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CHAPTER I – INTRODUCTION TO THE SCHOOL

Name of School: Servite High School

Address: 1952 W. La Palma Avenue, Anaheim, California 92801

School's Year of Inception: 1958

Nature of the School:

Ownership	Gender	Education Thrust
<input type="checkbox"/> Diocesan*	<input type="checkbox"/> All Female	<input checked="" type="checkbox"/> College Preparatory
<input type="checkbox"/> Parochial	<input checked="" type="checkbox"/> All Male	<input type="checkbox"/> Comprehensive
<input checked="" type="checkbox"/> Religious*	<input type="checkbox"/> Coeducational	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Lay Group*		

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

School's Governance Structure:

<input checked="" type="checkbox"/> Policy Board	<input type="checkbox"/> Advisory Board/Council
<input checked="" type="checkbox"/> Board of Limited Jurisdiction*	<input type="checkbox"/> Consultative Board/Council
<input type="checkbox"/> Other (specify)	

*i.e., with reserve powers to the Owner (i.e., Diocese, Parish, Religious Congregation, Other (canonical) Juridic Person)

School's Administrative Structure:

President and Principal

Servite High School Personnel: Years of Service Through 11/15/12

	Employees	Faculty	Staff	Administration	Counseling	PT Employees
0-3 YEARS	72	27	33	2	1	9
4-6 YEARS	38	19	16	1	1	1
7-10 YEARS	15	7	6	0	1	1
11-20 YEARS	20	10	8	1	1	0
21-OVER	9	5	3	0	1	0
Total Employees:	154	68	66	4	5	11

Board of Directors

Servite High School is governed by a Board of Directors who are approved by the Provincial Council of the Order Friar Servants of Mary (Servites). The current board is composed of nine members.

Mr. Rob Hoertz '72 (Board Chair)	Serving his third year of a second three-year term
Sr. Johnellen Turner OP	Serving her third year of a three-year term
Mrs. Bette Aitken	Serving her third year of a second three-year term
Mrs. Tammi Harrington	Serving her second year of a three-year term
Mrs. Norma Soleno-DeVaney	Serving her second year of a second three-year term
Fr. Michael Guimon OSM	Serving his first year of a second three-year term
Fr. Larry Choate OSM	Serving his first year of a second three-year term
Fr. William Muller SJ	Serving his second year of a three-year term
Mr. Peter Ganahl '63	Serving his second year of a second three-year term

Profiles of these Board Members may be found [here](#).

The directors of the school shall be elected at each annual meeting of the Board of Directors by a majority of those 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 Provincial Council prior to the Board's election. Specifically, the Board shall submit a list of candidates to the Provincial Council at least twenty days before the annual meeting of the Board of Directors. If the Provincial Council 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.

The school 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.

Board Finance Committee
Board Development Committee
Special Committees – Capital Campaign Committee

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.

Unless expressly resolved otherwise by the Provincial Council, the Board of Directors shall be required to meet quarterly following the close of each of the school's fiscal quarters to review the finances and activities of the school 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 Organization

The mission of the Servite Parent Council shall be to promote the spiritual, intellectual and social good of Servite High School.

The Parent Council serves three important functions:

- To support, advance and encourage the programs and related activities of Servite High School.
- To promote projects to improve facilities and equipment necessary to provide a superior program and experience for the students.
- To support the activities and policies of the school administration and school officials through volunteerism.

All Servite High School parents are members of the Parent Council. The Parent Council Board serves under the President of the school and the members are: the Executive Board, Committee Chairs and various Servite staff members.

Executive Board members are: Servite President, Parent Council President, Parent Council President Elect, Recording Secretary, Treasurer, Vice President Family Involvement, Vice President Spiritual, Vice President Operations, Vice President Fundraising, Vice President Community, Vice President Athletics and Vice President Academics.

Committee Chairs are selected prior to the beginning of each academic year to fulfill the specific needs for that year. Committee Chairs work under the direction of the Vice President of Advancement.

[Parent Council Organization Chart](#)

Alumni Organization

The purpose of the Alumni Relations Program is to communicate the vision and mission of Servite High School to its alumni. Further, the program shall develop, institute and maintain policies and services which are consistent with the educational aims of Servite; and which address the broad spectrum of interests and needs of the individual alumni.

[Click here](#) to view the Alumni Strategic Plan.

Mr. John Martin Director of Alumni and Annual Giving

Mr. Marc Woods Director of Alumni Relations

Brief History of the School

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 (Mannetus, Amideus, Bonajuncta, Bonfilius, Hugh, Sostene and Alexis). United by friendship and devotion to the Blessed Virgin, they 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 laid the foundation for an all boy's 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. The school remains in constant communication and collaboration with the Diocese and enjoys a tri-school relationship with (all girl schools) Cornelia Connelly High School and Rosary High School.

Previous WCEA / WASC Reports

- [2007 School-Wide Action Plan](#)
- [2007 Visitation Report](#)
- [2010 Midterm Report](#)
- [2010 Visitation Report](#)

Significant Developments in School Life Since 2007-2010 Self Study

- Since the last self study, Servite has increased enrollment by 102 students. As a result, Servite has redirected our development priorities to provide adequate classroom and athletic facilities for the larger student body.
- A Board of Directors was established by the Provincial Council that now oversees the school operation.
- The Advancement Office was restructured with new direction and staff. Plans were developed for a capital campaign to renovate and add new facilities and to build an endowment for financial aid. The Annual Fund was expanded to include alumni appeals, matching gifts, reunion gifts and grants in addition to existing events, President's Club and parent pledge program. A legacy society was established to promote estate giving through wills, life insurance, retirement plans and trusts.
- Additional faculty were hired due to increased enrollment and expansion of elective courses. New hires in Theology must have an undergraduate or Masters Degree in

Theology from a Catholic university. New faculty positions are advertised on EdJoin.com, with credentialed and/or Master degreed applicants given preference.

- Servite High School developed and implemented the Formation program, including community-wide themes and grade-level standards.
- Servite developed and implemented a leadership development initiative, including the Priory Leadership Program, Trinity Corporation, Her Servants' Kitchen, and many other new leadership opportunities for students. Please see other descriptions in this report.
- Servite implemented a one-to-one tablet PC program with electronic curriculum. All sophomores, juniors, and seniors are issued a tablet PC with electronic curriculum. A restructured technology department offers ongoing support for both instructional use and hardware maintenance for all computers on campus.
- To support the one-to-one tablet PC program, Servite improved the campus-wide technological infrastructure, created an Educational Technology Specialist and implemented a technology mentor program in each academic department.
- Servite increased minutes to the school day by adding a seventh period class to the day. Servite also added days to the school year in order to support Formation, Priory Leadership Program and elective choices. Professional development days were also added to the Master Calendar.
- Servite's counseling department began to use Naviance to promote student success by engaging students, families, teachers, and counselors in a process of on-going, in-depth success planning.
- Faculty performance evaluations were aligned with the California State Teaching Standards.
- Servite developed and implemented a professional development program that is focused on technology, curriculum, instruction, BTSA, advanced degrees, and classroom management, both on-site and off. This program is funded by categorical monies.
- Servite's admissions and marketing programs have been aligned with Formation.
- Department-wide mission statements, learning objectives, curriculum mapping, and pacing guides were developed and implemented based on University of California recommended academic rigor and Formation. A school-wide textbook cycle aligned departmental curriculum with mission statements, learning objectives and the technology program.
- Summer school was enhanced with the addition of advancement courses in mathematics and fine arts, which opened up students' schedules in the fall.
- In collaboration with Orange County Human Relations, Servite implemented Bridges, a program that teaches acceptance of others on a school campus.

Significant Developments in School Life Since 2010 Self Study

- Aligned the mission, philosophy and ISOs with Servite Formation.
- Reviewed and revised the school's Action Plan to include greater in-depth response and alignment with results of strategic planning to promote systematic implementation of the action steps.
- Developed action plans in order to align department curriculum, instruction and assessment with Formation standards and ESLRs. Servite is in the process of aligning to the new ISOs.
- Developed and implemented a plan to allocate existing faculty and department meeting time for professional development on effective use of instructional technology. Servite is now focused on improving research-based methodologies to engage young men and enhance their learning.

- Disaggregated and analyzed student performance data from various assessments (PSAT, SAT, AP, & ACT) to drive program changes utilizing results to evaluate and adapt both curriculum and teaching methodologies.
- Created a learning support class for students to receive academic assistance or supplementary instruction in reading, language arts and math. Students may also receive help in other subjects as needed. The Learning Support Instructors collaborate with counselors and other faculty members and are supervised by the Director of Student Support Services.
- Developed appropriate grade-level standards within disciplines to use as benchmarks for student progress.
- Procured funding for increases in salaries and benefit packages comparable to area schools in order to improve the school's ability to recruit and retain qualified teachers and staff.
- Assessed facility needs for athletics and implemented a capital campaign.
- Constructed a new quad and school entrance.
- Developed and articulated four-year Formation standards and objectives.
- Developed and implemented the Servite High School Technology Ecosystem which is a 2:1 student program (student laptop and iPad).

CHAPTER II – SCHOOL PURPOSE

Mission

Urbi Et Orbi

Servite High School develops leaders through a formation process informed by the Catholic faith and the charism of the Order of Friar Servants of Mary.

