Servite community is to create an environment with a common culture and build a community that will form our students into Faith-Filled Leaders. We do this by living our guiding principles in each and every encounter: internally with colleagues, students, and parents; externally with alumni; and the greater community. These principles, affirmed by each constituency and community group, will help us perfect our ministry.

The Guiding Principles and charism of the Order of Friar Servants of Mary (Fraternity, Service, and Devotion to Mary) and Formation are the foundation of the Servite High School and its school culture.

Fraternity

We journey together as a Christian Community, bound by trust and love.

- We are a community formed in the light of the Catholic Church through the Servite charism.
- We welcome all people, inviting them to share in our community and campus life.
- We actively encourage each other to grow spiritually through prayer, study, and service.

Service

We recognize God in our neighbor and each other.

- We act and interact in the spirit of service, putting the needs of others before our own.
- We value all people as members of the living Body of Christ.
- We live by the example of Christ to others and model Him in every encounter.
- We treat all people with respect and love.

Mary

We embrace Mary as our model of discipleship and compassion.

- We look to Mary's example of humility, courage, and love to give direction to our lives.
- Like Mary, we seek to follow Christ and witness the Gospel together to be good examples to the community.
- We accept and respond to the Will of God.

Formation

We grow in knowledge, character and spirit.

- We first believe in order to understand for all things begin with an act of faith.
- We commit ourselves to be lifelong learners, integrating knowledge and prudence in the pursuit of wisdom.
- We develop our character daily by forming healthy habits and by maturing intellectually, morally, physically, and spiritually.
- We seek excellence in all things, and with God's grace, become leaders living disciplined and virtuous lives.

Essential Elements of a Servite Education according to the Order Friar Servants of Mary

- Fraternity - Faith/Collegiality
- Service - Other-Centeredness/Love
- Mary - Compassion/Trust/Faith/Hope
- Education - Intellectual/Physical/Spiritual/Human Development

Education Mission of the Order Friar Servants of Mary

Servite Friars give themselves in service to others through educational ministry in order to express the Charism of the Order and to prolong the active presence of the Mother of Jesus in the history of salvation.

(cf. OSM Constitutions, Article 73)

Sponsorship and Guiding Principles of the Order

The Order of Friar Servants of Mary sponsors ministries and institutions that express and perpetuate the unique insights and spirituality of their ancient Charisma. The Order expresses its sponsorship by:

- Seeking a formative environment that authentically reflects the essence of Servite tradition
- Fostering collaborative leadership and group decision making
- Facilitating responsible and accountable management of resources
- Helping individuals to discover and develop their unique personal talents
- Periodically examining the authenticity of the school's life and apostolic service

(cf. OSM Constitutions, Chapter 11- Article 75)

Mission of the Order

The Order Friar Servants of Mary, which arose as an expression of evangelical apostolic life, is a community of men gathered together in the name of Jesus the Lord. Moved by the Spirit, they commit themselves, as did their First Fathers, to witness the gospel in fraternal communion and to be at the service of God and all people, drawing abiding inspiration from Mary, Mother and Servant of the Lord.

Article 1 of the Servite Rule of Life

I. Development of Integral Student Outcomes, Mission Statement and Philosophy Statement

[\(Back to top\)](#)

As a result of the 2010 visiting committee's midterm accreditation report, Servite developed ESLRs and a Mission Statement that "better reflect the true focus of the school." At the time of the report, Servite had made considerable progress in establishing the Formation Program that is steeped in the Servite charism. The committee recommended that "the ESLRs and Mission Statement should be revised to reflect this major shift affecting all aspects of education and Servite High School."

The process of aligning the Formation Program with the ESLRs, Mission Statement, and Philosophy Statement began during the spring of 2010 with a thorough review of the 2007-2013 ESLRs, 2007-2013 Mission Statement, 2007-2013 Philosophy Statement, Formation Handbook, Campus Ministry Handbook, Priory Handbook, and original Mission and Philosophy Statements (created by the founding Servite priests). The Principal of Servite High School created a draft of new ESLRs, the Mission Statement, and Philosophy Statement.

In the early fall of 2010, all faculty and staff were invited to participate in a committee to redevelop and align the ESLRs, Mission Statement, and Philosophy Statement to the Formation Program and Guiding Principles of the Order. Two drafts of the aligned ESLRs, Mission Statement, and Philosophy Statement were created by:

Michael Brennan, Principal	Andy Katnic, Assistant Principal
Padraic Emparan, Faculty	Kara Montgomery-Roa, Faculty
Elsa Gibbs, Director of Faculty/Department Chair	Larry Toner, Director of Formation
Olga Hofreiter, Assistant Principal	

In October of 2010, the second draft was presented to the entire faculty and staff who were provided an opportunity to offer feedback and recommend revisions. The committee met again, discussed feedback and revisions, and created a third draft of each. The fourth and fifth drafts were composed in the same way. The fifth draft was completed towards the end of the 2010-2011 school year.

In the Fall of 2011, Mr. Michael Brennan (the Principal), Fr. Ed Penonzek (OSM), Mr. Larry Toner (Director of Formation) and Mr. Chris Weir (Director of Priory Leadership) met numerous times during the first semester to ensure the inclusion of the Servite charism and Guiding Principles. In 2013, Servite piloted the E3 protocol for accreditation, so the ESLRs became the

ISOs. The Mission Statement and the Philosophy Statement were sent to the Parent Council. Mr. Bowen (President) and the Parent Council made suggestions to improve each document. Mr. Brennan, Fr. Penonzek, Mr. Toner, and Mr. Weir met to incorporate additional revisions. The final draft was completed in February of 2012. At the March 2012 faculty meeting, the entire faculty and staff unanimously voted to approve the document. The ISOs, Mission Statement, and Philosophy Statement were presented to the Board of Directors and approved in May 2012 and subsequently by the Provincial Council of the Order of Friar Servants of Mary in June 2012.

In the fall 2017, we reintroduced all elements (Mission, Vision, Philosophy, and ISOs) to the faculty and staff in preparation for the 2019 accreditation self-study. All faculty and staff had the opportunity to review each document and make comments and suggestions. Ultimately, the faculty and staff voted to maintain the 2012 ISOs and Philosophy Statement; however, it was determined that the Mission Statement required revision. The spirit of the Mission Statement would be preserved, but the wording would be edited to better communicate the purpose and mission of Servite High School. The faculty and staff met several times, held discussions, were allowed to submit versions of the Mission Statement, were offered the opportunity to participate in a committee of volunteers, and ultimately voted on a version that best articulated the school's Mission. Voting took place at the end of April 2018, and the proposed Mission Statement was sent to the Principal and President. In early October 2018, the Principal sent the revised Mission Statement to the Provincial Council. The Provincial Council edited, approved, and returned the Mission Statement in late October 2018.

The President and Principal reviewed the 2018 Mission Statement and shared the new Mission Statement with the Board of Directors who readily approved it. In December 2018, the new 2018 Mission Statement was released and communicated to faculty and staff. The 2018 Mission Statement will officially be released to all community members at the beginning of the 2019-2020 school year.

The Servite High School ISOs, Mission Statement, Philosophy Statement, and Formation Program are aligned to the Guiding Principles of the Order of Friar Servants of Mary and to one another. The Formation Program is the vehicle through which the ISOs are integrated into the life of the school. In order to measure the achievement of Faith-Filled Leadership, we must answer the question, "Are we achieving the purpose and Mission of Servite High School?" In order to help us answer the question, the school developed the "Portrait of a Servite Friar," a simplified version of the ISOs. The purpose of this document is to assist community members in determining if we are achieving the Mission and purpose of the school. Simultaneously, Formation Directors developed different data collection metrics to determine if individual students are achieving the Formation Themes. Due to this deliberate alignment, if a student achieves the Formation Themes, he also achieves the ISOs, and fulfills the Philosophy, Mission, and purpose of Servite. In conclusion, students do not simply attend Servite High School. Instead, they move through an intentional and systematic program to *become* Servite. It is our prayer that Servite graduates remain dedicated to the Formation Themes, the charism of the Order of Friar Servants of Mary, and Faith-Filled Leadership for the remainder of their lives.

