

**SELF-STUDY VISITING COMMITTEE REPORT**

# **Father Dueñas Memorial School**

**119 Dueñas Lane**  
**Chalan Pago, Guam 96910**

**Archdiocese of Agaña**

**March 30, 2014 to April 2, 2014**

## **WCEA/WASC Visiting Committee**

**Mr. Richard Spicer** (Chairperson)

Principal

Bishop Conaty-Our Lady of Loretto High School

Los Angeles, California

**Mr. Hawley Iseke**

Teacher

Notre Dame High School

Talofofo, Guam

**Ms. Cristina Mantanoña**

Teacher

Academy of Our Lady of Guam

Hagåtña, Guam

**Ms. Pilar Williams**

Principal

Saint Thomas Aquinas Catholic High School

Ordot, Guam

The views expressed in the following report represent those of the entire committee.

The committee thanks all the members of Father Dueñas Memorial School for their work on the self-study and for their hospitality shown to us during the visit.

## **Chapter I**

### **Student/Community Profile**

#### **Significant Findings Revealed by the Profile**

Father Dueñas Memorial School is an all-male Catholic high school that has educated young men since 1948. Named after Fr. Jesus Baza Dueñas, a Chamorro priest beheaded by the occupying Japanese forces during World War II, the school was initially established as a seminary to prepare young men for the priesthood. Immediately thereafter it became a college preparatory high school.

Total enrollment has increased 7% in the past five years. Current enrollment is 435. The school population is 56% Pacific Islander (Chamorro, Chuukese, Yapese, and other Micronesians), 40% Asian (Filipinos, Koreans, Chinese, Japanese, and other Asians), 3% White, and less than 1% other, and is representative of the school's attendance area. The school's Catholic enrollment is 89%.

Fr. Dueñas graduates meet the admission requirements of most four-year colleges and universities throughout the United States. Students are required to complete four years of theology, English, social studies, mathematics, and science; two years of world language; and PE/Health/NJROTC. Since the last accreditation, the graduation rate has averaged 96%, and 97% of graduates matriculate to colleges and universities.

In general, students at Fr. Dueñas score about the same on standardized tests as their peers nationally. The school administers the Stanford Achievement Test (SAT-10) to all grade levels and the PSAT in grades 9-11. Students may elect to take the SAT as early as grade 10. Average scores for the Stanford Achievement Test (SAT-10) show slight growth from grade to grade. PSAT scores improve significantly from grade 9 to grade 11. Composite PSAT and SAT standardized test scores reveal that students achieve about the same as their peers nationally. Enrollment in Advanced Placement courses has increased 52% in the past three years. Ten Advanced Placement tests have been administered over that time: Calculus AB, Calculus BC, English Literature and Composition, United States History, United States Government and Politics, Psychology, Macroeconomics, Japanese Language and Culture, Chemistry, and Environmental Science. The pass rate for AP tests is 26%; however, scores have begun to improve.

Fr. Dueñas is currently staffed by a faculty of 36 lay persons and 1 priest. More than half of the faculty are male (58%). 75% of teachers have at least a bachelor's degree, with 25% having a master's degree. The faculty is 75% Asian or Pacific Islander, 14% White, and 11% Hispanic; 86% of the faculty are Catholic. Approximately 47% of the faculty have been teaching at the school for more than five years.

#### **Survey responses on how well school is doing.**

In fall 2013, in preparation for the self-study, the school conducted a variety of surveys based on WCEA and WASC criteria: a faculty survey, a student survey, and a parent survey. In addition,

graduating seniors are asked to complete an exit survey each year. The Faculty Survey revealed that the faculty believe that their integration of technology and differentiation is strong. However, they recognize more work is needed to incorporate the ESLRs, inter-disciplinary connections, and student self-assessment and self-reflection into curriculum and instruction. The Student Surveys indicated a high level of satisfaction with all aspects of the school: academic, college, and spiritual counseling; sense of brotherhood; faculty support for student academic and personal growth; and co-curricular programs. The Parent Survey revealed that most parents were very satisfied with the school and its educational programs. Senior Exit Surveys revealed that graduates were satisfied with the school's academic, retreat, athletic, co-curricular, and counseling programs; teacher and staff support for student learning; and school facilities.

## **Chapter II**

### **Progress Report**

**Comment on the school's major changes and follow-up process since the last self-study.**  
**Comments on how the school through its action plan has accomplished each of the critical growth areas and the impact on student learning.**

In 2007 Father Dueñas Memorial School received a six-year with review term of accreditation. Following the 2007 accreditation, Father Dueñas witnessed significant changes to its administration and faculty. A completely new administration was hired in 2012. Due to this change, the school requested and was granted a one-year extension to allow sufficient time to prepare the current self-study.

#### **Summary of Significant Changes:**

- Since the last accreditation, three different principals have administered Father Dueñas Memorial School. Each administration continued the school's improvement efforts. The current Principal, Fr. Jeff San Nicolas assumed role in 2012.
- Since the last full accreditation in 2007, the school has also seen much turnover in the school faculty, but there is still a strong nucleus of teachers and staff members who have served the school for more than ten years.
- Finally, the campus has been enhanced and expanded. Currently, Father Dueñas is nearing completion of Phase 1 of the Renaissance Project, a long term development effort to improve the school's facilities.

#### **Critical Areas for Follow-Up:**

Father Dueñas Memorial School has made significant progress in addressing the key areas for growth identified by the 2007 Visiting Committee and in the 2007 action plans.

The following is a summary of the key areas for growth identified by the 2007 Visiting Committee and the school's responses:

The 2007 Self-Study Action Plan and areas for growth identified by the Visiting Committee dealt with increased fundraising, reinvigoration of the alumni association, faculty professional development, focus of best practices, improvement of the Advanced Placement Program, standardized testing, systematized monitoring of longitudinal test data to inform curriculum and instruction, expansion of the school library and science laboratories, and increased student access to academic, college, career, and personal counseling. The following is a summary of the growth areas identified in the 2007 Action Plan and the school's responses:

1. The school has taken several aggressive measures to generate financial resources including a revised student fee schedule and the addition of fees earmarked for educational resources, development and building maintenance. The creation of the Development Office, with strong support from the Father Dueñas Alumni Association and Parent Advisory Board, has resulted in increased financial resources from a variety of fundraising events such as the

recent 65th Anniversary Gala Dinner. An endowment foundation was established in 2012. The ongoing Renaissance Project has attracted donors interested in sponsoring various phases and elements of its construction. The rental of school facilities, especially the Phoenix Center, for a variety of conferences, sporting events, concerts and other various events has also increased revenue.