Mission Statement

Servite High School is a Catholic preparatory school for leadership which accepts young men of all religious, ethnic and socioeconomic backgrounds. Based on the charism of the Order of Friar Servants of Mary and recognizing parents as primary educators, Servite High School strives to form faith-filled leaders by developing the whole student – body, intellect and will. Through a process of formation, integrating a college preparatory curriculum, liturgical and service experiences, and team-based activities, the Servite student is exposed to the discovery of truth which enlightens the proper use of the will. The goal of Servite High School is the formation of leaders through "an organic set of elements with a single purpose: the gradual development of every capability of every student." (Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School*, 1988.)

Philosophy

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.

Pope Benedict XVI, Interview, 2006.

At 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?" Without intentional, systematic formation, the Friar's human and spiritual development is without proper concern for the unique vocation that God has called him 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 principal components understood as follows:

- The *body* is the vehicle which gathers information from and responds to the world around us.
- The *intellect* 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 that culminates 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. The whole Friar 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.

Integral Student Outcomes

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 a college preparatory curriculum, liturgical and service experiences, and team based activities.
- Accepts religious, ethnic and cultural diversity and works collaboratively with others in accordance with Catholic social teaching.
- 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.

Development of Integral Student Outcomes

The 2010 midterm visiting report stated, "Servite High School needs to develop revised Expected School Wide Learning Results (ESLR's) and a Mission Statement to better reflect the true focus of the school. Considerable progress in establishing the Formation Program, steeped in the Servite charism, has been made. The ESLR's 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 ESLR's, a mission statement and a philosophy statement began during the spring of 2010. After a thorough review of the 2007-2013 ESLR's, 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, began creating a rough draft of new ESLR's, a mission statement and a philosophy statement.

In early fall of 2010, all faculty and staff were invited to participate in an ESLR, Mission and Philosophy Statements committee. The below committee members discussed and revised the original rough drafts and created second drafts of each:

Michael Brennan	Kara Montgomery-Roa
Elsa Gibbs	Larry Toner
Olga Hofreiter	Padraic Empanan
Andrew Katnic	

At a subsequent faculty meeting, in October of 2010, the second draft was presented to the entire faculty and staff. All faculty and staff members 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 by the end of the 2010-2011 school year.

In fall of 2011, the principal, Mr. Brennan, met with Fr. Ed Penonzek, Mr. Larry Toner and Mr. Chris Weir to ensure the inclusion of the Servite Charism and to continue revising the fifth draft of each. This group met several times over the course of the first semester of the 2011-2012 school year. The sixth draft of the ESLRs (now ISOs), mission statement and philosophy statement was sent to the president of the school, Mr. Bowen, and the Parent Council. Mr. Bowen and the Parent Council made suggestions to improve the document. Mr. Brennan, Fr. Ed, Mr. Toner and Mr. Weir met to incorporate additional revisions. At the March 2012 faculty meeting, the entire faculty and staff voted on the document. The document was approved unanimously. 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 Friar Servants of Mary.

Servite revised its ISOs, mission statement and philosophy statement to match the depth and focus of Formation, which began in 2007, and is the foundation of these documents.

CHAPTER III – SELF STUDY PROCESS

Organization for the Work of Self Study

E3 Leadership Team

School Site Chair - Mr. Michael Brennan, Principal

Group A - Catholic Identity

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

- Maggie Lauder, Theology Department Chair
- Pasquale Talarico, Director of Campus Ministry
- Chris Weir, Associate Director of Formation and Director of Leadership Development

Group B - School Organization

The School Organization group is composed of past and present school leaders.

- Peter Bowen, President
- Michael Brennan, Principal
- Christopher Pagel, Executive Assistant to the President

Group C - Teaching and Learning

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

- Elsa Gibbs, Director of Academic Affairs
- Olga Hofreiter, Assistant Principal of Academic Affairs

Group D - Student Support

The Student Support group is composed of representatives from athletics and co-curricular activities.

- A.J. Gass, Director of Safe Schools
- Andrew Katnic, Assistant Principal of Student Affairs

Group E - Material Stewardship

The Material Stewardship group is composed of members from the advancement and business offices.

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

E3 Home Group

A chart of the members may be found [here](#).

E3 Integral Group

- Peter Bowen
- Michael Brennan
- Elsa Gibbs
- Olga Hofreiter
- Andrew Katnic
- Kara Montgomery-Roa
- Fr. Ed Penonzek
- Larry Toner
- Chris Weir

Chronicling the Process of Self Study

For each formal meeting that had to do with Self Study, we included an E3 “Process Form.” The E3 process forms were completed by home group chairs. They include the time of a meeting and are arranged according to the Chapters of E3 in chronological order – beginning with first meeting and finishing with the most recent. [Click here](#) to view this information.

CHAPTER IV – FINDINGS

Group A - Catholic Identity

Servite High School strongly embraces its Catholic identity as evidenced by a deep sense of ownership among multiple stakeholders and by an explicit promotion across a variety of campus experiences. A particular strength is the integration of the unique history, tradition and charism of the Servite Order into the totality of campus life. The mission and philosophy statements of the school vividly express what is lived throughout the campus community. These guiding documents, along with the Integral Student Outcomes, were recently rewritten to better reflect the school’s vision of “forming faith-filled leaders.” Consequently, effective indicators by which to gauge students’ accomplishments of these ISOs have yet to be fully developed. In the area of Catholic Identity, developing these indicators is our first and most evident area for growth. Reflecting another strength, the most recent campus renovation project gave emphasis to our Catholic signs and symbols, most especially by relocating the grotto of Our Lady so that the place she holds not only immediately welcomes visitors, but directs them to her Son who dwells in the Chapel of the Seven Holy Founders. There is a strong sense of communal worship on campus including morning, noon, and afternoon school-wide prayer, daily Mass offered in the Chapel, and monthly liturgies celebrating Church and Servite feast and holy days. The Theology department is currently implementing the USCCB’s Doctrinal Framework for High School Religion and students receive their religious instruction from teachers who are not only adequately qualified, but who actively practice their Catholic faith, providing students with both sound instruction and purposeful modeling. Servite deliberately engages parents in the formation of their sons; parents in turn place great value in their sons’ religious and spiritual development as well as the overall Catholic identity of the school. One of the clear strengths of the school is its emphasis on service through programs such as Her Servants’ Kitchen, Mary’s House, and Brothers Helping Brothers. These campus initiatives, coupled with the thousands of individual service hours completed by students each year, truly bring to life the campus motto, “Be Christ, See Christ.” Building on our already strong sense of service on campus, a key area for growth is to develop a service immersion program that maximizes our opportunity to expose students to the transformative experiences that such programs provide.

Key Strengths

After careful consideration of the data gathered through survey responses and our data library, the Catholic identity group has identified the following areas of strength:

A.1. Catholic Purpose

The school has a mission statement and a philosophy statement that indicate the integration of the Roman Catholic Faith into all aspects of school life.

- Servite fully integrates its Catholic identity into all levels of school life, evidenced by its mission and purpose informed by our Formation process as well as by the strong sense of lived faith in a Catholic community.
 - [Mission statement , school philosophy , integral student outcomes](#) published in [school handbook, school website](#)
 - [Teacher Survey](#): *To what extent do you value Servite’s Catholic identity?* (6.27)
 - [Parent Survey](#): *I value Servite’s Catholic identity.* (6.42)
 - [Parent Survey](#): *Formation is important to my son’s overall education.* (6.41)

- [Student Survey](#): *I understand Mary's role in the Servite tradition.* (5.75)
- [Student Survey](#): *To what extent do you understand, respect, and apply the teachings of the Catholic Church and the charism of the Order Friar Servants of Mary?* (5.2)
- [Support Staff Survey](#): *I understand the history and charism of the Servite order.* (5.64)
- [Support Staff Survey](#): *I understand Mary's role in the Servite tradition.* (5.98)
- [Administration Survey](#): *I understand the history and charism of the Servite order.* (6.40)
- [Administration Survey](#): *I understand Mary's role in the Servite tradition.* (6.57)
- [Parent Survey](#): *I understand the history and charism of the Servite order.* (5.65)
- [Parent Survey](#): *I understand Mary's role in the Servite tradition.* (5.86)

A.2. Worship

The school ensures regular opportunities for the students to experience prayer, retreats, and the Sacraments.

- Servite integrates worship into multiple levels of daily campus life and ensures all students, faculty and staff have ample opportunity to participate in worship.
 - [Mass Schedule](#) (Masses follow [liturgical seasons](#) and feast days - all feasts celebrated are either OSM or Marian)
 - [Chapel Schedule](#), [Daily prayer schedule](#)
 - [Campus Ministry events](#)
 - [Grade level prayers](#) said at beginning of each class
 - [Kairos retreat schedule](#); [Kairos outline](#)

A.6. Service Orientation

The school helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus who said, "I have given you an example so that you may copy what I have done" (John 13:15).

- Servite empowers students to develop a service-oriented outreach to the Church and civic community through both formalized service requirements and through creative, student-initiated, service in response to the needs of his immediate surroundings.
 - [Campus Ministry Handbook](#)
 - [Service Opportunities](#)
 - [Class of 2012 Service Hours](#)
 - [Freshman Service Form](#)
 - [Sophomore Service Form](#)
 - [Junior Service Form](#)
 - [Senior Service Form](#)
 - [Second Harvest Food Drive](#)
 - [Faley Games](#)
 - [Her Servants' Kitchen & Mary's House](#)
 - [Her Servants' Closet](#)
 - [Horace Mann Elementary tutoring program](#)
 - [Brothers Helping Brothers](#)

A.7. Signs & Symbols

There is widespread use of signs, symbols, sacramentals, traditions and rituals of the Roman Catholic Church throughout the school.