CHAPTER III – Findings

A. The Principle of Authentic Catholic Identity

[\(Back to top\)](#)

Servite High School is unabashedly Catholic and proud of its rich Roman Catholic heritage expressed through both the rituals and traditions of the Catholic Church as well as the charism of the Order of Friar Servants of Mary. This strong Catholic identity is expressed through the school's guiding statements grounded in Christ, communal worship flowing from the Eucharist, a bishops-approved theology curriculum that aims to address students' minds and hearts, a faculty and staff who strive to be witnesses and disciples, collaboration with parents who are respected as the primary educators of their sons, a campus plant that is rich in the signs and symbols of our Catholic faith and our Marian identity, and the spirit of service that flows both from Christ's example in the Gospels and the Servite charism. The entire school community aims to provide an excellent educational experience focusing on the "Centrality of Christ" as the center of school life in a variety of ways giving life to the expression: Be Christ, See Christ.

Servite High School explicitly integrates its Catholic identity into all aspects of school life, including its Mission Statement and Philosophy Statement which fully align to Roman Catholic heritage and the charism of the Order of Friar Servants of Mary. The Mission Statement was recently revised to more authentically and concisely represent the purpose of Servite. The Philosophy Statement is solidly grounded in the educational traditions of the Catholic Church and ends on a strong note of evangelization. Servite High School's Integral Student Outcomes (ISOs) are considered a strength in how they are written and aligned to the Mission and Philosophy Statements. Servite is beginning to celebrate and intentionally integrate the ISOs into daily experiences and will display them more prominently in classrooms and deliberately review them annually with faculty, staff, parents, and students.

Servite integrates worship into multiple levels of daily campus life and ensures all students, faculty, and staff have ample opportunity to praise God. Student leaders guide prayer over the intercom in the morning, at noon, and the end of the school day to regularly center the attention of the community back to God. The Seven Holy Founders Chapel and the Campus Ministry Center (the Priory) are open each day to welcome anyone as spaces for student hospitality that provide diverse opportunities for prayerful and leisurely activities. The school engages the entire community of students, staff, and parents alike, in their Catholic faith traditions through a variety of activities including Advent & Lenten reflections and grade-level retreats, as well as regular opportunities for participation in Mass. Servite retreats offer a dynamic experience focused on deepening the students' relationship with Christ. In line with developing Faith-Filled Leaders, students are subsequently utilized as retreat leaders, as well as offering service in the capacities of lectors, cantors, altar servers, and extraordinary ministers of Holy Communion in our all-school liturgies. Spiritual direction opportunities are also provided by Servite priests and campus ministers to ensure that Servite's young men are guided and challenged appropriately.

Servite's four-year theology curriculum is in full compliance with the *Doctrinal Framework* for high school religion of the United States Conference of Catholic Bishops (USCCB) as well as following the directions of the Local Ordinary. Students encounter Jesus Christ through the Bible, especially through the gospels, morality, and philosophy. Servite recently introduced a new tradition with the help of alumni; the gifting of a New American Bible and case to all incoming freshmen and transfer students for both academic and personal use over their four years at Servite. Further, Servite theology teachers

strive to help students connect their minds with their hearts as they encourage Friars to practice the teachings in all aspects of their lives. Servite also incorporates the Diocese of Orange Safe Environment Curriculum. During the 2016-2017 academic year, Servite implemented a supplemental study of St. Pope John Paul II's *Theology of the Body* using Ascension Press' *You* curriculum. Over the course of four years, students explore life and love through this *Theology of the Body* curriculum, exploring relationships, sexuality, marital love, chastity, and ultimately defining themselves in relationship with God.

Servite High School also embraces the educational philosophy of the Catholic Church - namely that students are first and foremost souls to be nurtured. Servite Formation answers the call of the Church to address the entire student - physically, mentally, emotionally, socially, and spiritually. The Servite Formation Process that starts with Freshman Formation Weekend, includes monthly talks about character and virtue with a grade level Formation Director, and incorporates all aspects of the student experience, as students are encouraged to be their best by being themselves, serving others, and loving Christ. Servite is concerned with forming disciples and good men, as well as preparing students for college and the workplace.

Theology teachers at Servite High School are qualified both personally and professionally to teach their subject matter. All Theology teachers are active, passionate Catholics who pursue professional development opportunities. Servite Theology teachers are not just educators, but witnesses, living out what Pope Paul VI described when he said, "Modern man listens more willingly to witnesses than to teachers, and if he does listen to teachers, it is because they are witnesses" (*The Holy See's Teaching on Catholic Schools*, 2006, p. 58).

Servite deliberately engages parents in the formation of their sons and recognizes the primacy of parents as educators. Parents, in turn, place great value in their sons' religious and spiritual development as well as the overall Catholic identity of the school. Parents are welcomed as partners in their sons' education, and Servite strives to provide resources and regular opportunities for busy parents to be nourished with fellowship and personal encounters with Christ. Servite aims to nourish and develop bonds between parents and sons with opportunities to encourage the steady conversation between parents and teachers for the overall academic, athletic, personal, and spiritual growth of each student.

Servite challenges students to actively live the Servite charism of service to others and develops a posture of service for the sake of the Church and greater community through both formalized service requirements and creative, student-initiated projects in response to growing social needs. Servite requires all students to complete a minimum of 100 hours of Christian service in order to earn a diploma and offers them a diverse range of opportunities in which to participate. Servite strives to guide students away from seeing service as a mere requirement for graduation and instead as a way of life that all Christians are called to live out with joy.

Signs, symbols, sacramentals, traditions, and rituals are significant elements of the Servite campus. Elevated so as to be visible from anywhere in the quad, the Marian shrine at the center of campus proclaims, "Do whatever he tells you," (John 2:55) and serves as a beautiful daily reminder for the community that Servite is a Marian school centered on Christ. The Holy Founders Procession is a reminder of the Founding Fathers of the Servite Order. The Seven Holy Founders Chapel is open daily for Mass, adoration, and quiet prayer before the Blessed Sacrament. Crucifixes are center in every classroom, and students engage in prayer before each class period. Servite comes together for all community Masses at least monthly, and frequently more often, as both key Catholic and Servite feast days are celebrated. There are community-wide penance services twice a year in the theater, and twice a week in the chapel at lunch. Each year during Freshman Formation Weekend, the incoming 9th graders and transfer students are taught about the Order of Friar Servants of Mary and introduced to what it

means to live life the Servite Way. In honor of Servite's Marian tradition, every school Mass and sporting event as well as other school activities end with the student body singing the *Salve Regina*.

Servite High School seeks to provide an atmosphere of hospitality to all who enter the campus. The entire Servite staff is expected to "Be Christ" to every visitor so that they might receive a welcoming Servite experience. Faculty and staff participate together in retreats and all-school liturgies. The communications office aligns marketing and branding materials to bear witness to the Catholic faith and highlight the liturgical calendar of feasts. Personnel are expected to live according to the Catholic faith and be effective witnesses of the Gospel while at work and away. Students are instructed to represent Servite at all times, and faculty and staff are held to the same standard of excellence.

Key Strengths:

- Servite has a strong commitment to worship on campus, with over a dozen all-community Masses annually, daily Mass in the chapel, weekly adoration opportunities, and prayer embedded throughout each day.
- Servite religion teachers are strongly qualified to teach theology courses with various professional degrees and training from outstanding Catholic universities.
- Servite's campus is rich with diverse signs and symbols of both the Catholic faith and the Servite heritage, in particular, with a devotion to the Blessed Mother.
- Servite faculty and staff take seriously their roles to serve as lived witnesses to Jesus.
- Servite recognizes parents as primary educators of their children and is committed to developing meaningful partnerships with parents.
- Servite is committed to Formation as the expression of Catholic education by developing Faith-Filled Leaders and good men.