2. Since the last full accreditation in 2007, alumni involvement in the school has increased significantly. The Father Dueñas Alumni Association is the driving force behind the school's capital campaign, the Renaissance Project, and has strongly contributed to the creation of the Endowment Fund. Alumni manage the Renaissance Project and have provided expertise in its architectural designs. Alumni also assist with Career Day.
3. Funds have been allocated from the school's budget for school-wide and individual faculty professional development to improve curriculum, instruction and student learning. Faculty have taken advantage of a wide variety of professional development opportunities both on Guam and off-island to acquire new knowledge and skills relevant to subject areas and the latest trends in education. All teachers annually attend the Archdiocese of Agaña Catholic Educators Conference, and some attend the National Catholic Education Association Convention. Created in 2012, the leadership team coordinates and monitors faculty professional development. Through federal grants, the school adopted Catapult Learning's PD360 as a tool for individual teacher professional growth activities.
4. The increased professional development activities have helped teachers to focus on best practices geared toward improving student learning and achievement. Faculty participation in workshops, conferences and classes, both on Guam and off-island, and in PD360 activities have increased their knowledge of best practices in teachers' subject areas. Faculty read educational journals, periodicals, and websites and participate in professional associations to keep abreast of best practices. The recent creation of the Teacher Resources room has provided a centralized space for teacher resources and collaboration to ensure the integration of best practices into instruction.
5. The school has greatly expanded its Advanced Placement program over the past six years to offer AP U.S. History, AP Government & Politics, AP Literature and Composition, AP Biology, AP Psychology, AP Chemistry, AP Calculus AB and AP Calculus BC. Other AP courses are currently under consideration to be added to the school's course offering. The number of students enrolled in AP courses has also increased. AP teachers have attended workshops and conferences on Guam and off-island.
6. Father Dueñas Memorial School has expanded its use of nationally recognized assessment instruments to evaluate and inform its academic programs. All students take the Stanford Achievement Test (SAT-10) on an annual basis. Freshmen, sophomores and juniors take the PSAT, and juniors and seniors take the SAT. All juniors also take the Armed Services Vocational Aptitude Battery (ASVAB) to help determine possible future career and college paths. Students also participate in national exams and contests relevant to their subject or program areas.
7. The school has taken several measures to track and monitor current students, recent graduates and alumni. Since 2007, seniors complete an exit survey which provides data regarding student perceptions of their high school education as well as their postsecondary educational plans. The school maintains records on graduation rates, standardized test scores and overall student achievement in relation to educational resources acquired through federal grant programs. The MMS, a web-based data system, helps faculty track students. The Student Council and its advisors maintain records on student clubs and

organizations. Together, these various forms of student data have been instrumental in helping the FDMS administration and faculty improve the school's curricular and co-curricular programs.

8. The library was expanded with the creation of the Father Dueñas Media Center in the former Knights of Columbus Building. The Media Center houses the library, mini-theater, conference room, music room, three classrooms, several administrative offices, a residence for clergy assigned to the school, and a privately-run eatery. A new biology lab was installed in the former library, and two classrooms in the Cafeteria Building were combined and renovated to create a new physics lab. Internet access was improved throughout campus to allow teachers and students to conduct research anywhere on campus. The school plans to transition to fiber optic cables to improve Internet even more.
9. The quality of counseling at Father Dueñas Memorial School has also improved since the last self-study. Two counselors provide academic, college and career counseling. The school hosts a career day and a college fair and invites college recruiters to visit. The Director of Campus Ministry oversees the religious and spiritual counseling program and helps to organize Masses, student retreats and various other outreach events. The administration has developed strong relationships with a variety of local organizations to help with counseling on issues such as suicide prevention, bullying, substance abuse, and special needs students.

## **Chapter III**

### **Self-Study Process**

#### **EXPECTED SCHOOL-WIDE LEARNING RESULTS**

*Father Dueñas Memorial School expects its students to be growing and developing into:*

##### **Faithful Christians who:**

- Appreciate the teachings of Jesus Christ as shared through the Word of God and the Church
- Integrate faith and reason in moral decision making
- Act with integrity to promote social justice
- Possess a sense of self-acceptance with humility and gratitude

##### **Responsible Individuals who:**

- Demonstrate respect and empathy for others
- Practice habits conducive to physical and emotional well-being
- Exhibit a sense of brotherhood shown through interdependence, team work and *inafa' maolek*\*

##### **Intelligent Young Adults who:**

- Use reason and analysis to identify and solve problems creatively
- Integrate ideas, skills, and information into new situations
- Demonstrate curiosity in the continued pursuit of knowledge
- Take ownership and responsibility for life-long learning

##### **Accomplished Communicators who:**

- Demonstrate proficiency in oral, written, visual and digital communication
- Use technology responsibly, respectfully and effectively
- Listen actively and engage others in their ideas and concerns

##### **Responsible Citizens who:**

- Understand the history and socio-political issues of Guam and our nation within the context of the global community
- Understand the basic tenets of our nation's government and the rights and responsibilities of all citizens
- Appreciate serving others and serving with others
- Appreciate the differences of others

##### **Servant Leaders who:**

- Balance personal initiative with collaboration to serve the common good
- Communicate vision effectively and motivate others
- Trust and model trustworthiness



\* *Inafa' maolek* describes the Chamorro concept of striving for harmony; it is the foundation of traditional Chamorro culture.

As part of the current self-study process, Father Dueñas Memorial School conducted an extensive review and revision of the Expected School-wide Learning Results that involved stakeholders. A subcommittee of faculty and administrators began the review in October 2013. Proposed revisions were disseminated to the entire faculty and staff who suggested additional revisions. A revised draft was shared with a small group of students and parents who recommended additional changes. Subsequently, parents, faculty, and staff were given the opportunity to make comments and suggestions in mid-October 2013. Minor changes were made and the final revised version of the ESLRs was adopted thereafter.

#### **SELF-STUDY PROCESS**

**Comments on the school's self-study process with respect to the parameters for analysis and accuracy;**

- 1. The involvement and collaboration of school community members in the self-study**
- 2. The clarification of the school's purpose and the expected school-wide learning results**
- 3. The assessment of the actual student program and its impact on student learning with respect to the criteria and the ESLRs**
- 4. The development of a school-wide action plan that integrates subject area, program, and support plans to address identified growth needs**
- 5. The development and implementation of an accountability system for monitoring the accomplishment of the action plan**

Members of the school community were involved in the self-study process and the development of the School-wide Action Plan. Faculty and staff participated in focus groups, from the first review of the expected school-wide learning results through the evaluation of the actual student program and its impact on student learning to the creation of the School-wide Action Plan. Students and parents participated through surveys and interviews.