- Servite grounds its Catholic identity through tradition and ritual and reinforces it through outward Catholic signs and symbols.
 - [Signs & Symbols Survey Results - Campus Pictures](#)
 - Ongoing capital campaign plans have further integrated Catholic identity and purpose into the physical campus: [Holy Founders Procession Project images & description](#)
 - Recitation of daily Angelus
 - [Daily prayer schedule](#)
 - Regular singing of Salve Regina at the end of Mass, sporting events, and other school functions

A.8. Religious Engagement of All

All school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.

- An integral part of Servite's strong Catholic identity is the school's Formation program which intentionally and explicitly engages all elements in campus life in the formation of our young men.
 - Catholic identity, Servite charism, and Formation Themes addressed in [employment agreement](#) and [performance reviews](#)
 - [Board of Directors Ends Policy #1: Formation](#)
 - [Board of Directors Ends Policy #2: Servite Charism & Spirituality](#)
 - [Student Survey: Faculty members value Servite's Catholic identity.](#) (5.65)
 - [Student Survey: The Catholic spirit permeates \(fills\)...](#)
 - *your classrooms* (4.9)
 - *the overall sports program* (5.1)
 - *the Priory program, clubs, and other co-curricular activities* (5.35)
 - *the counseling department* (5.3)
 - [Catholic Identity Lesson Plan \(English\)](#)
 - [Catholic Identity Lesson Plan \(History\)](#)
 - [Catholic Identity Lesson Plan \(History\)](#)
 - [Catholic Identity Lesson Plan \(Science\)](#)
 - [Catholic Identity Lesson Plan \(Spanish\)](#)
 - [Catholic Identity Lesson Plan \(Fine Arts\)](#)
 - [Parent Formation handout](#)
 - [Freshmen Parent Formation Presentation](#)
 - [Parent Formation - 'How to be a better Catholic'](#)
 - [Parent Formation - Grades 10 - 12](#)
 - [Parent Formation Meeting Schedule](#)

Key Growth Areas

After careful consideration of the Standards of Catholic Identity, and after reviewing the data we gathered, the Catholic Identity group identified the following areas of improvement:

A.1. Catholic Purpose

The school has a mission statement and a philosophy statement that indicate the integration of the Roman Catholic Faith into all aspects of school life.

- These guiding documents, along with the Integral Student Outcomes, were recently rewritten to better reflect the school's vision of "forming faith-filled leaders." Consequently, effective indicators by which to gauge students' accomplishment of these ISOs have yet to be fully developed.
 - [Integral Student Outcomes](#)

A.6. Service Orientation

The school helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus who said, "I have given you an example so that you may copy what I have done" (John 13:15).

- One of the clear strengths of the school is its emphasis on service through programs mentioned above. These campus initiatives, coupled with the thousands of individual service hours completed by students each year, truly bring to life the campus motto, "Be Christ, See Christ." With that in mind, a key area for growth is to build on this already strong sense of service on campus and develop a service immersion program that maximizes our opportunity to expose students to the transformative experiences that such programs provide.

Group B - School Organization Standards

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. A definite strength is the development of a governing body to ensure that the school is operating in accordance to policies set forth. Other strengths include the quality leadership of school administration; the qualifications of instructional personnel and their opportunities for professional development; a support staff that is capable, loyal and dedicated; the care that all stakeholders provide to students; and an organizational structure that simultaneously supports student academic preparation with liturgical experiences and team based activities. Still, there is plenty of work to be done; with dedication, desire, discipline and determination, the school organization group is confident, and humble, that the areas of growth will become areas of key strengths.

Key Strengths

After careful consideration of the data gathered through survey responses and our data library, the School Organization group has identified the following key areas of strength:

B.1. Governance

The governance body of the school responsibly keeps the school’s mission, delegates responsibility as necessary, and monitors for accountability regarding what is delegated.

- The governing body strongly supports the mission statement, philosophy statement and integral student outcomes. Supporting these new documents is the result of forming “Faith-Filled Leaders” in a systematic program for the last seven years. The governing board forms “Faith-Filled Leaders” by ensuring that the school is operating in accordance with the policies they set forth. It must be noted that Servite High School is owned by the Order Friar Servants of Mary and governed by a Board of Directors composed of benefactors, religious, alumni and Servite priests.

Data Library

- The Board of Directors believe (rating average of 6.13) that its own operations are effective. **(B.4)**
- The Board of Directors believes (rating average of 6.13) that the school’s relationship with the Servite Order is strong. **(B.7)**
- The Board of Directors believes (rating average of 6.38) that the school is effective in fulfilling its mission. **(B.6)**

B.2. Administration

The school administration provides quality leadership for the personnel and the operations which the religious and educational objectives of the school are realized.

- The administration provides quality leadership and dedicates itself to modeling the formation themes. This leadership style aligns itself with the mission and philosophy statements, as well as, the integral student outcomes. Administration supports these documents by providing an environment where parent communication is emphasized; hiring qualified employees; professionally developing qualified employees; communicating with

the diocese/board of directors and school site personnel; providing support to employees; evaluating employees in a fair and consistent manner; caring for students; holding themselves and others accountable and playing a significant role in achieving the mission.

Data Library

- Faculty and staff believe that the administration exercise stewardship (rating average of 5.70) of the school's mission. **(B.51)**
- Faculty and staff believe the administration is effective (rating average of 5.61) in its operation of the school. **(B.52)**
- Faculty and staff believe that Servite is well run (rating average of 5.49). **(B.55)**
- Parents believe (rating average of 5.94) the school effectively communicates with them. **(B.40)**
- Administrative hiring protocol is well developed and all state, federal, school site and diocesan policies are followed. It must be noted that 75% of employees are Catholic. **(B.22)**
- Administration supports and provides funding for professional development **(B.24)**
- Administration is responsive in all areas to the diocesan office. **(B.8)**
- Administration collaborates (rating average of 5.71), communicate and cooperates with the Board of Directors **(B.13)**
- The administration responds (overall rating average of 5.42) in a timely manner; treats faculty with respect and courtesy; follows up with solutions to problems; and communicates with the school community regarding potential problems. **(*B)**
- The administration supports the work of teachers (rating average of 5.68). **(B.57)**
- Performance evaluation protocol is understood, fair and consistent. **(B.23)**
- Servite High School cares for students as individuals (rating average 5.32). **(B.1)**
- Administration care for student as persons (rating average of 6.16). **(B.56)**
- Administration believes (overall rating average of 5.58) that the executive team, administration, teachers and support staff practice accountability. **(B.35)**
- Faculty and staff believe that the executive team (president, principal and vice presidents) practice accountability at a rating average of 5.47; the assistant principals and directors at a rating average of 5.53). **(B.53)**
- Administration believes (rating average 6.60) their work is significant in the overall accomplishment of the school's mission. **(B.34)**
- Faculty believes (rating average 6.28) their work is significant in the overall accomplishment of the school's mission. **(B.34)**
- Staff believes (rating average 6.07) their work is significant in the overall accomplishment of the school's mission. **(B.34)**
- Servite High School (rating average 5.40) is organized and well run. **(B.55)**
- The Board of Directors believes (rating average of 6.38) that the school is effective in fulfilling its mission. [Click here](#) for survey results link to **(B.6)**

B.3. Instructional Personnel

Instructional personnel are qualified for their responsibilities and are committed to professional development toward ensuring that the religious and educational objectives of the school are realized.

- The instructional personnel strongly support the mission and philosophy statements as well as the integral student outcomes. To ensure that the religious and educational objectives are realized, the instructional personnel form “Faith-Filled Leaders” by being well qualified for their assignments; manifesting a high regard for students as persons; facilitating student learning; communicating with parents; preparing and matriculating students to college; developing instructional and technology skill level; participating in the performance evaluation process; and by playing a significant role in achieving the mission.

Data Library

- The instructional personnel are qualified for their responsibilities. Over 95% of teachers instruct within their professional trained area of study (Theology 0%; English 0%; Math 10% (one teacher) and science 0%). **(B.28)**
- Number of teachers with credentials, master and doctoral degrees. **(B.20)**
- Instructional personnel have a high regard and care for students as individuals. Almost 73% of the students surveyed indicate this at a level of 5 and higher with a rating average of 5.32. **(B.1)**
- Faculty (rating average of 5.23) communicates with parents. **(B.37)**.
- Eighty Eight percent of alumni surveyed indicated that they have earned a bachelors degree or higher.
- Faculty is comfortable with basic computer function, email, calendar, documents, Moodle, Aeries, and departmental resources including publishers’ digital materials (professional development).
- Professional development is required through and discussed as part of the Performance Evaluation process. Professional development is collaboratively agreed upon (administration and instructional personnel).
- Servite High School provides opportunities for all teachers to access Title II or site budget for professional development. Title II and site budget continues to provide funding for AVID, departmental instructional training, Bridges, Masters degrees, classroom management, BTSA, technology training (publisher materials, software, windows, iPad) classroom management, AP training, Google Certifications, CUE conferences, ISTE conferences, National Counseling conferences and writing symposiums. **(See Principal's Secretary Roxanne Barrera for evidence)**
- Faculty believe their work is significant (6.28 rating average) in the overall accomplishment of the school’s mission. **(B.34)**

B.5. Organizational Structure

The organizational structure of the school-its offices, schedules, modes of communication, and deployment of personnel-and the operations pertinent to this structure are optimum for realization of the religious and educational objectives of the school. (Click here to return to the table of contents)

- The organizational structure was created and implemented to support the achievement of the mission and philosophy statements, as well as, the integral student outcomes. The foundation of this structure is a multifaceted mixture of the master calendar, master schedule, bell schedules, class rotation schedule, Aeries/Moodle, modes of communication and information technology infrastructure. This mixture must be integral to make certain that academic instructional time is optimized, but also allowing all students participation in liturgical experiences and team based activities.