Key Growth Areas:

- Continue to develop a culture of service among students, faculty, and staff and explore new opportunities for immersion programs along with best practices for meaningful engagement
- Increase attendance at daily masses and expand the use of the chapel as expressions of the Centrality of Christ

B. The Principle of Organizational Efficacy of the School

[\(Back to top\)](#)

Servite High School is owned by the Order of Friar Servants of Mary and governed by a Board of Directors composed of benefactors, religious, alumni, and Servite priests. The Servite High School governing body, administration, instructional personnel, support staff, and organizational structure strongly support the Mission and Philosophy statements, as well as the Integral Student Outcomes. Servite's governing body ensures the school is operating in accordance with policies set forth by the Servite Order. The Governing Board forms Faith-Filled Leaders through the implementation of the Formation Program, which is overseen by administration, faculty, and staff. The administration views its collaboration with the Board as strong. In the spring of 2018, Servite's Board of Directors conducted a nationwide search for a new school president. Members of the Board met with faculty, staff, and the parent community to gather information regarding the community's vision of the new President. Thereafter, the interview process proceeded through the Board and members of the Provincial Council of the United States Order of Friar Servants of Mary. At an all-school Mass in August of 2018, the Servite community officially installed Mr. Randall Adams as the President of the school.

Servite High School employs a President/Principal model with two Vice Presidents and the Principal as the Executive Team, and the Principal, four Assistant Principals, a Dean of Students, and a Director of Faculty Development who comprise the Administrative Team. The Administrative Team dedicates itself to actively modeling the Formation Themes in their leadership styles. This approach to leadership aligns itself with the Mission, Philosophy, and ISOs of Servite High School. The Administrative Team meets weekly to discuss pressing school matters, plan future events and activities, and develop leadership skills. The Administrative Team is supported by an extended leadership team which includes Directors who meet monthly to discuss events and issues on campus. The entire Administrative Team and extended leadership team at Servite support the school's Mission and Philosophy by emphasizing parent communication, hiring qualified employees, communicating with the Diocese, Board of Directors and school site personnel, providing support to employees, caring for students, holding themselves and others accountable, and playing a significant role in achieving the Mission. Faculty and staff believe that the administration holds them accountable and supports them in their duties and mission within the school which creates a positive school culture for leaders and learners alike.

Servite High School's instructional personnel demonstrate a commitment to the school's Mission, Philosophy, and the ISOs. Instructional personnel ensure that religious and educational objectives are realized and seek to form Faith-Filled Leaders by intentionally acting as models of Faith-Filled Leaders themselves. All instructional personnel are well-qualified for their assignments, manifest high regard for students as persons, facilitate student learning, communicate with parents, develop personal instructional and technology skills in themselves and in their students, and play a significant role in achieving the Mission. The faculty is committed to the pursuit of professional development opportunities outside of school-sponsored development events.

The faculty is receptive to the guidance, supervision, and evaluation by the administration. Although the school offers on-campus professional development, the faculty welcomes more relevant professional development within their disciplines to more effectively address student needs. Servite also recognizes the need to generate more competitive compensation for its faculty to attract and retain highly-qualified instructional personnel.

Similar to Servite's instructional personnel, all support staff are critical to the success of the school. Support staff, like instructional staff, undergo an extensive interview, vetting, and background

check process to ensure they meet the expectations of the school's Mission, Philosophy, ISOs, and Formation Themes. The support staff show high levels of care and respect for every student and are often an extension of the instructional personnel's teaching of Formation Themes. The longevity of support staff indicates they are willing participants in the guidance, supervision, and evaluation process led by administrators. The staff retention rate over the past three years is at 64%, and in a survey, staff members strongly indicated that they feel their work at Servite High School is significant to achieving the school's Mission and success. Servite also recognizes the need to generate more competitive compensation for its staff to attract and retain highly-qualified personnel.

Although Servite High School has a qualified, loyal, and dedicated support staff that communicates well and is helpful to the entire community, administrative assistants, secretarial staff, and walk-on coaches desire to deepen their understanding of the Servite charism and Formation Program. They also request more technology training and to improve the annual evaluation process.

Servite High School has developed a strong organizational structure to support student academic preparation, liturgical experiences, and team-based activities to support the achievement of the Mission, Philosophy, ISOs, and Formation Themes. The master calendar, master schedule, bell schedules, class rotation schedule, Aeries and Google Classroom, modes of communication, and information technology infrastructure serve to support the school's Mission, Philosophy, and ISOs. This composition is integral in ensuring that instructional time is optimized, but also allows student participation in liturgical experiences and team-based activities. Relationships between faculty, department chairs, and administration are also effective and collaborative. These relationships are fostered through good communication channels between all. Through discussions related to the self-study process, parents indicate they feel they can communicate directly with teachers regarding classroom concerns and questions. Additionally, the faculty work with their department chairs to brainstorm solutions to challenges that are presented to them and then seek out the help of administration when needed.

Servite faculty feel their instructional assignments are maximized to maintain smaller class sizes to optimize the overall educational experience for their students. Academic departments operate under the leadership of department chairs. Each department adheres to school guidelines but also has the ability to set internal policies unique to its own concentration. Department chairs meet monthly with administration to communicate and dialogue about upcoming events, policies, curriculum, and other matters pertinent to the school's day-to-day activities.

Servite addressed the challenge of maintaining a strong organizational structure by hiring (February 2019) a new Director of Human Resources. The purpose of this position is to provide opportunity for all employees to express views and opinions. Servite also identified needs in the IT department that will result in a more efficient response to staff and student needs, increased respect and courtesy in its interactions with staff and students, timely follow-up with solutions, and effective and efficient communication with students.

Key Strengths:

- The faculty and staff feel their work is significant to the school's Mission.
- The Board of Directors and Provincial Council identify the school's Mission is accomplished and supported.
- Students believe they are cared for by the faculty and staff.
- The Servite Way is strong and prevalent in the school's daily operations.
- Faculty are well-qualified for their positions, support students, and promote learning in the classroom.
- Servite's staff communicates well and is qualified, loyal, and dedicated.
- The governance of the school is efficient and clear.

Key Growth Areas:

- Provide on-campus professional development opportunities for faculty on topics that are relevant to educational needs, methods, and strategies to assist with student learning
- Research and develop programs and incentives to attract, retain, and develop qualified and successful teachers
- Improve IT's communication effectiveness and ability to provide timely solutions
- Revise and improve compensation for faculty and staff to stay competitive with local schools and the economy
- Increase staff technology training
- Improve the annual staff evaluation process

C. The Principle of Excellence of Teaching and Learning

[\(Back to top\)](#)

Servite High School offers a rigorous curriculum that effectively and holistically prepares its students for the academic and social demands of post-secondary education. The curriculum is challenging, accessible, and relevant for all levels of learners. Servite graduation requirements exceed the minimum requirements of the California standards for graduation. The school offers multiple sections of Honors and AP classes for students who seek a more challenging academic environment, having recently added AP Chinese, AP French, and AP Environmental Science. Servite's course offerings allow students to satisfy their interests as well as graduation requirements with almost all courses A-G approved by the University of California. Servite's coursework is inspired by and grounded in a variety of standards, including the California Framework of Content Standards, Next Generation Science Standards, and College Board AP Subject Standards in targeted and deliberate ways. Servite teachers update course outlines annually and most recently updated curriculum maps in the fall of 2018. Teachers of common courses collaborate to ensure that their classes are aligned regarding overall curriculum, pacing, assessment, and instruction. Summer school and the Freshman Academy at Servite serve as credit recovery, remediation, or advancement for all students. Servite collaboratively developed clear ISOs that align with the Formation Themes and explicitly delineate what students will achieve in their spiritual, intellectual, and social formation.