After reviewing the growth areas submitted by all the focus groups, the WCEA/WASC Leadership Team formulated the School-wide Action Plan in January 2014. A final review of the entire self-study by all the stakeholders was conducted in January 2014. The plan contains specific strategies and assessments to achieve the goals of the plan. The personnel assigned to implement the results include faculty and administrators.

**Comment on the extent to which the self-study accurately reflects the school's program for students.**

The self-study accurately reflects the changes that have occurred at Father Dueñas Memorial School since 2011. Stakeholders of the school participated in a thorough review of the school's mission statement and a refinement of the ESLRs. The School-wide Action Plan was driven by the Administrative Team with the support of the Faculty and Staff as a direct result of the findings of the Self-Study.

## **Chapter IV**

### **Organization for Student Learning**

*Observable evidence includes analyzing results of what students are doing and producing, student interviews and observations, hard data/information, other interviews, observations, etc.*

**A1 SCHOOL PURPOSE:** The school has established a clear statement of philosophy and mission that reflects the beliefs of the institution. These are defined further by adopted expected school-wide learning results that form the basis of the educational program for every student.

Father Dueñas Memorial School has a clear mission statement that reflects the beliefs and philosophies of the institution. The mission of Father Dueñas is accepted and supported by all stakeholders. The administration, faculty, staff, students and parents participated in the refinement of the ESLRs for the current Self-Study. The mission statement and ESLRs clearly emphasize the commitment of all shareholders to Catholic Identity, academic instruction, and development of character for students. The mission underscores the fact that Father Dueñas is a college-prep school offering a traditional four-year curriculum, preparing students for their post-high school education. The school's revised ESLRs define and direct the educational program for students.

**A2 GOVERNANCE:** The governing authority committed to sharing the Catholic vision (a) adopts policies which are consistent with the school's purpose and support achievement of the school's ESLRs for the school, (b) delegates implementation of these policies to the professional staff, and (c) monitors results.

As an Archdiocesan secondary school, Father Dueñas is governed by the Archbishop of Agaña, the Corporate Sole. The policies and procedures of the Archdiocese are followed ensuring adherence to Archdiocesan expectations. The implementation of these policies is delegated to the Administration and Faculty and is monitored by the Superintendent of Catholic Schools.

The school is site based managed. The Principal is ultimately responsible for ensuring that policies are implemented and enforced. Together with the Faculty, the Principal identifies, addresses, and monitors the implementation of the school's mission, and the achievement of ESLRs. Through the involvement of faculty, staff, administrators, parents, alumni, and Archdiocesan personnel, policies have been developed to support the achievement of the ESLRs. Father Dueñas has an organizational chart with roles and responsibilities further outlined in the Faculty Handbook.

The school submits reports and attends regular meetings with the governing authority. The Archbishop and the Superintendent conduct an annual visit. The Principal routinely attends meetings and events called upon by the governing authority.

**A3 SCHOOL LEADERSHIP: The school leadership encourages the cultivation of Catholic Values and the spiritual formation of the school community, focuses the energies of the school on student achievement of the ESLRs, empowers the staff, and ensures shared accountability for student learning.**

The cultivation of Catholic values and spiritual formation of the school community is encouraged by the school leadership. It is evident that the Catholic tradition is rooted in Father Dueñas' sixty-five years of proven excellence. The Principal is the spiritual leader of the school and empowers members of the faculty and staff to be Christian witnesses.

The Administration is dedicated to decision making that promotes successful achievement of the ESLRs. The leadership has coordinated various professional growth opportunities for teachers to facilitate the accomplishment of the ESLRs. The school leadership encourages commitment, participation, and shared accountability for student learning. In addition, the school leadership leads by example through regular attendance at Masses and times of prayer in and out of the classroom.

The Principal has led the effort in reviewing and revising the school's ESLRs to meet and address the needs of educating young men for lifelong learning. Current methods of assessment are being reviewed and additional methods are being considered to facilitate actions that focus the energies of the school on student achievement.

The school leadership empowers the staff through annual orientation, department meetings, faculty meetings, professional development opportunities, and conferences. Consisting of the Principal, Vice Principal, Campus Minister, Dean of Academic Affairs, Director of Curriculum & Instruction, Business Manager, Facilities Manager, and Information Technology Coordinator, the Administrative Team meets weekly to ensure communication within school leadership. Department chairs are entrusted to oversee academic departments, conduct department meetings, evaluate teachers, and assess resource and professional development needs. The Director of Curriculum & Instruction also coordinates monthly faculty meetings.

The school leadership ensures shared accountability for student learning through midterm reports, parent-teacher conferences and communications, and access to the online grade book. The Dean of Academic Affairs serves as the primary academic counselor for all students and identifies students in need of intervention. Teachers share accountability for reporting student achievement of the ESLRs by posting at least two graded assignments on the online grade book each week. Parents also share in the responsibility of their son's education by monitoring their son's academic progress through the online grade book.

**A4 STAFF: The school administration and staff are professionally qualified, dedicated to the school's philosophy and mission, committed to ongoing professional development that will promote student learning. In addition, the administration and staff are prepared to lead by example and work collaboratively to create a community of faith.**

Father Dueñas has a qualified, dedicated and professional faculty and staff. The length and breadth of experience that make up the faculty & staff enhance their ability to meet the needs of a growing population. Teachers and administrators all hold degrees and some teachers and administrators are credentialed. Commitment and pride in the school's mission is evident in their role as teachers, staff members and advisors. Many faculty members give above and beyond what is expected of them. Years of service underscore commitment to the school's mission and vision.

Professional development is crucial to the school's program. On-island and off-island opportunities are afforded to faculty members. The administration and staff lead by example and work together to create a community of faith. As a Catholic school, religious tradition is central to the school's ministry as prayer, reception of some sacraments and an environment conducive to enhancing one's spiritual growth are available for all community members. In addition, faculty members are active members in their respective parishes setting a powerful example to the students as service is an integral component of the curriculum.

The school's discipline plan provides for a safe environment for all concerned. The family atmosphere is imbibed in "brotherhood" that is expressed without reservation by all members of community as testified by alumni, teachers, students, parents and administrators.