Data Library

- The process of developing the master calendar for the next school year begins in February (prior school year) and finishes in April (prior school year). First, employees who supervise a team based activity send requested dates to administration. Once calendar requests are collected the master calendar team composed of athletics, admissions, counseling, campus ministry, formation, academics, safe schools, activities, pertinent staff, facilities, advancement, business office, and the principal begin developing the master calendar and daily bell schedule.
- The process of developing the master schedule begins in March with decisions made on the course offering by administration, department chairs and counseling. Students are then registered individually by counselors. Course student numbers are obtained and sections developed. Sections are developed based on 22-1 ratio and with no more than 30 students in an academic section. From this information, the assistant principal of academic affairs, the director of academic affairs and the director of counseling begin to develop the master schedule.
- It must be noted that group B believes, that even though master calendar, master schedule, bell schedules and class rotation schedule moderately support the overall organizational structure, these areas must be revisited yearly to identify solutions to current identified problems, such as a decrease in instructional time and loss of schools days as liturgical and team based programs increase in size and scope.
- Instructional personnel indicate that Aeries/Moodle are effective (rate of average: Aeries 6.31 and Moodle 5.67) **(B.39)** (rating average of Aeries 6.57 and Moodle 6.31)
- Modes of Communication include phones, email (Google and Outlook), The Legenda, Facebook, You Tube, Twitter, Linkedin, flickr, Servite All Access, Servite APP, Servite Aeries Parent Grade Portal, Teleparent, Student News and The Spokesman.
- The IT infrastructure has been rebuilt. The entire school has wireless connection with an internet speed of 250mpbs and GIG-E Service Interface, T1 and DSL internet connections.

There are three employees in the IT department supervised by our director of IT. They work as a team to update infrastructure, filter and protect our system and assist students and faculty with difficulties. Servite High School also has a director of educational technology. It is his job to develop and implement the Servite High School technology plan in collaboration with the director of IT.

[Click here](#) to view Servite High School's Technology Plan.

[Click here](#) to view the 471 Process Form for E-Rate Funding

Key Growth Areas

After careful consideration and analysis of the data library and survey responses, the school organization group has identified the following key areas of growth:

B.3. Instructional Personnel

Instructional personnel are qualified for their responsibilities and are committed to professional development toward ensuring that the religious and educational objectives of the school are realized.

Although Servite High School has a highly qualified instructional personnel working to achieve all student religious and educational objectives, Servite needs to:

- Create a culture that aligns with the school's mission statement, philosophy statement and integral school outcomes.

This qualitative information was obtained from informal and formal parent, student, faculty and staff conversations with administration.

B.4. Support Staff

School support staff engages in duties essential to the effectiveness of the school's religious and educational operations.

Although Servite High has a well qualified, loyal and dedicated support staff that communicates well and is helpful to the entire community, Servite needs to:

- Provide administrative assistants, secretarial staff and walk on coaches with professional development (this includes but is not limited to technology, formation and the Servite charism) and opportunities for input at meetings.

This qualitative information was obtained from informal and formal conversations with assistants, secretarial staff and walk-on coaches.

B.5. Organizational Structure

The organizational structure of the school-its offices, schedules, modes of communication, and deployment of personnel-and the operations pertinent to this structure are optimum for realization of the religious and educational objectives of the school.

Servite High School has developed a strong organizational structure to support student academic preparation, liturgical experiences and team based activities. However, there are four growth areas. Servite High School needs to:

- To facilitate a lifetime connection of alumni, students, and friends with Servite and with each other. (only 185 out of 8,500 alumni responded to survey)
- Update the library to create an academic resource center with current technologies and print resources, which will support students with their current studies and familiarize them with a university styled library. **(*B)**
- Identify solutions to increase instructional time and number of school days without decreasing the impact of student liturgical and team based programs. **(B.36abcd)**
- The IT department needs to respond, be respectful and courteous, follow up with solutions and communicate effectively and efficiently with students. **(*B)**

Group C - Teaching and Learning Standards

After thorough discussion and analysis of the four Standards of Teaching and Learning, the members of the group conclude that Servite High School offers a rigorous, challenging, standards-aligned curriculum that prepares our students for post-secondary education thoroughly and effectively. Teachers work together to design a curriculum that covers what the colleges require of our students and what we, as a Servite community, require of our men. We are dedicated and effective at incorporating our school's Formation Themes into our instruction, supporting the academic learning with a systematic leadership curriculum, all to form Faith-Filled Leaders. Teachers work collaboratively to design assessments that evaluate students' mastery of the learning objectives established by the teachers. Teachers teach in the way students want to learn, but we also focus on active engagement strategies in the classroom to ensure that all students are responsible for "lifting the intellectual weights" during a lesson and that all modalities are addressed during instruction. We appear united in our use of technology, especially in our use of Moodle, ABI/Aeries and laptops. Our students are expected to achieve in a wide variety of areas, from spiritual formation to academic achievement, and based on the survey results, they seem to be doing so. In short, Servite serves its students well and does so in a deliberate and reflective manner.

Key Strengths

After careful consideration of the data gathered through survey responses and our data library, the Teaching and Learning group has identified the following areas of strength:

C.1. Curriculum

The school provides a challenging coherent and relevant curriculum for students toward students' accomplishment of all the educational outcomes that the school sets for them.

- Servite, through a collaborative and extensive process, has identified Integral Student Outcomes for Servite graduates that are strongly aligned to our Formation Themes and which delineate, in detailed fashion, what our students will do in the areas of Spiritual and Ethical Formation, Academic and Intellectual Formation, and Personal and Social Formation.
 - [Integral Student Outcomes](#)
 - [Teaching and Learning Data Library](#) (questions C.13-16)
- Teachers of common courses collaborate to ensure that they are aligned with regard to curriculum, pacing, assessment, and instruction.
 - [Curriculum Map Blank Template](#)
 - [Common Assessment Matrix Blank Template](#)
 - [Sample Curriculum Map \(Painting\)](#)
 - [Sample Assessment Matrix \(Algebra 2\)](#)

C. 2. Instruction

Instructional personnel use a variety of appropriate methods by which to maximize the learning experiences of all students toward students' achievement of all educational outcomes that the school sets for them.

- Teachers of like courses offer common assessments and benchmarks at least four times a year, thereby articulating curriculum within the academic departments; and they meet and reflect on the results of their common assessments, **reflecting on best teaching practices**, the validity of the test, the appropriateness of questions, and **the progress of specific students who may require more challenging material and/or remediation**.
 - [Common Assessment Data Analysis Results](#) (note reflection questions)
 - [Common Assessment Data Analysis Blank Form](#)

- The strategies that teachers use within the classrooms parallel how students say they learn best. Although strategies change from discipline to discipline, overall strategies appear to align strongly. Please see the [Teaching and Learning Data Library](#) (questions C.18, 19 and 20).

- The school offers students a myriad of support services to help students achieve academically.
 - [Teaching and learning Data Library](#) (questions C.7 and C.9)

- The schools development and implementation of effective instructional methodologies is a strength in that administration collects data (management plans, curriculum maps, common assessments, and classroom observations) regularly and systematically.
 - [Classroom Visit Feedback Blank Form](#)
 - [Classroom Visit Teacher Feedback Form \(Teacher Receives Copy\)](#)
 - [Classroom Visit Data](#)
 - [Semester Exam Results \(Three Years\)](#)
 - [Sample Curriculum Map \(CP Painting\)](#)

- Technology is seamlessly implemented throughout the instructional program, with laptops, cell phones and (as of the 2012-13 school year) iPads serving as the typical educational “ecosystem” to enhance the learning of our students. Servite is clearly a leader in the area of technology integration. (Overall and departmental use of technology rated “ample” in all survey questions.)
 - [Teaching and Learning Data Library](#) (questions C.21-23)

- Further analysis shows that, based on the survey results, the school most often uses Moodle, projectors, ABI/Aeries, laptops, and wireless access to share information with students in our instructional practice.
 - [Teaching and Learning Data Library](#) (questions C.21-23)

- Through continued staff development, a director who supervises and leads us in the area of Educational Technology, a small army of tech mentors and an Assistant Director of Educational Technology, our staff is well-prepared to expand its use of technology as an instructional tool in ways that will further enhance and deepen students’ learning and engagement.
 - [Teaching and Learning Data Library](#) (questions C.21-23).

C.3. Assessment

School personnel responsibly engage in assessment of students' learning toward students' accomplishment of all the educational outcomes that the school sets for them.