Servite teachers collaboratively design a coherent and focused curriculum that effectively incorporates Servite expectations as well as what colleges require of their applicants. Servite Formation Themes are embedded in daily instruction, intentionally and systematically, directing the complete student experience toward the development of the whole person, ultimately fulfilling the Mission of forming Faith-Filled Leaders. Teachers mindfully gear instruction to meet the needs of young men by strategically implementing research-based methods described in Abigail Norfleet James's work, *Teaching the Male Brain*. Teachers received professional development regarding these methods, collaborate on best practices, and deliberately incorporate active engagement strategies in their instruction to best meet the learning needs of boys, ensuring that all students engage in critical intellectual work and employ multiple modalities during instruction. Teachers consistently use Google Classroom, Aeries, and the laptops as instructional tools to enhance learning; however, the reliability of the network often impedes their successful implementation of technology.

Teachers collaboratively design significant benchmark assessments that evaluate students' mastery of the learning objectives established for each course and utilize formative and summative assessment data to assess for content mastery and pace instruction. Counselors utilize information from the PSAT 8/9, PreACT, and PSAT and AP to assist students in understanding projected scores and areas of concern. To better support students in standardized test-taking preparation, teachers are encouraged to design their assessments to visually mirror common test formats and often incorporate SAT/ACT sample questions. As a result of data from SAT trends and teacher feedback, Servite developed a school-wide writing program that exposes students to specific writing styles in a progressive and systematic way. The Curriculum Council meets monthly to discuss and disseminate information to departments and get feedback regarding instructional matters and other curricular concerns. During collaboration time, teachers discuss instructional and assessment data to increase student achievement and progress. Teachers assess student learning through comprehensive exams, projects, and research papers, to name just a few. In the last three years, collaboration time has been largely replaced by community-wide and WCEA meetings. Teachers desire collaboration time to be restored to its original frequency to develop working professional learning communities.

Servite expects students to demonstrate growth in a wide variety of areas, from spiritual formation to academics, and according to survey results, parents indicate their sons have shown significant growth in their academic and social development, but most notably in their spiritual and ethical formation. Ultimately, parents have a genuine belief that their sons leave Servite as Faith-Filled Leaders.

All Servite teachers utilize a school-wide classroom management plan template which both students and parents sign to acknowledge grading policies and course expectations. Teachers are expected to update their grades weekly, and parents and students have access to the Aeries grading portal to review their progress at any time. Servite educators proudly report internally and to the community at large the many significant achievements earned by students. Servite recognizes students for their academic achievement in a variety of ways, including at honor roll and awards ceremonies, through social media, in the weekly newsletter, and when possible, on the TV screens in the lobby of the main building. The senior class participates in a formal evening awards ceremony that honors their cumulative high school accomplishments, culminating in a memorable graduation ceremony. In short, Servite students receive a profound and lasting educational experience that offers them the accolades they deserve and the learning environment they need.

Key Strengths:

- Servite faculty effectively incorporate the Servite Formation Themes into their respective disciplines.
- Servite offers a rigorous curriculum, with the goal of holistically preparing all students with the skills for success at the post-secondary level.
- Servite faculty regularly collaborate to ensure that classes are aligned and to share effective teaching strategies.
- Servite faculty support student learning by planning, implementing, and modifying engaging, meaningful lessons.
- Servite faculty focuses on male learners and are effective in meeting their needs.
- Faculty collaborates with other departments (Counseling, Formation, Campus Ministry, Administration, Student Support, etc.) in supporting our young men in all areas: academic, social, spiritual.
- Individual teachers respond to assessment results to determine what further intervention may be required for student success.
- Servite effectively communicates student achievement in a variety of ways including, but not limited to, grades posted on Aeries, sharing student progress and achievement at grade-level Formation meetings, through social media, and at awards ceremonies.

Key Growth Areas:

- Improve the reliability of the school's technological infrastructure and IT support to more effectively implement technology as a meaningful educational tool
- Design and improve professional development offerings for faculty to increase effective integration of technology into daily lessons
- Reinstate the original Block 1 schedule that was temporarily adjusted to allow for community-wide and WCEA meeting time to restore collaboration time among teachers to develop working professional learning communities
- Increase effectiveness of collaboration among teachers when analyzing assessment data to evaluate the effectiveness of assessments, identify students who may need additional academic intervention, or to determine required changes to the curriculum or pacing to address student mastery of skills and learning objectives
- Increase elective course offerings to Servite's curriculum as budget and personnel constraints allow

D. The Principle of the Vitality of Student Support

[\(Back to top\)](#)

Servite High School provides students with a comprehensive support system characterized by an emphasis on school-wide safety, highly qualified counselors including a Director of Instructional Support Services, and a wide variety of co-curricular programs. All constituents feel Servite High School provides a safe physical environment and that the school is prepared for a variety of emergencies. Students at Servite are engaged in and feel positive about the various co-curricular programs including CIF and club sports, activities, leadership, the arts, and clubs.

Servite High School maintains clear policies and plans regarding student safety. Lockdown and disaster drills are practiced a minimum of two times annually. Administration uses faculty meetings to review procedures with teachers and other staff to ensure everyone understands his/her role. All faculty and staff receive a written set of policies, a school map, and additional information needed to prepare for any situation. The school is physically secure with only the main parking lot gates and main entry gates open during business hours. All other gates remain locked and visitors check in using the Raptor system at the front gate before entering the campus. The Dean, Assistant Dean, and Campus Safety Officer monitor and patrol the campus before, during, and after school. Servite is secured with an alarm and surveillance camera system. Teachers keep classroom doors closed and locked when class is in session. Administration, Formation Directors, and Security monitor students before school, at break, at lunch, after school, and during co-curricular activities.

Servite's counseling team provides students with academic, personal, and college counseling as well as instructional support services. Four credentialed counselors work with students to assist with course planning, address academic needs and challenges, coordinate standardized testing opportunities to prepare for college matriculation, discuss careers and college majors, communicate about a student's status in and out of the classroom, and support social and emotional personal growth. The counseling office is afforded a high level of respect in academic support and access to resources and referrals, and the department collaborates well with teachers to ensure the best learning experience for all students. Counselors also work diligently with faculty and staff to provide emotional and intellectual safety for all students, but from interactions with students and families and discussions held in both counseling meetings and in the integral group meetings, Servite identified the need to re-hire a licensed personal counselor to professionally address students' increasing social and emotional needs. Currently, the Director of Instructional Support Services provides professional development that emphasizes strategies which create safe intellectual environments within the classroom.

Supporting students through their college planning and application process is a vital mission of the Servite counseling department. Faculty and staff assist students in reaching their college goals by addressing individual academic needs and challenges, implementing strategies in support of college testing (ACT/SAT), and writing letters of recommendation on their behalf. Servite nurtures students' intellectual growth in its pursuit of developing the whole person, and the counselors carry that into the college planning process working to find the 'right fit' for each individual student including personality and interest inventories, career assessments, and college planning. Students and parents are receptive to what the counseling office offers and appreciate the support their son's receive on their journey to college. Friars are ready for college academically, emotionally, socially, and spiritually and show a high level of engagement within their college communities.

The Servite community believes that students and faculty respect each other, and the school highly values learning by recognizing achievements in academics, athletics, and leadership. Teachers regularly encourage students to go above and beyond, and students frequently show incredible determination. Teachers maintain office hours to provide students with additional support and often

make themselves available before school, at lunch, and/or after school. Targeted math tutoring is available each day before school. The library provides an environment for studying, tutoring, and fraternity among the community. Although many students take advantage of the multiple services offered through the library, it remains underutilized and requires better communication of available resources. At monthly grade-level Formation meetings, faculty, counselors, and Formation Directors acknowledge students' successes and share strategies to support those who are struggling.