**A5 SCHOOL ENVIRONMENT: The Catholic school is responsible for creating and nurturing a safe and healthy learning environment, which fosters community and the achievement of religious and educational goals. The high school environment is characterized by a respect for differences, trust, caring, and professionalism, support, and high expectations for students.**

All students are given opportunities to excel in a college preparatory environment rooted in the Gospel message. A holistic education is provided as students have the necessary structures set in place to pray, study, eat and play. Teachers hold high expectations for students and support their learning through classroom and co-curricular activities.

The school fosters a strong sense of community and brotherhood. Daily Mass is celebrated in the Boys' Chapel. In addition, Christian witness and prayer extends from the chapel to the classroom, field, and court and in extracurricular events. A Director of Campus Ministry is in place to assist both teachers and students.

The campus provides the necessary facilities to enhance learning. Procedures are in place to effectively manage student attendance, medical and other emergencies, student safety, and natural disasters. All teachers are trained in CPR and a safety coordinator has been designated to help support the administration.

**A6 REPORTING STUDENT PROGRESS: The school administration and staff regularly assess student progress toward accomplishing the ESLRs and report student progress to the rest of school community.**

Student progress toward accomplishing the ESLRs is assessed through academic grades, deportment

grades, and student surveys. The online grading system, scheduled Parent-Teacher Conferences, Student Recognition programs, the School's Newsletter and the Website have aided the school in reporting student progress to the larger school community.

**A7 SCHOOL IMPROVEMENT PROCESS: The school leadership facilitates school improvement which: (a) is driven by plans of action that embody faith formation and enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the school-wide action plan.**

The school leadership with the support and involvement of the community facilitates school improvement driven by a plan of action. While there were some changes to the school leadership, the 2007 plan has been completed. The school leadership effectively guides the work of the school and provides for accountability through monitoring the Action Plan. When necessary, the Action Plan is adjusted. It is evident that in the development and implementation of the Action Plan that stakeholders have been consulted, and the Principal, Administrative Team and other members of the school community monitor regular progress reports on the components of the Action Plan.

The school leadership is committed to the mission of the school. A community of faith is at work. The Administrative Team advises the Principal on major school issues and frequent faculty meetings ensure all teachers and staff are involved in the decision-making process. Parents and alumni are also involved through meetings, email newsletters, and the school website. Student input is acquired through the Student Council, the school chapter of the National Honor Society and other student organizations. Online surveys are also used to gather student, parent, and faculty feedback on key areas of improvement.

The current Principal is in the process of reorganizing the school governance structure to empower members of the faculty and staff to share their experience and expertise in their respective areas with the rest of the school and to set the tone for stability and consistency.

The current Action Plan assigns specific individuals to oversee major components of the Plan. There is shared accountability among the stakeholders.

**AREAS OF STRENGTH:**

1. Strong roots in the Catholic tradition
2. A well-established history on Guam
3. Well-established mission and supporting ESLRs
4. A well-qualified, dedicated and supportive administration and staff
5. Dedicated and committed stakeholders
6. Strong alumni support and involvement for the school's educational programs
7. A strong commitment to continued professional development
8. A strong motivation for molding the character of students through curricular, co-curricular activities, clubs and the performing arts
9. Ongoing effort to expand and improve school facilities offering a safe, clean and nurturing environment

10. Expanded use of technology for communication

**AREAS FOR GROWTH:**

1. Coordinated professional development to improve student learning
2. Development of alternative assessment instruments to measure progress in the ESLRs and academics
3. Expansion of the Administrative and Faculty Handbooks to include written standard operating procedures for finances; alumni, parent and endowment foundation boards; capital development; facilities use and maintenance; and curriculum review
4. Refinement of the administrative structure to encompass and coordinate all aspects of the school
5. Development of a faculty and staff recognition and incentive program
6. Continued advancement in the use of technology in school program and curricular areas
7. Consistent scheduling of classes and special events

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Interviews with parents, staff, and students
- Observations of classes
- Self-study Report
- Handbooks
- 2007 Action Plans
- ESLRs, Mission Statement, and Purpose Statement
- Master Schedule
- Job descriptions and organization chart
- Faculty meeting agendas
- Continuing education documents
- Surveys
- Alumni Association minutes
- School calendar
- Classroom evidence binders

## **Chapter IV:**

### **Curriculum and Instruction**

*Observable evidence includes analyzing results of what students are doing and producing, student interviews and observations, hard data/information, other interviews, observations, etc.*

**B1 WHAT STUDENTS LEARN:** The school provides a challenging, comprehensive, and relevant curriculum for each student that fulfills the school's philosophy and mission, strengthens Catholic Identity, and results in student achievement of the expected school-wide learning results through successful completion of any course of study offered.

Father Dueñas Memorial School provides a comprehensive curriculum that seeks to fulfill the school's mission, and internalization of the ESLRs through emphasis of its Catholic heritage and history.

The school's curriculum is aligned with the current standards of the Archdiocese of Agaña and of the national requirements necessary for admission into college. The school is actively collaborating with other fellow Catholic high schools in aligning the current archdiocesan standards with the Common Core State standards. As outlined in the Student-Parent Handbook, all students are required to take four years of theology, English, math, science and social studies, and at least two years of world language and Physical Education/Health/NJROTC. Advanced Placement courses are offered at Father Dueñas and continue to expand, meeting the growing needs and challenges of students and allowing them an opportunity to earn college credits. Enrollment in Advanced Placement courses has increased 52% in the past three years. Ten Advanced Placement tests have been administered over that time: Calculus AB, Calculus BC, English Literature and Composition, United States History, United States Government and Politics, Psychology, Macroeconomics, Japanese Language and Culture, Chemistry, and Environmental Science. The pass rate for AP tests is 26%; however, scores have begun to improve. The school has a program in place allowing students to earn dual credit for some courses through Guam Community College.

The ESLRs are incorporated in all subjects offered at Father Dueñas. Theology classes develop students' knowledge of Catholic faith, doctrine, and practice. Other subjects focus on themes centered on Catholicism and Catholic Identity. Courses prepare students to be responsible through various applications such as submission of work in a timely manner and obeying of school rules. Courses also foster students' intellectual abilities through problem solving, critical thinking, and application of data. Special emphasis is placed on oral and written communication, Internet literacy, and technology skills. An evidence evaluation form is attached to all work completed by students and is used as evidence. On this sheet, a description of the assignment is required, an indication as to the type of assignment, the standards and objectives used, the ESLR or ESLRs being addressed, and how well the student mastered the assignment.