- There is a high correlation between the types of assessments students believe are used most commonly overall and the types of assessments students feel are best at evaluating student learning.
 - [Teaching and Learning Data Library](#) (questions C.24-26).

*Note: There is a 100% correlation between the assessments students identified as employed most often and those they identified as the most effective:

	Used Overall	Most Effective
Quizzes	783 votes	725 votes
Homework	755 votes	691 votes
Multiple Choice Tests	722 votes	708 votes
Essay Tests	690 votes	527 votes
Mixed Format Tests	651 votes	555 votes

Key Growth Areas

After careful consideration of the Standards of Teaching and Learning, and after reviewing the data we gathered, the Teaching and Learning group identified the following areas of improvement:

C. 3. Assessment

School personnel responsibly engage in assessment of students' learning toward students' accomplishment of the educational outcomes the school sets out for them.

- Although Academic Rigor was rated as “moderate” according to our survey (5.22), and although teachers in all departments rated their students' mastery of content material as “moderate” on our survey, the semester exam results show that students' mastery is quite low in some disciplines. Performance in math and English were rated with the lowest ratings by the teachers, and tests scores appear to mirror that rating.
 - [Teaching and Learning Data Library](#) (question C.12)
 - [Semester Exam Results 2009-2011](#)
- Concerning student mastery of the ISO's identified by the school, there is a disparity between how school personnel sees students' growth and how the parents see their sons' growth. There is also a significant disparity between how the students rate their mastery of our ISO's and how their parents and the school rate their mastery.

	Students	Parents	School
Spiritual/Ethical	5.26	6.07	5.21
Academic/Intellectual	5.35	5.85	5.02
Personal/Social	4.99	5.89	4.71

This disparity begs the following questions:

1. Do we have higher standards for achievement on the campus than the parents have at home?
 2. Are we expecting too much from our men?
 3. Do students act differently on campus than at home?
 4. Why do the students see their mastery of the ISO's at such a lower level than the parents, and in some cases, the school?
 5. These rating are based on self-reporting by three different groups. We need to develop and establish objective, measurable assessments and/or criteria to determine whether students have met the ISO's we have developed, and if so, to what degree.
- While there is a positive correlation between the types of formative assessment that both student and teachers feel are effective, there is a need to better identify which specific types of *formative* instructional tools are most effective, if they differ by course, and how well students use the information to guide their own learning and mastery of content.

C. 2. Instruction

Instructional personnel use a variety of appropriate methods by which to maximize the learning experiences of all students toward students' achievement of all educational outcome that the school sets for them.

Technology is above average school-wide with a 2:1 laptop/iPads ratio, but our technology is not being utilized to its full potential as an instructional tool. Technology is used more for direct instruction (projector and laptop), for class management (Moodle, ABI), and for more passive activities (notetaking, as a reader, etc.). Based on home group discussions, we need to develop more profound ways for students and teachers to use technology so that students do more intellectual work using and produce more work that demonstrates their level of understanding using technology.

- o [Teaching and Learning Data Library](#) (questions C.21-23)

Group D - Student Support Standards

After a thorough discussion and analysis of the four Standards of Students Support at Servite High School, we have the following reflections, based on our evaluation of the school environment, the academic support offered, the co-curricular programs, and college matriculation. In order to ensure student safety on campus, emergency drills are conducted on a regular basis, and school premises are secured at all times with faculty supervising all school related activities. Servite students are ready and willing to participate in class discussions and activities. There is a clear climate of respect that resonates throughout the school community. Students are well supported through Academic counseling, Student Support Services, and personal counseling; each providing a variety of services and interventions to help students meet the Formation goals of the school. Servite needs to improve proactive communication throughout the faculty and staff to benefit students and also develop awareness of the needs of English learners. Servite offers ample opportunities for students to participate in athletics, Priority leadership, clubs and the arts; however, involvement in the arts and clubs is an area for potential growth. Increasingly high rates of matriculation to four-year colleges and universities point to the obvious strengths of the college counseling services at this school. In addition, parents, students, staff, and alumni report high levels of satisfaction with college support services offered. Every year, graduates visit and relate their successful college transition - attesting to the extent to which Servite has prepared them for college and beyond.

Key Strengths

After careful consideration of the Student Support standards, and after reviewing the data we gathered, the Student Support group identified the following areas of strength:

D.1. School Safety

The school provides an environment that is physically, emotionally, and intellectually safe for all students.

- Servite High School provides an environment that is physically, emotionally, and intellectually safe for all students as evidenced by survey responses from parents and students; a faculty, staff, and student preparedness as outlined in our safety handbook; employee education (Shield the Vulnerable/Diocese of Orange sexual safety plan) and employment agreement; a Theology curriculum that focuses on pertinent topics; and the time taken throughout the year to practice emergency drills for fire, earthquake (disaster), and lockdown drills.
 - [Safety Handbook](#)
 - [Survey](#)
 - [Parent/Student Handbook](#) (pg 3-23)
 - [Theology Curriculum](#)

D.2. Academic Counseling

The school provides support services sufficient to meet the learning needs of all students.

Servite High School provides support services sufficient to meet the learning needs of all students as evidenced by parent, student, and faculty responses to survey questions. Students, parents, and faculty all perceive the academic, standardized testing and personal guidance effective to a “great extent”. Services include:

- Peer tutoring (CSF & NHS)
- Teacher to student tutoring (most often occurs in 7th period but can occur before or after school)
- Students with identified learning differences assigned to the Director of Support Services caseload for differentiation and special student support
- Counselling for students with learning disabilities/differences (students must be formally assessed and diagnosed with a learning difference; can be through private testing or through their school district)
- Academic Achievement/Academic Game Plan (AGP)
- Online resources (ALEKS, Reading comprehension software, Kahn Academy, etc...)
- Instructional strategies that increase student engagement (ie. Think pair share, Choral responses/exit tickets, etc...)
- Priory Leadership Council Academics Committee
- Christmas break tutoring sessions
- Counseling /meetings with student and parents
- Academic Achievement class/elective (taught by the Learning Support Instructors)
- Development of Algebra 1A and 1B courses
- Development of Algebra 2 course (no Trigonometry)
- Development of Business Math course
- Adding independent study, summer and concurrent enrollment courses for remediation purposes
- Development of student intervention referral form (aka: "Slammin' Salmon")
- Incoming 9th grade "Academy" (reading, writing, study skills, Math)
- Changed summer "Academy" math curriculum from Pre-Algebra to Foundational skills
 - [Survey](#)
 - [Data Library](#)

D.3. Co- Curricular Programs: Athletic Involvement

The school provides opportunities for students to engage in co-curricular activities-in the arts, in athletics, in priory leadership (student government), in clubs, and the like-that are conducive to their development as whole persons.

- The quality of Servite co-curricular programs in athletic involvement, Priory Leadership (student government), clubs and activities is evidenced in student, parent, and teacher responses to survey questions. Athletics and Priory Leadership stand out in the areas of quality and the "attainment of the outcomes the school intends for them".
- 83% of Servite students participate in Athletics.
- Active Sports at Servite High School:
 - Baseball
 - Basketball
 - Cross Country
 - Football
 - Golf
 - Lacrosse
 - Soccer
 - Swimming
 - Tennis

- Track and Field
- Volleyball
- Water Polo
- Wrestling
- 66% participate in Clubs and Activities.
- Active clubs at Servite High School:
 - Academic Decathlon
 - Bridges
 - Cristeros
 - California Scholarship Federation
 - Film Club
 - French Club
 - Friars for Care
 - Future Business Leaders of America
 - Green Club
 - Hockey Club
 - International Thespian Society
 - Junior Statesmen of America
 - Key Club
 - National Arts Honor Society
 - Peer Assistance Leaders
 - Pink Ribbon Club
 - Pre-Med Club
 - Red Cross
 - Robotics Club
 - Spanish Club
 - Speech and Debate
- [Survey](#)
- [Data Library](#)

D.4. College Matriculation

The school provides support services that foster the college matriculation of students.

- The support services of Servite High School foster the college matriculation of its students as evidenced in survey responses of parents and students. Recent alumni, as evidenced from survey responses, perceived the quality of preparation for college “to a great extent”.
 - 99% of Servite seniors graduate with their class.
 - 98% matriculate to college (17% to 2 year; 81% to 4 year college)
- [Survey](#)
- [Data Library](#)

Key Growth Areas

After careful consideration of the Student Support standards, and after reviewing the data we gathered, the Student Support group identified the following areas of improvement:

D.3. Co-Curricular Programs:

The school provides opportunities for students to engage in co-curricular activities-in the arts, in athletics, in student government, in clubs, and the like-that are conducive to their development as whole persons.

- Club Involvement: Expansion so that students get more than just curriculum based clubs. We would like to expand clubs to cover social, curriculum, and service in order to help in the development of the whole person.
- Fine Arts: Increase exposure (taking multiple years not just the UC requirement). With the increased exposure the student will become more well rounded and whole.
- Athletics is on an island. Communication within the department and with the school as a whole needs improvement. Consistency in sports policies ie. attendance, discipline, use of facilities, etc. is necessary when dealing with students, faculty, parents, and staff.