The Director of Instructional Support Services develops Individual Academic Plans (IAPs) for students with learning needs and works with both teachers and students to implement accommodations and best practices. One dedicated staff member oversees the Academic Achievement elective which provides a designated time for students to apply best practices under direct supervision to promote their development and success. Servite provides its English Language Learners a Language and Culture class and TOEFL preparation class. The Director of International Students created guidelines, developed educational strategies and other support services in collaboration with Servite admissions, counseling, faculty, administration, and providers (ie; Cambridge Institute and Twinn Palms). This support staff works to ensure the success of all English Language Learners.

Servite's Director of Activities improved co-curricular programs by focusing on the interests of the student body. Constituents rate Servite's co-curricular programs as high. Athletics are integral to the Servite experience with over 75% of students participating in a CIF or club sport. Survey results indicate that constituents regard Servite's athletic offerings as high quality and of considerable value to the overall Servite experience. Servite has been named as a "Champion for Character School" by the CIF Southern Section citing the school's example of sportsmanship, character, and integrity, with athletics reaffirming the school's commitment to its Formation Themes. Athletic and Formation Directors meet with athletic teams and work with coaches and parents to align aspects of their programs with the Servite Way. Co-curricular offerings in the arts are also perceived well. Servite secured UC A-G approval for Yearbook and Introduction to Engineering Design as fine arts courses.

The Priory Leadership Program is highly involved and is critical in the school's Mission of forming Faith-Filled Leaders. This leadership program offers student leaders direct responsibility over the operation of the school and seeks to make all students accountable to each other for their overall performance and character. Some student survey feedback indicates that priory period time needs to be utilized more effectively and Servite needs to enhance leadership opportunities for all students. Servite offers a wide variety of clubs, with high student participation in at least one activity or sport. The activities committee works with Priory Leadership, administration, and faculty to ensure that co-curricular offerings enhance the student experience and nurture the whole person.

Key Strengths:

- All students receive strong counseling and exhibit a high level of college and career readiness.
- The counseling department provides effective academic, social, and emotional support for students.
- The Athletics Department is highly regarded and enjoys a strong level of participation.
- The Servite community is engaged in all facets of the students' experience: athletics, activities, clubs, and the arts.
- Instructional Support Services provides strong academic support for students with learning needs.
- Servite provides a safe school environment.
- Servite parents are highly engaged within the school community.

Key Growth Areas:

- Further develop the effectiveness of Priory Leadership and provide more student leadership opportunities
- Re-hire a licensed personal counselor to better support the personal and emotional needs of students
- Improve the classroom climate of respect so students feel more comfortable asking questions
- Improve student to student interactions and relationships
- Redefine the role, function, and design of the library to meet student educational and research needs
- Strengthen overall AP test preparation

E. The Principle of Stewardship of Material Resources

[\(Back to top\)](#)

Servite High School practices responsible stewardship of material resources in order to secure the future of the school. The school implements best practices to positively impact enrollment and strives to provide solid instructional and educational technology resources for faculty and students. Servite dedicates its resource management to maintaining sustainable financial planning, classroom and instructional resources, facilities maintenance, as well as focusing on the growth of enrollment, marketing, and branding to promote a culture of academic excellence, personal growth, and Catholic identity. This stewardship allows Servite High School to upgrade facilities as needed, plan for future capital campaign projects, and provide the necessary resources for student achievement.

The policies and practices of the admissions process at Servite High School align with the Mission and Philosophy of the Servite Order. The school's enrollment operations and protocol were updated to reflect modern recruiting strategies for Catholic schools. While a decline in enrollment has affected Catholic school education across the United States, Servite continually researches opportunities to provide tuition assistance to help families provide their sons the unique Servite experience. Programs such as the student-led Trinity Corporation provide work-study opportunities for students to help pay for their tuition assistance. Servite seeks to maximize student recruitment and admissions by creating a student-led Admissions Ambassador Program, and strengthening relationships with feeder schools and contacts.

Servite utilizes multiple technological resources to support student learning and management including Aeries, Google for Education resources, student laptops, online e-curriculum, and necessary software per discipline. Students and faculty report network connectivity issues, hardware glitches, and limited personnel at the IT Help Desk. These problems hinder the ability of faculty and students to fully integrate and facilitate technology resources and curriculum. In order to provide an optimal educational environment, Servite must improve its technology infrastructure and support systems.

The Servite High School campus is well-maintained, attractive, and welcoming to all students, faculty, and visitors. Classrooms provide an excellent physical learning environment. Co-curricular and athletic facilities meet the needs of all events. Servite's preventative maintenance philosophy keeps offices clean and well-maintained, with painting and repairs completed in a timely manner.

The planning and budgeting of tuition revenue start each February for the proceeding school year. Servite's President and Vice President of Finance and Operations utilize current data related to student attrition rates and anticipated incoming freshmen enrollment to derive a budget plan based on expected student enrollment for the upcoming year. The Finance Committee works with the President and Vice President of Finance and Operations in short and long-term financial planning. They discuss tuition, enrollment, debt, fundraising targets, and capital projects at committee meetings. The Finance Committee evaluates operating and capital expense requirements to formulate the tuition cost per family. Servite's bad debt percentage averages less than 1% of net revenue which indicates a highly effective collection process. The Finance Committee monitors the results of its planning and collection processes throughout the fiscal year. The Business department reports on revenue, student attrition, and other key budget performance indicators to the committee.

The planning for Servite fundraising events is shared between parent and alumni volunteers and the Advancement staff. There are four primary fundraising events – Fashion Show (October), Fund a Friar (November), Excellence in Leadership Gala (March) and Legends Golf Tournament (May). The combined event revenue goal is \$600,000 as part of an overall \$1.7 million Annual Fund goal. The respective events meet or exceed their goals. The Advancement Committee, a committee of the Board

of Directors, receives reports regarding Annual Fund progress. This committee also reviews and discusses fundraising events. These events and appeals are a reliable part of the operating budget.

The need to generate tuition assistance drives Servite's annual fundraising efforts. In addition, Servite is working to build an endowment through donations and estate gifts to subsidize school operations. Servite High School provides tuition assistance to 46% of its students. Of those students who receive tuition assistance and graduate from Servite, over 90% of them go on to pursue a 4-year college degree. Servite is proud of these results because graduates report they are happy about their Servite experience, feel well-prepared for college, receive a significant amount of college scholarships, and most often get into the college of their choice. Alumni report that their college academic programs were easier than the rigor they experienced at Servite. Alumni report that Servite prepares them well for the challenges of life after college and for leadership roles in families, parishes, and businesses.

Servite receives third-source income from E-rate, Title II, and the Diocese of Orange. E-rate and Title II are government funding programs tied to specific purposes, such as technology and faculty professional development. These government funded programs are monitored by the school's administration. The Diocese of Orange provides funding to Servite as part of its annual commitment to Catholic secondary education, but since the award depends on investment returns of the endowment from which the Diocese draws, the amount Servite receives each year from the Diocese of Orange varies. Servite uses this Diocesan funding to provide tuition subsidies for Catholic families.

Revenue-generating operations are thoughtfully implemented in consideration of a variety of economic circumstances. Servite generates revenue in three major categories – tuition and fees, fundraising, and retail and food service operations. These three areas allow Servite to offer tuition assistance to those who qualify, provide low-priced nutritious school meals, and target fundraising efforts at alumni and other outside donor sources to alleviate the financial burden on enrolled families. A properly funded budget allows Servite to provide the best possible overall high school experience to students and their families, and to carry out the Mission of forming Faith-Filled Leaders by making that experience available to all who desire to be here.