The school also utilizes standardized tests such as the PSAT, ASVAB, and the SAT-10 to prepare students for college admission. Freshmen, sophomores, and juniors take the PSAT to prepare for

taking the SAT during their Junior and Senior years when they apply for college. The ASVAB is administered annually to all 11th graders and helps to identify students' potential career paths. The SAT-10 is administered annually in the spring to all grade levels to help the faculty and staff to measure student performance against national averages and inform improvement of curriculum and instruction.

The Administration, teachers, support staff and parents of Father Dueñas Memorial School are dedicated and committed to the school, its mission and its future success. The faculty is highly qualified by degrees, credentials and experience to teach in the positions they hold.

The Director of Curriculum and Instruction supervises the faculty to ensure faculty members are implementing school policies. Together with department chairpersons, the director conducts regular classroom observations, facilitates horizontal and vertical teaming, and coordinates professional development activities. Currently, the director is compiling an updated faculty profile to help determine future professional development needs.

**B2 HOW STUDENTS LEARN: The professional staff (a) uses research-based knowledge about teaching and learning; and, (b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's philosophy and mission and expected school-wide learning results.**

Father Dueñas Memorial School has developed and implemented a curriculum derived from research-based standards and school-wide learning expectations in all subject areas. Implementation of the curriculum is documented in lesson plans and classroom observations. Instructions and assessments are aligned with the school curriculum in a way that supports achievement of ESLRs.

Father Dueñas Memorial School has varied class levels within the school curriculum: college preparatory and Advanced Placement. The school follows a hybrid traditional/block schedule. Extended periods, scheduled two days, every other week, provide time for in-depth learning and allow teachers to use a variety of methodology and assessment. Teachers seek to emphasize the learning of content and use various assessments in measuring comprehension. When necessary, teachers adapt their lessons based on student feedback as evident in assignments given. Improving instruction and clarity of concepts is evident across the curriculum. Each class period begins with prayer, and the incorporation of the school's Catholic Identity or ESLR is evident through formal or informal discussions during instruction and assignments. Teachers use a variety of learning strategies to include guest speakers, projects, presentation, term papers, and self-assessment. All assignments are graded according to scales and rubrics. The school offers students a variety of learning opportunities that are not classroom-based, such as the Academic Challenge Bowl, National Forensics League, Mock Trial, Guam & National History Bowl & Bee, Congressional Art Competition, Local and National Science Fair, Japanese Academic Bowl, Fish Bowl, University of Guam Chemistry Titration Competition, National Japanese Exam, Guam Nihongo Challenge Bowl, American Mathematics Competition, NJROTC Academic Competition, and Guam & National History Competitions. Teachers have incorporated technology into their teaching, which contributes to improved student learning. Some of these tools include the school's online grade book, electronic submission of assignments, Turnitin.com, laptops, digital books, media center, websites, and



multimedia presentations.

The school provides teachers with a variety of professional development opportunities in and out of school, like PD360, conferences, and continuing education. Professional development focuses on the Common Core State Standards, best practices, classroom management, and safety. The school ensures ready access to instructional technology, information and media services, and materials needed to enhance the teaching and learning process. The school seeks to improve and expand its professional development of teachers in the areas of technology, instruction, and Catholic faith formation.

**B3 HOW ASSESSMENT IS USED: Teacher and student uses of assessment are frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the expected school-wide learning results. (b) regular evaluation and improvement of curriculum and instruction, and (c) allocation of resources.**

Father Dueñas Memorial School uses both formative and summative assessments to monitor student learning and inform curriculum and instruction. Teachers post grades regularly, use the assessment results to improve instruction, and review graded tests and assignments with students to clarify key content and concepts. The assessment results also help to measure student progress toward the school's ESLRs. Lastly, the school leadership utilizes assessment results when allocating resources.

The teachers evaluate and monitor student learning through the use of multiple types of assessments that are aligned with the standards and expectations in all subject areas. Quizzes, tests, and exams measure student mastery of subject area content. Oral presentations and group projects reflect students' communication and collaboration skills. Teachers also assess students' technological skills through video projects, student websites and multimedia presentations.

The school currently uses four standardized tests: the SAT-10, the ASVAB, the PSAT and the SAT. Data is utilized to identify student academic and program strengths and weaknesses. Assessment results factor into the acquisition of educational resources and technology and into planning for professional development. Assessment results are also used in the selection of faculty members to attend the annual NCEA Conference and several subject-specific conferences.

Student progress toward accomplishing the ESLRs is assessed through academic grades, department grades, and student surveys. These results are accessible to parents and students through an online grade book. Student progress is communicated to the greater school community through school assemblies, the school website, school newsletter, and school publications.

**AREAS OF STRENGTH:**

1. A strong college-preparatory curriculum that is stable but flexible enough to address changing student needs and college entrance requirements
2. An expanded variety of Advanced Placement courses
3. A highly educated staff that continues to further educate itself
4. An improved professional development program aimed at helping teachers to implement a

- variety of instructional techniques and methods
5. An onsite College Counselor who helps seniors through the college application process
  6. An onsite Career Counselor who advises students on career options and the necessary postsecondary and financial options
  7. An expanded and modernized library facility bolstered by an aggressive pursuit of federal grants
  8. Expanded science laboratories and equipment
  9. Expanded use of educational technology in all classrooms and throughout campus
  10. Strong alumni support and involvement for the school's educational programs

**AREAS FOR GROWTH:**

1. Coordinated professional development to improve student learning and student standardized and AP test scores and to support student personal and academic growth
2. Coordinated collection and analysis of data tracking students' postsecondary education trends
3. Utilization of a standard Syllabi template for all subject areas
4. Continued collaboration by all departments through cross-curricular assignments in strengthening curriculum and student achievement
5. Coordinated collection and analysis of data to modify and improve curriculum and instruction
6. Continued technology training for faculty and staff
7. Development of alternative assessment instruments to measure progress in the ESLRs and academics
8. Consistent scheduling of classes and special events

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Focus groups
- Interviews
- Observations
- Self-study
- Strategic Plan
- Faculty and department handbooks
- Displays
- Course Descriptions, Syllabi, and Teacher Web pages
- Master Schedule
- Previous Visiting Committee Report

## **Chapter IV**

### **Support for Student Personal and Academic Growth**

**C1. CAMPUS MINISTRY/COMMUNITY BASED SERVICE LEARNING: Students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy and community-based learning which support spiritual formation, the philosophy and mission of the school, and the accomplishment of the expected school-wide learning results.**

Father Dueñas Memorial School offers a system of support services to provide for the academic, psychological, social, and spiritual growth of each student. The school provides authentic Catholic teaching, opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community. The Administration, faculty, staff, and greater school community actively contribute to developing a strong Catholic Identity within the student body. Teachers connect faith, morality, and ethics to areas of study.