Group E - Material Stewardship

After a thorough discussion and data review of the Seven Standards of Material Stewardship at Servite High School, the members of the group concluded that Servite High School is well positioned to attract and maintain qualified students, provide the resources for facilities and an excellent education while generating enough revenue through tuition and fundraising to ensure a fiscally sound operation both now and into the future. Servite's admissions and communications teams work year round to create a Servite presence in the community with cutting edge, relevant marketing campaigns and materials that make Servite a destination educational option throughout Orange County. Servite's funding sources provide additional revenue for financial aid, current operational and capital needs and future capital improvements to the campus. The overall campus is being transformed through capital projects that creates a safe and pleasant environment for the students and overall Servite Community. Servite's executive team, board of directors and board of regents have worked together to create viable strategic planning that will ensure the longevity and financial health of the school.

Key Strengths

After careful consideration of the Student Support standards, and after reviewing the data we gathered, the Student Support group identified the following areas of strength:

E.1. Enrollment Resources

The school's enrollment operations are well conceived and well run, toward securing the student population that the school mission intends.

- Servite has grown in admissions numbers over the past five years while other schools' enrollments have decreased. Servite has created an unparalleled admissions process that attracts great students and families through outreach programs with feeder schools and through our key family network.
- Survey Question E3
 - [Enrollment Criteria](#)
 - [Key Family Network](#)
 - [Shadow Days](#)
 - Strong Partner School Relationship

E.4. Funding Resources

The school's funding sources and operations—tuition, annual events, and third-source income*— are of such quality as to yield revenues sufficient at minimum to off-set annual expenses.

- During the past three years, Servite has increased fundraising from \$450,000 to over \$2,000,000 per year by moving to a comprehensive program that includes Annual Fund, Capital Fund and Endowment Fund. Based on attendance, volunteer involvement, and dollars raised, events are a particular strength. Friar Feast, Fashion Show, Gala and Excellence in Leadership Dinner draw over 3,500 parents and alumni, involve nearly 400 volunteers and raise \$650,000. Servite launched a \$15.2 million Phase I *Credo Capital Campaign* during 2012 to address its aging facility needs and shortage of funds for financial aid and has received nearly \$6 million in gifts and pledges.
 - Survey e21 e22 e26

- [Fundraising Program](#)
- [Third Source Income](#)
- [Capital Campaign](#)

E.5. Business Operations

The school’s business operations—budgeting, accounting, and the like— are sound as to planning, implementation, reporting, oversight and review.

- Servite has created a financial aid process that addresses the needs of incoming and current families. Servite has increased the amount of financial aid given out from \$250K five years ago to over \$1.1M this past year.
 - Survey E21
 - Budgeted Surplus (See Financials in data box)
 - Net positive cash flow (See Audits in data box)
 - [Financial Aid Process](#)

E.6. Promotional Operations

The school’s promotional operations—public relations and marketing—effectively communicate school news and attract support for the school from within and beyond the school community.

- Servite has a highly visited, highly appreciated school website. We communicate daily with our families and supporters through portals on this website, links to our social media making accessing Servite 24 hours a day, 7 days a week seamless. Students, parents and alumni can easily access current information to keep them involved with different types of events and activities in order to create a high amount of involvement in our community. In addition to our website online, we have a great mobile website application which allows our community to be able to access our website during their day to day activities, causing them to rely heavily on the information posted there. Another area where we use the website is to highlight videos produced in house regarding student news, current events, spotlight students and faculty, and donor appreciation.
 - Survey e47
 - [High Impact Website](#)
- Marketing & Promotion

Our Communications office has a diverse team that focuses on different areas of the school to be able to market and promote our efforts in a variety of media. The department has a Director of Communications who is in charge of monitoring and directing the branding and overall marketing of the school in the market. The Communications Manager is in charge of communicating and marketing the academic and activities part of the school. We have a Sports Information Coordinator who is responsible for marketing and communicating the accomplishments of our student athletes in each of our 13 sports here at Servite. Our Advancement Communications Coordinator assists the Advancement Office in developing promotional materials for the Annual Fund and Capital Campaign which launched in June 2012. The Event Communications Coordinator provides promotional and collateral material development assistance to special events the school hosts every year, and assists with alumni relationship marketing. With this department having staff focusing on every aspect

of the school, we are able to make sure we are highlighting and promoting Servite's successes to the community.

- Survey E46 all,
- [Marketing and Promotion](#)

Key Growth Areas

After careful consideration of the Material Stewardship Standards, and after reviewing the data we gathered, the Student Support group identified the following areas of improvement:

E.2. Educational Resources

The classroom and instructional resources are sufficient both in quality and in quantity for the school to deliver an excellent educational program.

- Parents and students perception of the Student Technology Program and primarily, its support were identified as a major weakness. Students feel that they are not helped in a timely manner with IT issues and that the IT staff is not knowledgeable.
- Faculty furniture, (desks, shelves, storage) are old, outdated and inadequate.
 - IT Program Survey (Student Perception) *B
 - Faculty Survey, E8

E.3. Plant Resources

The school plant – facilities, buildings and grounds – is of such size and quality as to constitute a fit house for the school's essential operations.

- **Deferred Maintenance**

The Servite Facility is over 50 years old. Many of the buildings, pool, locker room, fields, lighting, bleachers, cafeteria, roof and HVAC systems need to be updated. Facilities have not been updated to handle the increase in students, sports, programs and new technology.

 - [Deferred Maintenance](#)
 - [Outdated Facilities](#)

E.6. Promotional Operations

The school's promotional operations—public relations and marketing—effectively communicate school news and encourage support for the school from within and beyond the school community.

- **Transparency regarding direction of donations**

Servite has received parent and alumni survey feedback indicating there is confusion and a lack of clarity about the use of donations. Board members have raised questions about what the Annual Fund is and how donations are used.

 - Survey E 40 Transparency of School Operations and Fundraising
- **Alumni Relations**

Until recently, Servite did not have accurate contact information and did not maintain a consistent relationship with alumni. Alumni provided valuable feedback regarding their observations in a recent survey that indicated there are three primary unfavorable sentiments about their relationship with Servite High School: Alumni do not feel generally

appreciated, adequately informed, or invited to be involved. Servite has dedicated resources and begun new initiatives to dramatically improve Alumni Relations.

- o Alumni Survey

Addendum – June 1, 2013

The Visiting Committee stated, “This 2013 Self Study of Servite High School contained twenty-two (22) goal areas included in its Educational Improvement Plan (EIP). Through discussion and consultation, it became evident to the Visiting Committee that many of these items had already been addressed or were not of such importance as to be vital to the school’s on-going viability. The Leadership team was pleased to be able to prioritize these goals, combining a few found in multiple standard areas into five vital goal areas. Therefore, the reflection for the Observance of Principles A-E-whether or not they are included in the EIP-are based on these prioritized statements. The section of standard F:3 Development of an Educational Improvement Plan includes only those newly prioritized goals.”

The Servite WCEA Leadership was grateful that the Visiting Committee recommended a decrease from twenty two (22) goal areas to five goal areas (5). During the WCEA accreditation, we met and decided upon our vital five (5) goal areas. However, after recommendations were made and discussions were held with the Visiting Committee, we determined that we needed to revisit and reopen dialogue to affirm that we had chosen the correct vital five (5) goal areas. Therefore, the five (5) vital goal areas for the 2013 visit are below with new or revised Educational Improvement Plans (EIP):

A.1. Catholic Purpose

The school has a mission statement and a philosophy statement that indicates the integration of the Roman Catholic Faith into all aspects of school life.

- These guiding documents, along with the Integral Student Outcomes (ISOs), were recently rewritten to better reflect the school’s vision of “forming faith-filled leaders.” Consequently, effective indicators by which to gauge students’ accomplishments of these ISO’s have yet to be fully developed.

B.5. Organizational Structure

The organizational structure of the school-its-offices, schedules, modes of communication, and deployment of personnel-and the operations pertinent to this structure are optimum for realization of the religious and educational objectives of the school.

- To facilitate a lifetime connection of alumni, students and friends with Servite and with each other.

C. 2. Instruction

Instructional personnel use a variety of appropriate methods by which to maximize the learning experiences of all students toward students’ achievement of all educational outcome that the school sets for them.

- Technology is above average school-wide with a 2:1 laptop/iPads ratio, but our technology is not being utilized to its full potential as an instructional tool. Technology is used more for direct instruction (projector and laptop), for class management (Moodle, ABI), and for more passive activities (note taking, as a reader, etc.). Based on home group discussions, we need to develop more profound ways for students and teachers to use technology so that students do

more intellectual work using and produce more work that demonstrates their level of understanding using technology.

We need more active engagement vs. passive student learning.

C. 3. Assessment

School personnel responsibly engage in assessment of students' learning toward students' accomplishment of the educational outcomes the school sets for them.

- Although Academic Rigor was rated as "moderate" according to our survey (5.22), and although teachers in all departments rated their students' mastery of content material as "moderate" on our survey, the semester exam results show that students' mastery is quite low in some disciplines. Performance in Mathematics and English were rated lowest ratings by teachers, and tests scores appear to mirror that rating.

D.3. Co-Curricular Programs:

The school provides opportunities for students to engage in co-curricular activities-in the arts, in athletics, in student government, in clubs that are conducive to their hostile development.

- Club Involvement: Expansion so that students get more than just curriculum based clubs. We would like to expand clubs to cover social, curriculum, and service in order to help in the development of the whole person.

CHAPTER V – EDUCATIONAL IMPROVEMENT PLAN

Implementation of the Prior Plan from the last Self Study

Please see page 9 of this document. [Click here](#) to view.