Servite's business operations align with the Mission and Philosophy of the school and implement the highest standards to ensure proper management of cash and debt facilities so as to protect and guarantee the continuity of the organization. The budget process is effective, and governance and oversight are strong. The business operations of the school undergo an annual independent audit which provides assurance that Servite accurately reports results of financial operations following Generally Accepted Accounting Principles (GAAP) and properly documents all fiscal aspects of business. Servite needs to improve its transparency to constituents in all aspects of financial accounting so that faculty, staff, parents, and benefactors maintain the highest level of confidence in the school's business operations. Servite provides access to its annual audited report to all interested parties.

Servite strives to build relationships with its entire community as well as local schools, churches, and community leaders. Servite actively shares students' many accomplishments and community activities through weekly and monthly newsletters, social media communication channels such as Facebook, Twitter, Instagram, LinkedIn, a blog, email, and telephone, as well as print publications such as *Legenda* and *Discover Servite* magazines. Servite captures the Servite experience by producing high-quality marketing materials that are aesthetic and informative. Many parishes and feeder schools assist Servite by sharing school information in their newsletters and bulletins. Servite also builds relationships with local news organizations and magazines. The Servite brand highlights the "brotherhood" and strong sense of unity.

Servite High School is governed by a Board of Directors. The Board works in collaboration with the President and his Executive Team to develop long-term planning for enrollment, finances, and

facilities. The Board and President interface with the Provincial Council of the Order of Friar Servants of Mary regarding all issues involving the Mission, Vision, and Servite Charism.

The most recent Strategic Plan was drafted in 2015 and projects through 2020. While many of the initiatives in the plan are still applicable, a declining enrollment has shifted priorities of the school over the past three years. This decline in enrollment, coupled with executive staff turnover in 2018, including the hiring of a new President and the elimination of the position of Vice President of Operations, inspired Servite to update its Strategic Plan to address the new needs of the school. Work on this plan began in November 2018. Surveys were administered to parents and staff in January 2019 to gather quantitative data that will drive the completion of a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of Servite High School. The President will administer additional surveys to small groups of multiple and varied stake-holders and hold individual and small group interviews to gain qualitative data to direct this process. The SWOT analysis and information gained from surveys and interviews will form the backbone of Servite's new Strategic Plan, anticipated to be completed in December 2019.

One significant area of focus for improvement is the review and restructuring of compensation for faculty and staff. The school currently does not follow a formal pay scale and is in the process of developing a comprehensive faculty pay scale and matrix for non-teaching staff. The school is also in the process of developing a Performance-Based Salary Matrix that will be considered for possible implementation in fall 2022.

Key Strengths:

- Servite maintains a strong advancement department and fundraising history.
- Servite implements collaborative financial oversight and effective 'checks and balances' to remain financially sound.
- The Business Office effectively supports the school.
- The Servite campus is attractive and inviting.

Key Growth Areas:

- Review and restructure compensation planning and prioritizing (salary and benefits) to attract and retain talented employees
- Launch a robust marketing, branding, and recruitment effort to increase enrollment
- Transparently communicate and report financial matters to all constituents
- Address IT reliability and overall technology plan for the future

Discerning Areas for Critical Growth

[\(Back to top\)](#)

Areas for Critical Growth:

After the integral groups prioritized key growth areas, they presented to the entire faculty and staff. The Leadership Team then met to discuss all identified key growth areas to analyze patterns and recurring themes. The Leadership Team identified these critical growth areas in the discernment process:

School Organization

- Research and develop programs and incentives to attract, retain, and develop qualified and successful teachers
- Revise and improve compensation for faculty and staff to stay competitive with local schools and the economy

Teaching and Learning

- Improve the reliability of the school's technological infrastructure and IT support to improve the reliability of Servite's network connections and to improve the devices chosen for teacher and student use
- Design and improve professional development offerings for faculty to increase effective integration of technology into daily lessons

Material Stewardship

- Review and restructure compensation planning and prioritizing (salary and benefits) to attract and retain talented employees
- Launch a robust marketing, branding, and recruitment effort to raise enrollment
- Address IT reliability and overall technology plan for the future

CHAPTER IV – Educational Improvement Plan

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

[\(Back to top\)](#)

Servite High School identified several areas of Vital Growth from the 2013 Self-Study and Accreditation Visitation. The following summarizes the implementation of those goals since the last accreditation.

Catholic Identity

Goal: In the area of Formation and the achievement of the ISOs, Servite High School will fully develop effective indicators by which to gauge student's achievement of the new ISOs.

Progress toward implementation

In order to track and assess student growth and achievement of the Formation Themes, and therefore their development in light of the ISOs, Mission and Philosophy Statements, the Formation Directors have developed and utilized the Student Formation Profiles (SFPs). This system is aligned with the Formation Themes and incorporates the ISOs. By analyzing certain objective data points along with subjective feedback from teachers, parents, and the students themselves, the directors use the SFPs to observe student growth according to our Mission of forming Faith-Filled Leaders.

Organizational Efficacy

Goal: In the area of organizational structure, Servite High School will facilitate a lifetime connection of alumni, students, and friends with Servite and with each other.

Progress toward implementation

- Forming an alumni association steering committee that meets monthly to plan events and discuss matters affecting alumni. The group has representatives from each decade. This group has created regular activities and special events including: Alumni Networking Breakfasts, Alumni Happy Hours, Alumni Tailgates before home football games, outings to student athletic events as well as Angels games and more. Alumni have also been engaged to participate more in school activities with current students by speaking at career lunches, participating in Admissions activities, hosting a breakfast for graduating seniors to welcome them to the alumni brotherhood and pairing an alumni class with an incoming freshman class for ongoing mentorship and support.
- Our alumni database has improved drastically thanks to outreach, especially our Alumni Challenge, where alumni earn points for a variety of tasks including updating contact information. As of February 1, 2019, we have mailing addresses for 8,902 of our 9,407 living alumni. We also have email addresses for 5,202 and send a monthly alumni email newsletter to each of them. We have created alumni-specific Facebook and Twitter accounts and have a LinkedIn group exclusively for Servite alumni.
- Our reunion program has expanded, with Servite providing a reunion planning guide for each class and offering support with organization and promotion.

Teaching and Learning

Goal: In the area of instruction, Servite High School will develop more profound ways for students and teachers to use technology so that students do more intellectual work and produce more work that demonstrates their level of understanding and mastery of the learning objectives established for each of their courses.

Progress toward implementation

- Surveyed the faculty and determined that iPads were not an effective educational tool. Determined that it would be more beneficial to assign laptops to freshmen so students had their laptops for the full four years at Servite. (2015 to present)
- Surveyed faculty regarding how they use technology in the classroom to support student learning. Identified the most commonly used technology and identified areas for focus in professional development trainings that target engagement and technology use. (2016)
- Identified Grammarly and Turnitin.com as two valuable tech tools that were appropriate school-wide.
- Adopted Google Classroom as our class management system. (2015 to present)
- Developed Best Practices and the Portrait of a Servite Teacher to identify teaching practices (including the implementation and use of technology) as part of the evaluation process. Evaluation documents were updated to include Best Practices. (2017 to present)
- Approved representative teachers to attend a conference that focused on Project-Based Learning and Differentiated Instruction thru Technology in February of 2019.

Teaching and Learning

Goal: In the area of Assessment, increase learning as measured by improved cumulative exam results in math and English.