The school's mission statement, vision statement and ESLRs integrate the Roman Catholic Faith into all aspects of school life. The ESLRs are also displayed prominently in classrooms and throughout campus as visual reminders for students and faculty members. Prayer begins classes, assemblies, meetings, and sporting events. The student body is offered the Sacrament of Eucharist through daily Mass, offered either during the morning or lunch, and school-wide liturgies two to three times per quarter. Students have the opportunity to celebrate the Sacrament of Reconciliation during Advent and Lent. There are special prayer events throughout the year. Students engage in in-depth faith experiences through the Senior Retreat. The school's theology curriculum and instruction are faithful to Roman Catholic Church teachings, and meet the requirements set forth by the United States Conference of Catholic Bishops and the Archdiocese of Agaña.

There is widespread use of signs, sacramentals, traditions and rituals of the Roman Catholic Church throughout the school. Every classroom has clearly displayed crucifixes, and quotations from Church documents and inspired writers are found in classrooms, handbooks, on bulletin boards, and in lesson plans. The new The Boys' Chapel reinforces the school's Catholic Identity.

The school has two service clubs with approximately sixty members and two religious clubs with approximately twenty members. The students' experiences with community based service-learning are limited to their participation in the service clubs that currently exist or their required community service project for theology. There is no established service-learning component for all students. The school is currently reevaluating the Christian Service program.

**C2 STUDENT CONNECTEDNESS: Within the school's community of faith, are students connected to a system of support services, activities and opportunities to assist them in meeting the challenges of the curricular/co-curricular program in order to achieve the expected school-wide learning results?**

The students are fully connected to a system of support services, activities, and opportunities that address student academic, college, career, spiritual, and personal needs and interests, and that foster student achievement of ESLRs.

Students access academic support online through the school's online grade book, website, and Gmail system. The online grade book provides student and parent access to assignments and grades and allows for more timely intervention for struggling students. The school also uses Turnitin.com for student-teacher communication, teacher recommendations for learning and feedback on assignments. The Dean of Academic Affairs coordinates tutoring services for academically challenged students. Teachers and the library staff are available outside of regular classroom hours to help students succeed. Student clubs, organizations and sports teams (NHS, NJROTC, the Spanish Club and the football team) provide peer-tutoring services for the students. Parent-Teacher Conferences are held twice in the school year (end of 1st Quarter and end of 3rd Quarter), and ongoing communication is maintained via e-mail, the online grading system, scheduled or unscheduled parent visits, and phone calls.

The counseling department provides college, academic, and personal counseling for students. The Dean of Academic Affairs provides academic counseling for students and advises them on the process of preparing for college admission and applying for financial aid. A distinguished alumnus, Mr. N. Oscar Miyashita, volunteers to help with career counseling. The school holds an annual College Fair and Career Day to help students in making informed postsecondary and career choices. The Administration and Faculty assist with personal counseling for students. The school also provides professional development for the faculty in the area of personal counseling. Guest speakers are often brought in to talk to teachers and staff at faculty meetings regarding issues such as adolescent substance abuse and teenage suicide awareness and prevention. When necessary, the administration provides referral services to organizations outside of school.

The Principal, an experienced pastor, and the Campus Minister also provide students with ample counseling regarding spiritual and religious matters. Teachers, especially Theology teachers, also talk with students, in and out of class.

The school offers an extensive variety of co-curricular clubs, organizations and activities for students of all interests. An open-house takes place during the school year in which all club presidents are invited to present and encourage students to participate in the different clubs or organizations. Approximately 25% of the student population are involved in clubs or organizations. Academic Challenge Bowl, National Forensics League, Mock Trial, Guam & National History Bowl & Bee, Congressional Art Competition, Local and National Science Fair, Japanese Academic Bowl, Fish Bowl, University of Guam Chemistry Titration Competition, National Japanese Exam, Guam Nihongo Challenge Bowl, American Mathematics Competition, NJROTC Academic Competition, and Guam & National History Competitions allow students to demonstrate their special knowledge and skills. Clubs (like Japanese Club, Spanish Club, and FD180) allow students to pursue specialized interests, develop leadership skills and provide service.

The school also hosts several special artistic productions to showcase the creative talents of its students: the Songfest production, the Christmas Concert and musical productions. Additionally, the school allows students to use their artistic skills and participate in the beautification of campus

buildings and The Boys' Chapel. Throughout the year, the Student Council organizes various pep rallies and activity days. During these events, the entire school community participates in intramural sports, cultural games, class competitions and other activities. The Student Council and school leadership also utilize these functions to recognize outstanding student performances in interscholastic sports and co-curricular competitions. Twice within the school year, the school holds class barbeques to continually promote brotherhood.

Father Dueñas is committed to the physical health and safety of its student body. All ninth and tenth graders are required to take Physical Education/Health or NJROTC. The school fields teams in twelve interscholastic sports throughout the year: football, golf, basketball, paddling, cross country, soccer, rugby, volleyball, track and field, wrestling, baseball, and tennis. On average, approximately 20% of students participate in an interscholastic sport each season. Additional physical exercise opportunities are available to students through intramural sports and use of the gym, weight room and fields.

Student safety is extremely important to the school. A designated Safety Officer oversees the overall safety program of the school which is coordinated with Guam Homeland Security. The Safety Officer schedules and oversees regular safety drills such as fire drills, earthquake drills, typhoon preparations and bomb and/or firearm threats. In the absence of a school nurse, the administration has provided First Aid and CPR/AED training to all members of the faculty.

**C3 PARENT/COMMUNITY INVOLVEMENT: The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.**

The school leadership encourages parent and community involvement. The parent-student handbook identifies parents as the primary educators. During the parent orientation at the beginning of the school year, the Administration explains school policies and expectations.

The significance of maintaining constant dialogue is obvious through the online grade book, quarterly electronic parent newsletter, and school website. The bi-annual parent-teacher conferences include discussion of student academic, developmental, and spiritual growth. Teachers also meet with parents individually throughout the school year at the request of the parent and/or teachers. The current administration has also initiated the use of online parent surveys to gather parents' perceptions of their sons' school.