Current Educational Improvement Plan (EIP)

Group A: Catholic Identity

Area for Vital Growth #2 A:1 Catholic Identity	The school has a mission statement and a philosophy statement that indicate the integration of the Roman Catholic Faith into all aspects of school life.
Goal of the Action Plan	Collaboratively establish guidelines for assessing new ISOs and disseminate these guidelines.
Rationale for the Action Plan	The guidelines for assessing the newly written ISOs have not yet been developed.
Action Steps:	<ul style="list-style-type: none"> • Establish a steering committee • Compose guidelines for assessing ISOs • Share with stakeholders • Revise guidelines • Disseminate guidelines to all stakeholders
Acting Agents:	Representatives from O.S.M., administration, formation, faculty, student body, parents, and alumni
Necessary Resources:	Current ISOs; time for process; established meeting dates, times, and locations; research materials; draft of assessment criteria for revision and approval
Ways of Assessing Progress:	Review record of committee discussions; scheduled drafts based on timeline for completion (initial committee draft of guidelines; revised draft based on feedback from stakeholders; final draft for approval)
Ways of Reporting Progress:	Disseminate via email record of committee discussions; disseminate drafts of guidelines; meetings with stakeholders to share first draft, revised draft, and final version of guidelines; seeking approval of final draft

Timeline for Completion:	Fall 2013 - Establish committee and begin guidelines Fall 2014 - Complete guidelines and disseminate with stakeholders Spring 2015 - Final revision and approval of guidelines
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Group B: School Organization

<p>Area for Vital Growth B:5 Organizational Structure</p>	<p>The organizational structure of the school-its offices, schedules, modes of communication, and deployment of personnel-and the operations pertinent to this structure are optimum for realization of the religious and educational objectives of the school.</p>
<p>Goal of the Action Plan</p>	<p>To facilitate a lifetime connection of alumni, students, and friends with Servite and with each other.</p>
<p>Rationale for the Action Plan</p>	<p>Servite has more than 8,500 alumni. They are the fruit of the school’s labor and a treasured resource for the ongoing vitality of Servite by sharing their talents and experience with students and volunteer leadership committees and by participating in the support of ongoing financial needs.</p>
<p>Action Steps:</p>	<ul style="list-style-type: none"> • Further populate the alumni database with their contact information. Servite does not have current contact information for about 4,000 alumni. • Change the approach to engage alumni from “one size fits all” to “targeted and segmented” tactics, strategies and services. • Develop lifelong relationships from the time they first apply through every life stage. • Increase meaningful communication by finding out information they want that reflects their interests. • Identify, cultivate and promote school traditions.
<p>Acting Agents:</p>	<p>Director of Annual Giving and Director of Alumni Relations</p>
<p>Necessary Resources:</p>	<ul style="list-style-type: none"> • Updated Alumni Directory (This is scheduled to be published in fall, 2013). • Full-time Database Assistant • Increase in number of alumni social activities and greater investment in alumni reunions.

Ways of Assessing Progress:	<ul style="list-style-type: none"> • Increased population of alumni database. • Increased annual support, especially for financial aid which is a top funding priority.
Ways of Reporting Progress:	<ul style="list-style-type: none"> • The Advancement Coordinator tracks alumni and other constituent contact information updates on a monthly basis. • The Advancement Office has set up tracking systems to monitor alumni giving by class and appeal.
Timeline for Completion:	The Alumni Office and Department of Communications developed a 3-year strategic plan in June 2012 that is targeted for completion by June 30, 2015.

Group C: Teaching and Learning

<p>Area for Vital Growth C.2. Instruction</p>	<p>Instructional personnel use a variety of appropriate methods by which to maximize the learning experiences of all students toward students' accomplishment of the educational outcomes the school sets for them.</p>
<p>Goal of the Action Plan</p>	<p>Expand and develop the use of technology as an instructional tool in order to engage students, foster professional development, and build an effective environment that prepares students for higher learning and the changing technological workplace.</p>
<p>Action Steps:</p>	<ul style="list-style-type: none"> ● Research whether teachers and students are using technology in the classroom via classroom visits, surveys, and observation and record the manner in which they use it. 2013 ● Ensure that all teachers are enforcing the Servite "acceptable use policy" by providing training and resources. Annually ● Utilize technology mentors and implement collaboration regarding technology-integrated lesson plans, standards, and assessments. Annually ● Provide adequate training and innovative technology-based assessments to departments and teachers (via technology mentors and third-party trainers) that evaluate students' mastery of the learning objectives and also integrate technology into the assessment. 2015 ● Ensure that the teachers of like courses have regular collaboration regarding how technology can and will be used in the classroom. 2014 (in 2013, Curriculum Council voted to make one day a week a "Late Start" day to allow for consistent and regular collaboration and staff development time to begin in 2013-14 school year) ● Establish a rubric for evaluating both teacher and student progress with regard to technology use/integration. 2015 ● Create individual action plans for departments, teachers, and students. Annually ● Create and post a lesson design tutorial and lesson planning form that will assist teachers in implementing technology into their instruction. (See Lesson Design Tutorial and Lesson Design)

	Planning Sheet.) 2012 and Annually, as needed
Acting Agents:	<ul style="list-style-type: none"> ● Principal ● Assistant Principal of Academics ● Director of Academic Affairs ● Dean of Students ● Director of Educational Technology ● Technology Mentors ● Members of the IT Department
Necessary Resources:	<ul style="list-style-type: none"> ● Professional development opportunities/conferences ● Classroom Visits ● Laptop Computers ● ipads ● Survey/Analytic Software ● Access to Grades/Results
Ways of Assessing Progress:	<ul style="list-style-type: none"> ● Create a rubric that establishes and evaluates technology use/integration progress by departments, teachers and students. ● Schedule regular departmental meetings to discuss specifically how to integrate technology into the curriculum. ● Schedule regular professional development meetings and trainings to prepare teachers and administration for use of various technologies. ● Survey teachers on technology use in the classroom each semester to look for improvement. ● Create common assessments that compare performance by teachers to evaluate most effective uses of technology.
Ways of Reporting Progress:	<ul style="list-style-type: none"> ● Department Meetings ● Semester teacher technology survey ● Semester student technology survey ● Administrator evaluation of teachers ● Common assessment grade analysis
Timeline for Completion:	2014-15 school year

Group C: Teaching and Learning

<p>Area for Vital Growth C.3. Assessment English</p>	<p>School personnel responsibly engage in assessment of students' learning toward students' accomplishment of the educational outcomes that the school sets for them.</p>
<p>Goal of the Action Plan (Based on the findings in Chapter IV with appropriate references to data from the Data Library)</p>	<p>To increase learning as measured by improved cumulative exam results in the area of English.</p>
<p>Rationale for the Action Plan (Based on the findings in Chapter IV with appropriate references to data from the Data Library)</p>	<ul style="list-style-type: none"> ● English department reported student mastery of learning objectives 4.82/moderate extent (see Data Library, question C.3.12). ● Discussion within the department has led us to believe that students are lacking foundational skills coming in to Servite. ● Students are being admitted to Servite who score in the 5th and 6th grade range on their HSPT in the areas of reading and/or language (see HSPT Results for Class of 2016). ● Discussion within the department and in other departments (mostly Theology and History) suggests a weakness in students' writing ability. ● Students' results on semester exams is low at some grade levels (see Semester Exam Results 2009-2011). ● Very little improvement in ACT scores in the areas of Reading and English, especially when compared to that of the state (see Data Library, questions C.3.32). ● Administrative discussions have led to the identification of an under-developed, inconsistently implemented writing program.
<p>Action Steps:</p>	<ul style="list-style-type: none"> ● Carefully determine the criteria for composition and grammar comprehension under which students are accepted to Servite. 2012 ● Review the HSPT to determine whether that assessment gives us the necessary information we need regarding a student's understanding of grammar and sentence structure. 2012

	<ul style="list-style-type: none"> ● Determine strict criteria for minimum scores on tests used in the admissions process. (see HSPT Results for Class of 2016) 2012 ● Explore the possibility of developing and administering a Servite English placement exam for incoming students in addition to the HSPT. (See draft of Proposed Incoming Placement Assessment.) 2012 ● Explore the possibility of establishing an alternative course offering for students who do not meet standards in English and what that curriculum would include. 2013 ● Establish the placement criteria for students in summer academy program regarding placement (into English 1 or Comp & Lit) 2013 ● Submit any alternative English course for UC approval, <u>if necessary</u>. (Not necessary) ● Require students at every level to plan, draft, revise, and edit academic essays in various modes, per the Servite Writing Program standards. ● Fully develop and implement the Servite Writing Program within the English department at all grade levels (see Writing Curriculum Maps 9th Grade, 10th Grade, 11th Grade, 12th Grade. 2014 ● Publish and distribute the English Writing Program Correction Codes document as the standard for student feedback on all student essays. (see Correction Codes) 2012 ● Explore the parameters of a four-year writing portfolio program. 2016 to complete four-year cycle ● Explore the possibility of holding two annual writing benchmark assessments at all grade levels that would be scored by all faculty members according to an established rubric. 2014 ● Every member of the English department faithfully implements the established writing program developed by the English department during the 2011-12 school year. (See collected writing samples from the 2012-13 school year found in the Teaching and Learning Evidence box.) 2014 ● Institute mandatory annual professional development instruction for the English
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	<p>department in the area of teaching writing. 2014</p> <ul style="list-style-type: none"> ● Explore the possibility of allocating existing school hours towards department planning and meeting for purposes of ongoing professional development and curricular improvement (pull out days, half days bi-monthly, etc.). 2013 (Curriculum Council voted on making all Tuesdays “Late Start” days to allow for consistent and regular collaboration and professional development time)
Acting Agents:	<ul style="list-style-type: none"> ● Principal ● English Department Chair and Members ● Assistant Principal of Academic Affairs ● Director of Academic Affairs ● Assistant Principal of Student Affairs ● Curriculum Council ● Teachers in other key departments (Theology, History)
Necessary Resources:	<ul style="list-style-type: none"> ● Detailed writing plan created by English department ● Teachers to score writing samples ● Rubrics for scoring ● Training material and workshop topics
Ways of Assessing Progress:	<ul style="list-style-type: none"> ● Monitor results on HSPT in the areas of Reading and Language ● Monitor the placements of students into CP, HP and alternative English courses. ● Monitor the number of students enrolled in Academic Achievement ● Monitor the number of students recommended and required to attend the summer in-coming freshman summer program in the areas of reading/study skills and/or English. ● Monitor the students’ scores on the annual writing benchmark assessments. ● Monitor students’ grades in English, Theology and History courses. ● Monitor students’ scores on state and national standardized tests (such as the PSAT, Explore, SAT and ACT) in the areas of reading, Writing and/or language.