Progress toward implementation:

- Carefully considered the admissions rubric and what criteria constitutes eligibility for admission to Servite. Structured who is recommended and who is required for Freshman Academy summer courses prior to official acceptance to Servite. We are striving to find the balance in enrollment of students who qualify and have the requisite skills for academic success at Servite and those who will require additional support - and whether we have the ability to deliver that support to those students.
- Hired a Director of Instructional Support Services with a background in English to help support the students and teachers in the areas of English and writing.
- Hired an Academic Achievement teacher after one year of not filling that position. The new Director of Instructional Support taught those classes in addition to her Director responsibilities. In 2017, it became clear that a teacher was needed for the Academic Achievement elective course; a teacher was hired for the 2018-19 school year, allowing the Director to more fully focus on meeting with parents and student, establishing teacher professional development, and focusing on admissions candidates with identified learning needs and assisting in the admissions process.
- Created, submitted and received UC approval for, and implemented a remedial set of courses in the area of English for two years (Composition and Literature); however, due to decreased enrollment, the classes could no longer be offered for so few students. The last time the Literature/Composition courses were offered was 2014-15.

- Developed a school-wide Writing Program that lays out what type of writing will serve as the focus for each grade level, what the rubrics are at each grade level, and how disciplines other than English can help support multi-discipline writing. The freshman level writing program was implemented in 2016-17; the sophomore level came on board in 2017-18; the juniors were included in 2018-19; and the seniors will be included in 2019-20. A scaled rubric was developed to take into account the maturity of students and their writing skills. The scaled rubrics were developed after the freshman teachers had some data to consider after implementing the program and making the necessary adjustments they felt would improve the program.
- Summer assignments and reading were reconsidered and adjusted. This process occurs every spring as we prepare to post the summer assignments in various disciplines.
- Teaching assignments were changed with the departure of several English teachers and the hiring of new staff. (2018-19 brought in three new English teachers into the department)
- Hired a Coordinator of Instructional Media and Technology to serve in the library and to act as a resource for students and teachers in the areas of English and writing.
- Developed a partnership with St. Juliana's to better matriculate students taking algebra at the feeder school and to help teachers cover the required concepts needed to meet the algebra 1 requirement at Servite and to improve the pass rate on the challenge exam.
- Updated grading policies within the math department so that students' grades are based primarily on the mastery of skills (for example, 60% on tests/quizzes and 40% for homework at the CP level to 80% based on assessments and 10% on homework at the AP level).
- Eliminated any extra credit to grade for things like bringing in tissue boxes, etc. Limited any extra credit be applied to non-assessment category so as to keep assessment grade accurate.
- Improved before school student help sessions by increasing the number of faculty tutors.
- Revised teaching assignments to better place teachers with courses based on their strengths and professional training.

Student Support

Goal: In the area of co-curricular programs, Servite will expand clubs to cover, social, curriculum, and service in order to help in the development of the whole person.

Progress toward implementation

- Added rugby and hockey to the club sports offerings
- Added a Computer Science pathway into the curriculum in response to high student interest
- Added Intro to Engineering Design as a fine art in response to Robotics mentors' request to support their program
- Brought Peer Court to Servite
- Added clubs based on student interest (club offering vary each year, depending on student interest and availability of a moderator and some clubs are affiliated with Rosary Academy making them social and service). Clubs that were added include:
 - Bio Ecology
 - Chemistry
 - Chessmen
 - Jazz
 - Sacred Music
 - Servite Table Tennis

- Spike Ball
 - Stem
 - SIGN (Service in God's Name)
 - With Hope
 - Surf
- Presented Every 15 Minutes to students in February of 2018 through special assemblies to address making good choices and the devastating consequences of driving under the influence
- The student random drug testing protocol was redeveloped and reassigned to the Formation Department

B. New Educational Improvement Plan (EIP)

[\(Back to top\)](#)

After the Leadership Team identified key growth areas from Chapter 3, the Principal met with the President of Servite to review the chosen critical growth areas. The Leadership Team then met with the entire faculty and staff to discuss and review the identified critical growth areas. All faculty and staff engaged in the discussion of these critical growth areas, had the opportunity to provide input, ask questions, and notify the Leadership Team if they felt differently about the identified critical growth areas. There was full agreement and consensus about the identified critical growth areas which ultimately led to the identification and development of the following three Educational Improvement Plans:

Area for Critical Growth #1:	Excellence of Teaching and Learning, Stewardship of Material Resources
Goal of the Action Plan:	Review, revise, and implement a new Technology Plan to improve the reliability of infrastructure, to increase IT support, and to successfully integrate research-based educational technology methods, resources, and curriculum that emphasize a healthy and balanced usage of technology/digital resources/social media.
Rationale for the Action Plan:	Technology available at Servite has the ability to significantly contribute to the effectiveness of instruction delivered to students. Students at Servite desire reliable devices and consistent connectivity. Teachers desire a smoother, stronger, and more consistent infrastructure to support current/modern curriculum resources and strategies that more and more textbook/software companies and publishers design. Overall wifi connectivity continues to be a challenge for both students and teachers. The effectiveness and reliability of Servite's infrastructure and available technological resources are integral to implementing technology into the learning process.
Action Steps and Timeline:	<ul style="list-style-type: none">Hired AP of Curriculum and Educational Technology to oversee technology integration and implementation. (July 2018)

	<ul style="list-style-type: none"> • Create a Technology Committee to review the effectiveness of the previous Technology Plan to understand origins and rationale of the 1:1 initiative and lessons learned from initial implementation at Servite. (August 2018 – March 2019) • Design and launch surveys to determine student and teacher perception of current state of infrastructure, devices, and technology (instructional) resources. (October 2018 – March 2019) • Analyze data from surveys, conduct research regarding technology use and implementation to break down trends and needs at Servite High School. (January 2019 – May 2019) • Review and revise a new technology vision statement to guide creation of new technology plan. (April 2019-May 2019) • Create and publicize new Servite Technology Plan to address device choice, infrastructure planning, and IT support. (April 2019 – August 2019) • Actively address and implement goals identified in Technology Plan. (August 2019 – June 2021) • Maintain technology infrastructure and assist teachers with implementation of new Technology Plan with professional development, data gathering to analyze effectiveness of technology instructional strategies and resources, and provide continual IT and implementation support. (Annually)
Acting Agents:	<ul style="list-style-type: none"> • President • Vice President of Finance and Operations • Principal • Assistant Principal of Curriculum & Educational Technology • Director of IT
Necessary Resources:	<ul style="list-style-type: none"> • Dedicated staff and faculty to oversee design and implementation of new Technology Plan

	<ul style="list-style-type: none"> Continued investment and budget planning for bandwidth and other technology infrastructure needs (switches, access points) Budgeted funds for device lease/purchases and professional development and training
Assessing Progress:	<ul style="list-style-type: none"> Meeting minutes from Technology Committee Meeting Initial survey data prior to design of Technology Plan and annual surveys thereafter Faculty self-evaluations regarding technology implementation
Reporting Progress:	<ul style="list-style-type: none"> Annual Technology Plan Progress Report and Recommendations Technology Committee reports/notes will be reported on internal Servite Site Faculty members who attend off-campus conferences/workshops will share and collaborate with colleagues to present best practices, etc.