Parents are involved with organizing, preparing, and fundraising for Songfest and other productions, academic competitions, and athletics. They also serve as chaperones for off-island academic and athletic competitions. The school involves parents in the faith formation of the students by inviting them to participate in daily masses, prayer services and the Senior Retreat.

Additionally, parent involvement is most obvious through organizations such as the Parent Advisory Board, Parent Booster Clubs and the Father Dueñas Alumni Association. Participation on the Parent Advisory Board allows parents to play a more active role in school life. The board meets regularly to

discuss co-curricular activities, fundraising, and any other topics pertinent to school improvement. Parent Booster Clubs assist and fundraise for school athletic activities. Many parents are also members of the Father Dueñas Alumni Association which assists Student Council and National Honor Society with the College Fair and Career Day.

**AREAS OF STRENGTH:**

1. A strong sense of brotherhood and fellowship among students, faculty, parents and alumni
2. A strong Catholic Identity
3. The curricular and co-curricular programs that allow students to excel and develop leadership skills
4. Strong communication between all stakeholders (alumni, parents, students, faculty/staff, administration)
5. The presence of dedicated academic and career counselors
6. College fair and career day that assists student growth and success

**AREAS FOR GROWTH:**

1. Coordinated professional development to improve student learning and student standardized and AP test scores and to support student personal and academic growth
2. Enhanced student support services to address student personal development and individual needs
3. Reevaluation of the Christian service learning requirements
4. The creation of a pastoral ministry program under the guidance of the Director of Campus Ministry

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Focus groups
- Interviews
- Observations
- Self-study
- Displays
- School Publications
- School Website
- Previous Visiting Committee Report

## **Chapter IV**

### **Resource Management and Development**

**D1 RESOURCES: The resources available to the school demonstrate responsible stewardship, are sufficient to sustain the school program, and are effectively used to carry out the school's philosophy and mission and student achievement of the expected school-wide learning results.**

Father Dueñas Memorial School demonstrates responsible stewardship through periodic financial reviews. The school's resources are sufficient to support the school's program, and achieve the school's mission and ESLRs.

Since 2012, financial practices have been strengthened. In 2013 a fiscal review of the school was conducted by Deloitte & Touche, QuickBooks, and a certified public accountant was hired as the Business Consultant to monitor capital projects and assist in budget preparation. An Administrative Team was also assembled to facilitate transparency and accountability.

The school's campus facilities are well maintained and effectively meet the needs of the school's educational programs.

Adequate accounting controls are in place for tracking the collection and disbursement of funds. The school's financial position is monitored through monthly and annual reports to the Archdiocesan Finance Council. Facilities and capital expenditures are carefully monitored by the Business Consultant.

The school has sufficient resources (both financial and human) to sustain and carry out its mission. The school maintains a reserve fund. A transparent salary scale aligned with the Archdiocesan scale has been implemented to facilitate hiring and retention of qualified faculty, and significant financial resources have been allocated toward faculty professional development. In addition, sufficient resources support updated classroom materials, school safety, technology infrastructure improvements, and co-curricular activities.

The school recognizes that written policies and procedures are needed to maintain accountability, consistency, and continuity.

**D2RESOURCE PLANNING: The governing authority and the school leadership execute responsible resource planning for the future.**

Father Dueñas Memorial School has demonstrated both short- and long-term resource planning.

Working in collaboration with the Archdiocese of Agaña and the greater school community, the school developed a master resource plan, the Renaissance Project , to improve school facilities and to reinforce all curricular and co-curricular programs of the school.

The school's budget is carefully planned, monitored, and reviewed by the Administration. The Administration makes adjustments and modifications to ensure the school is able to fulfill its mission and achieve its goals. The role of the Development Office in securing financial donations has been expanded. The Father Dueñas Alumni Association actively contributes to the school's development efforts. The Father Dueñas Endowment Foundation, a 501 3(c), was established in 2012 to raise funds for student scholarships, teacher professional development, and capital expenditures.

**D3 SCHOOL FINANCE RESOURCES: The school's financial resources are adequate to fulfill its mission and programs. The school's financial operations are conducted with integrity and in accordance with acceptable account practices.**

Father Dueñas Memorial School manages its financial resources with a great deal of fiscal integrity. The school's financial resources are adequate to fulfill its missions and programs. All financial operations are conducted in accordance with acceptable accounting practices. The school operates on a balanced budget.

The Business Office, along with the Principal, manages the school's revenues and expenses. The Business Office plans the annual budget based on projected revenues and expenses. The annual budget is required to reflect balanced income and expenditures. The Principal, Vice Principal and Business Consultant develop the school budget based on enrollment projections and previous years' budgets. Additional revenue is generated through parent and alumni donations and facilities rentals.

Father Dueñas's financial operations are reported to the Archdiocesan Finance Council on a monthly and annual basis. Adequate controls are in place to govern financial operations. Cash flow is effectively managed by the Business Consultant according to stated financial policies

**D4 ENROLLMENT RESOURCES: The school's admissions policies and procedures are consistent with its philosophy. The school's marketing, recruitment and public relations efforts are effective in attracting qualified students. The enrollment is targeted to maintain effective and meaningful curricular and co-curricular programs that meet the philosophy and goal expectations of the school.**

The admissions policies and procedures of Father Dueñas Memorial School are consistent with the school philosophy. Effective marketing and recruiting efforts have resulted in increased enrollment and allowed for an expansion of curricular and co-curricular programs. Admissions policies ensure that students who attend Father Dueñas are well suited to succeed in the school's college preparatory culture. Admissions procedures include an application process: submission of transcript(s), testing application, standardized test score evaluation and successful completion of the entrance exam.

The Director of Development and a Communications Specialist oversee all communication and public relations activities (the website, newsletters, Facebook site, press releases, advertisements) to highlight the achievements and progress of the students and the school community, recruit new students, and motivate alumni and the community to support its efforts. The College Counselor also



assists in recruitment.

Father Dueñas's enrollment target of 420 students each school year allows the school to effectively maintain the services, curriculum, and co-curricular programs for its students. The Administration makes an effort to maintain reasonable class sizes (student to teacher ratio).

**D5 DEVELOPMENT RESOURCES: The school has an effective development/fundraising program that is consistent with school philosophy. There is evidence of development planning.**

Father Dueñas Memorial School is in the process of establishing a coordinated development strategy to target foundations, corporations, alumni, and other friends of the school. Nearly \$257,000 has been raised during the current fiscal year.