	<ul style="list-style-type: none"> ● Monitor the number of students placed in CP and HP foreign language courses. ● Monitor applicants' performance on the Servite grammar and writing assessments (given with the HSPT). ● Collect quarterly writing samples from every English teacher at every level to collect evidence of writing program implementation. ● Collect a completed curriculum map for all English courses that incorporates writing into the curriculum. ● Administration classroom observation of writing instruction taking place at all levels.
Ways of Reporting Progress:	Share scores with faculty and counselors
Timeline for Completion:	<ul style="list-style-type: none"> ● Writing Program Curriculum Map 2012 ● Develop Rubrics 2012 ● Graded writing assignment once per quarter 2012-2013, one per quarter (and four times annually after that) ● End of the Year evaluation of the Writing Program as it was implemented and make necessary adjustments to the program 2013 ● Incorporate the Writing Program into the course curriculum maps for each of the English courses 2014 ● Develop and administer Servite Grammar and Writing placement assessments for incoming freshmen January 2013 (and annually after that) ● Post Correction Codes on Academic Affairs staff page 2012 ● Determine the track for students who struggle with English skills as incoming freshmen 2013 (and annually after that) ● Develop alternative English class for students needing remediation 2013 ● Develop grade-specific benchmark prompts to be given twice a year as in-class writing assessments 2013 ● Identify and attend writing professional development seminars 2012 (and annually after that) ● Meet to determine possibility of four-year writing portfolio 2013 ● Administrative observation of writing

	<p>instruction 2013</p> <ul style="list-style-type: none">• Meet with Admissions to establish the criteria for placement into CP, HP and remedial classes in English 2013• Train faculty on how to score writing based on developed rubrics 2014
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Group C: Teaching and Learning

<p>Area for Vital Growth C.3. Assessment Mathematics</p>	<p>School personnel responsibly engage in assessment of students' learning toward students' accomplishment of the educational outcomes that the school sets for them.</p>
<p>Goal of the Action Plan</p>	<ul style="list-style-type: none"> ● To increase learning in the area of mathematics as measured by improved cumulative exam results. ● To properly place students in appropriate math course and/or level upon acceptance to Servite and in subsequent years.
<p>Rationale for the Action Plan (Based on the findings in Chapter IV with appropriate references to data from the Data Library)</p>	<ul style="list-style-type: none"> ● Math department reported student mastery of learning objectives at 4.5/moderate extent (see Data Library, question C.3.12). ● Results of cumulative exams (see Semester Exam Results 2009-2011) ● Standardized test scores (see Data Library, questions C.4.5 and C.3.32) ● Results of faculty discussions (both within the WCEA self-study process and outside of the self-study process) ● MDTP results vis a vis their grades in mathematics (see MDTP 2012 Results) ● HSPT results of students accepted to Servite (HSPT Results Class of 2016) ● Summer school math curriculum modified to meet students' needs (focus on basic skills such as adding and subtracting integers, fractions, factoring) ● Created alternative Algebra course (Algebra 1A and 1B) to meet students' needs ● Establish criteria for placement of incoming students after they participate in summer academy program (placement into Alg 1A, Alg 1A with Lab, Alg B, Alg 1, etc.) 2013 ● Math department discussions regarding student preparation for math courses after Algebra 1 ● Science teachers' discussion (specifically for chemistry, physical science, physics) regarding students' lack of requisite math skills
<p>Action Steps:</p>	<ul style="list-style-type: none"> ● Explore the possibility of creating a Geometry

	<p>course without proofs for students coming from Algebra 1B. 2014</p> <ul style="list-style-type: none"> ● Discuss and implement ways to increase the amount of exposure to material per day with a teacher to help students with work (Flipped Classroom) 2014 ● Explore double math classes each day rather than the current 1A and 1B course over two years (ie, two class periods a day during periods 1 and 4) 2013 (created a Math Lab period for students identified as needing the extra support as a result of their performance in summer school academy class) ● Track the progress of individual students based on their placement score and first semester grades to determine accuracy of placement (note: do not refer to second semester grades as these are indicators that no longer reflect their initial entrance placement) 2013 and annually after that ● Re-evaluate the curriculum for summer school remediation for incoming freshmen so that it targets basic concepts of pre-algebra to help increase students' future success in Algebra 1A, Algebra 1B, CP Algebra 1 ● Re-evaluate our structure for placing students and evaluating this at the end of three consecutive years to assess its effectiveness and accuracy as a predictor of success ● Explore ways we can communicate with feeder schools about necessary math content taught at the 8th grade level as minimum requirement ● Explore methods that can be used to help students with both short-term and long-term retention of mathematical concepts
Acting Agents:	<ul style="list-style-type: none"> ● Math teachers and Math Department chair ● Counselors ● Administration ● Admissions officer
Necessary Resources:	<ul style="list-style-type: none"> ● Adequate Placement Exam and exam results ● 8th grade curriculum from feeder schools ● Previous test score/results (from 8th grade on) ● Scheduled time within the school day to allow

	teachers to meet on a regular basis
Ways of Assessing Progress:	<ul style="list-style-type: none"> • Semester Finals • MDTP placement exams • Discussion between math teachers across levels (e.g. Algebra 1 teachers discuss with Algebra 2 teachers, etc.) to informally assess the level of student retention of fundamental concepts
Ways of Reporting Progress:	<ul style="list-style-type: none"> • Collaborate in creating assessments and analyze assessments with teachers • Record and monitor results in Common Assessment Data Analysis spreadsheet
Timeline for Completion:	<ul style="list-style-type: none"> • Three years for assessing placement structure (allows one year for implementation and re-evaluation of the structure) • Ongoing for implementation of retention techniques • Development of alternative track for students requiring remediation in math 2013 • Development of Geometry course without proofs 2013 • Determine if the HSPT gives the necessary information needed to properly place student in CP, HP or remedial courses 2012 • Explore the possibility of redesigning the Algebra 1A and 1B courses to be taken over the course of one school year, two periods per day 2013 (See Mathematics Google Discussion.) • If possible and deemed beneficial, create courses in Master Schedule that are identified as remedial courses 2013 • Identify teachers to teach the remedial courses 2013

Group D: Student Support

<p>Area for Vital Growth: D:3 Co-Curricular Programs</p>	<p>The school provides opportunities for students to engage in co-curricular activities in the arts, in athletics, in student government, in clubs, and the like that are conducive to their development as whole persons.</p>
<p>Goal of the Action Plan:</p>	<ul style="list-style-type: none"> ● Increase student participation in clubs ● Improve visibility of clubs on campus ● Broaden the scope to include social and service based clubs
<p>Rationale for the Action Plan:</p>	<ul style="list-style-type: none"> ● Based on the findings in Chapter IV with appropriate references to data from the Data Library, only 20% of the student body participates. Analysis of club applications suggests a need for the action plan.
<p>Action Steps:</p>	<ul style="list-style-type: none"> ● Distribute more information on the clubs offered including a digital presence through our school website ● Collaborate with Formation to assure that every student is involved in a co-curricular activity ● Explore a time period for club meetings other than lunch ● Create and post a master schedule of club meetings ● Survey other schools to establish what non-academic clubs are acceptable in their institutions. <ul style="list-style-type: none"> ○ What is their criteria for accepting these clubs. ● Explore the possibility of compensation for club moderators. ● Creating a manual for club SOPs
<p>Acting Agents:</p>	<ul style="list-style-type: none"> ● Activities Director ● AP of Student Affairs ● Club Moderators ● Formation Directors ● Communication Director
<p>Necessary Resources:</p>	<ul style="list-style-type: none"> ● Budgeting for potential compensation
<p>Ways of Assessing Progress:</p>	<ul style="list-style-type: none"> ● Number of students involved ● Rosters and minutes submitted quarterly

	<ul style="list-style-type: none">• Survey
Ways of Reporting Progress:	<ul style="list-style-type: none">• WCEA/WASC plan
Timeline for Completion:	<ul style="list-style-type: none">• End of 2013-2014 school year