Area for Vital Growth #2(a):	Stewardship of Material Resources (Promotional Operations, Marketing)
Goal of the Action Plan	To expand and create strategies to raise Servite's profile in the community in order to attract and retain students, faculty, and staff and to increase awareness of Servite as a premier Catholic high school for young men.
Rationale for the Action Plan	<p>Servite High School is an enrollment/tuition driven school with 90% of revenue coming from tuition and fees. Servite declined in enrollment from 980 in 2011 to 800 in the present school year.</p> <ul style="list-style-type: none"> • Market conditions have changed over the past 10 years in the 3 primary counties Servite serves: Orange, Los Angeles and Riverside. <ul style="list-style-type: none"> • Fewer Catholic feeder schools • Increased tuition cost • Increased need for financial aid • Public high schools have been modernized, a new public school was built and several charter schools created. • Club sports participation has significantly increased; thus parents are spending potential tuition dollars on those athletic programs. • Increased reliance by families on rating websites such as Niche.com and social media in making decisions. • The paradigm for high school decision-making has shifted from parent-centric to student-centric, which means marketing must be focused on appealing to boys equally or more than their parents. • Tech-savvy students and parents are looking for more video content, visually stimulating graphic design, and demand for frequent updates and new stories.
Action Steps and Timeline:	<ul style="list-style-type: none"> • Develop a list of Servite's Top 10 Selling points to help make it easier for people to be "ambassadors for the brand." (June 2019) • Increase activity on Servite's blog by

	<p>using more guest posts from the Servite community and repurposing content from other Servite publications. (June 2019)</p> <ul style="list-style-type: none"> • Increase social media posts of non-sports related stories. (June 2019) • Develop messaging in such a way that interested families understand the value and uniqueness of a Servite High School formative education. (June 2019) • Investigate need and efficacy of re-hiring vacant Communications Coordinator role or similar position. (June 2019) • Develop promotional materials that emphasize Servite's unique strengths. (July 2019) • Develop an inbound marketing strategy offering valuable content for our current and prospective constituents. (July 2019) • Increase awareness of the Servite High School Formation Program within the local Catholic and surrounding communities. (August 2019) • Engage film students to create content for marketing and communications. (September 2019) • Raise Servite's profile in the community by identifying local organizations and events in which Servite should be represented (Chamber of Commerce, City of Anaheim, local parishes and schools). (October 2019)
Acting Agents	<ul style="list-style-type: none"> • President • Principal • Vice President of Advancement • Director of Admissions • Director of Communications • Director of Development • Director of Human Resources • Formation Department • Sports Information Manager • Film Teacher & Film Students
Necessary Resources:	<ul style="list-style-type: none"> • Admissions and Communications department budgets • Additional funding to cover potential additional salary for Communications Coordinator or similar position

	<ul style="list-style-type: none"> • Film and writing students
Ways of Assessing Progress:	<ul style="list-style-type: none"> • Website traffic numbers • Statistics on social media engagement • Blog statistics • Admissions metrics
Ways of Reporting Progress:	<ul style="list-style-type: none"> • Reports to Servite Executive Team and Board of Directors • WCEA report and Academic Plan • Periodic updates to faculty and staff

Area for Vital Growth #2(b):	Stewardship of Material Resources (Enrollment)
Goal of the Action Plan	Develop promotion and recruitment strategies that enable Servite to steadily increase enrollment from 800 to its ideal enrollment of 900 students.
Rationale for the Action Plan	<p>Servite High School is an enrollment/tuition driven school with 90% of revenue coming from tuition and fees. Servite declined in enrollment from 980 in 2011 to 800 in the present school year.</p> <ul style="list-style-type: none"> • Market conditions have changed over the past 10 years in the 3 primary counties Servite serves Orange, Los Angeles and Riverside. • There are 4 fewer Catholic feeder schools in Anaheim. • Public high schools have been modernized and a new public school was built and specialty pathways within the public schools have been created. • Club sports participation has significantly increased; thus parents are spending potential tuition dollars on those athletic programs. • Requests for tuition assistance have dramatically increased.
Action Steps and Timeline:	<ul style="list-style-type: none"> • Continue to monitor market conditions and develop an Admissions Plan to support the financial viability of Servite High School. • Purchase NAIS Premium Subscription to gain access to valuable statistical data regarding current local demographics and future projections. (February 2019) • Revise Admissions department structure to include a Vice President of Enrollment Management. (March 2019 – June 2019) • Develop messaging in such a way that interested families understand the value

	<p>and uniqueness of a Servite High School formative education. (June 2019)</p> <ul style="list-style-type: none"> • Develop promotion materials that emphasize Servite's unique strengths. (June 2019) • Increase awareness of the Servite High School Formation Program within the local Catholic community. (March 2019 – September 2020) • Continue to assess our competition beyond Trinity League schools and define strategies to convince more students to attend Servite from public and Christian middle schools. (March 2019 – September 2020) • Develop strategies to increase retention among current families. (March 2019 – September 2019) • Develop a plan that addresses the growth in club sports and how to move forward within this new athletic culture. (May 2019 – June 2020) • Continue to fundraise to provide families with tuition assistance. (Ongoing)
Acting Agents	<ul style="list-style-type: none"> • President • Director of Admissions • Vice President of Advancement • Vice President of Finance and Operations
Necessary Resources:	<ul style="list-style-type: none"> • Admissions and Communications department budgets • Funding in budget for addition of VP of Enrollment Management • Fundraising
Ways of Assessing Progress:	<ul style="list-style-type: none"> • Update year-to-year metrics for measuring the number of incoming students and retention of students • Survey students and parents to find out why they chose Servite and what they value most about their Servite experience • Survey students and parents who are accepted, but chose not to complete the admissions process to find out why they did not choose Servite and what attracted them to another school

	<ul style="list-style-type: none"> • Survey students who decide to withdraw before graduation
Ways of Reporting Progress:	<ul style="list-style-type: none"> • State of Enrollment report to the faculty, Board members, and parents • Publish articles in school and admission magazines/publications • Newsletter updates in parent and alumni newsletters • Emails to current and incoming parents • Website notices • WCEA report and Academic Plan

Area for Vital Growth #3	Stewardship of Material Resources
Goal of the Action Plan	Develop a standardized salary matrix and competitive benefits for faculty and staff.
Rationale for the Action Plan	<ul style="list-style-type: none"> • The creation of a salary matrix will likely correct disparities in teacher compensation and therefore reduce the perception of wage inequity. • The existence of a salary matrix should provide motivation for teacher professional development. • The existence of a salary and benefits matrix will enable better personal financial planning for faculty and staff. • A better salary and benefits package should provide a sense of stability and security. • The implementation of a Performance Driven Salary Matrix will reward high-performing and engaged educators and eventually eliminate the need for teacher stipends.
Action Steps and Timeline:	<ul style="list-style-type: none"> • Research salary pay scales and benefit packages from other Catholic schools and the Diocese of Orange. (February 2019 – April 2019) • Develop multi-departmental focus group that will provide input as to the components of a basic salary matrix. (April 2019 – June 2019) • Create the basic salary matrix using input from the focus group members, salary pay scales from other sources while taking into consideration our budget resources and capabilities. (April 2019 – May 2019) • Complete rough draft of a Performance Based Salary Matrix for Faculty. (May 2019 – August 2019) • Determine efficacy of a Performance Driven Salary Matrix for Faculty. (May 2019 – August 2019)

	<ul style="list-style-type: none"> • If it is determined a Performance Driven Salary Matrix (PDSM) is the best course of action; Finalize all aspects of the PDSM. (December 2019 – March 2020) • Create Teacher Evaluation documents that align with the PDSM rubrics. (March 2020 – May 2020) • Deploy Teacher Evaluation Process utilizing instructions that incorporate PDSM rubrics. (September 2020 – May 2021) • All teachers placed on PDSM based on current salary on basic pay scale. (August 2021) • Teachers apply for promotion consideration on PDSM. (September 2021 – May 2022) • Develop multi-departmental focus groups that will provide input, research options, and develop a plan as to the components of a competitive health benefit package and retirement benefit package. (September 2019 – January 2020) • Introduce and implement health and retirement benefit plans. (February 2020 – May 2020) • Develop focus group to investigate the possibility of offering employee childcare. (September 2019 – January 2020)
Acting Agents:	<ul style="list-style-type: none"> • President • Vice President of Finance and Operations • Director of Human Resources • Multi-Departmental Focus Groups
Necessary Resources:	Budget: FY 2020, FY 2021, FY 2022
Ways of Assessing Progress:	<ul style="list-style-type: none"> • Faculty surveys • Staff retention rates
Ways of Reporting Progress:	<ul style="list-style-type: none"> • E-mail • WCEA/WASC Report