The Director of Development oversees all fundraising efforts related to the future development of the school through outreach to alumni, parents and other potential donors through mail, email, telephone and other forms of communication. The Director of Development also maintains records of donations and the alumni database. Reports of development activities are regularly submitted to the principal.

The ongoing Renaissance Project aims to connect the roots of the school's past with the current school community in order to prepare its students for the future. The recently completed Boys' Chapel helps Campus Ministry to attend to the spiritual needs of students. Future phases of the Renaissance Project include construction of a second floor on the Quad Building to add more classrooms, a multi-sport field to assist with physical education and interscholastic sports, a new building for the NJROTC program and an expanded parking lot.

**AREAS OF STRENGTH:**

1. Establishment of the Father Dueñas Endowment Foundation to raise funds for student scholarships, teacher professional development, and capital expenditures
2. Effective marketing, public relations and recruiting efforts that have resulted in increased student enrollment
3. A Business Office that is staffed with experienced fiscal managers
4. Implementation of a new salary scale
5. School funding of professional development

**AREAS FOR GROWTH:**

1. Development of a strategic plan to coordinate all aspects of the educational program: curriculum, professional development, finances, marketing and development, and capital expenditures
2. Development of formal written financial standard operating procedures to address school funds, facilities maintenance, and capital expenditures
3. Inclusion of Faculty & Staff in budget development
4. Publishing minutes of meetings and financial reports on a regular basis to ensure

transparency

5. Improvement of campus security features to enhance school safety
6. Continued monitoring of the school's master resource plan

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

- Budget and financial reports
- Tuition rates
- Interviews
- Observations
- Salary scales and benefit information
- Published Communications
- Focus groups
- Handbooks
- Renaissance Project
- Enrollment Statistics
- Alumni Newsletter, *The Phoenix Tradition*

## **Chapter IV**

### **SYNTHESIS OF SCHOOL-WIDE AREAS OF STRENGTH AND SCHOOL-WIDE CRITICAL AREAS FOR FOLLOW-UP**

#### **General Comments**

Father Dueñas Memorial School is to be commended for the collaborative participation of all school community stakeholders in the school improvement process. The self-study has resulted in a comprehensive and honest appraisal of the school's program. As a result of this self-study, the school community has expressed a commitment to continue the school improvement process by implementing the Action Plan.

The important evidence that supports both the school-wide areas of strength and the critical areas for follow-up include: the school's Self-Study; discussions with the WCEA/WASC Leadership Team and all the school-wide focus groups; observation of classrooms and campus; interviews with students and parents; and examination of student work samples, various school handbooks, and documents.

#### **School-wide Areas of Strength**

1. The brotherhood and fellowship among students, faculty, staff, parents, and alumni that embodies the traditions of Father Dueñas Memorial School
2. The commitment of the Administration, Faculty and Staff to school improvement
3. Positive and nurturing relationships between Faculty, students and parents that support student learning
4. The focused and effective leadership of the Principal, and support personnel
5. An experienced, qualified faculty and staff that are dedicated to the school's mission
6. Counseling department that provides guidance for current and future academic success
7. Alumni that have been instrumental in maintaining the character and traditions of the school and providing financial assistance
8. Enthusiastic parent support of the school's mission and vision
9. Sound fiscal management with a clear vision and strong internal controls
10. Well-maintained school facilities that effectively meet the needs of the school's educational programs
11. Recent facilities and infrastructure improvements that have enhanced student learning

#### **School-wide Critical Areas for Follow-up**

1. Development of a strategic plan to coordinate all aspects of the educational program: curriculum, professional development, finances, marketing and development, and capital expenditures
2. Expansion of the Administrative and Faculty Handbooks to include written standard operating procedures for finances; alumni, parent and endowment foundation boards; capital development; facilities use and maintenance; and curriculum review
3. Coordinated professional development to improve student learning and student

- standardized and AP test scores and to support student personal and academic growth
4. Coordinated collection and analysis of data to inform curriculum, instruction and school improvement
  5. Enhanced student support services to address student personal development and individual academic needs
  6. Refinement of the administrative structure to encompass and coordinate all aspects of the school
  7. Reevaluation of the Christian service learning requirements

## **Chapter V**

### **Ongoing School Improvement**

#### **SUMMARY OF SCHOOL-WIDE ACTION PLAN**

##### **ACADEMICS:**

Improve student learning to meet or exceed the national average on standardized assessments.

##### **STUDENT PERSONAL SUPPORT:**

Create an environment to support the health and overall well-being of every student.

##### **STUDENT PERSONAL GROWTH:**

Prepare our students with the skills needed to be servant leaders in our changing world.

##### **DEVELOPMENT:**

Improve development efforts with an emphasis on facility expansion and financial stability to support student learning.

#### **SCHOOL-WIDE ACTION PLAN**

**To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up? Will the action plan steps within the various sections enhance student learning? Is the action plan a “user-friendly” school-wide action plan that has integrated all major school initiatives? Is the action plan feasible within existing resources? Is there sufficient commitment to the action plan, school-wide and system-wide?**

The Visiting Committee finds that the Action Plan proposed by Father Dueñas Memorial School adequately addresses the critical needs the school has identified.

#### **What are existing factors that appear to support school improvement?**

The school has presented a reasonable Action Plan. There is evidence that Father Dueñas Memorial School has utilized the WCEA/WASC process in the past as an opportunity for on-going school improvement. The entire school community has had input into the plan and is ready to take part in its implementation. The faculty’s willingness and commitment to school improvement is commendable. The commitment and support of parents and alumni and the eagerness of students to support the changes at school is evident.

#### **What impediments will the school need to overcome in order to accomplish any of the action plan sections? (e.g., the feasibility within existing resources)**

The school community is dedicated to accomplishing the Action Plan sections. Current funding is

adequate to accomplish elements of the Plan.

**How sound does the follow-up process that the school intends to use for monitoring the accomplishment of the school-wide action plan appear to be?**

The follow-up process is adequate to ensure the implementation of the School-wide Action Plan. The monitoring process for the Action Plan is sound and has periodic assessments built into it. The personnel assigned to monitor the results consists primarily of the Principal and the Administrative Team, with the assistance of the Faculty.

## **ADDENDUM**

### **CATHOLIC IDENTITY**

#### **Does the Mission Statement and Philosophy Statement speak to the Catholic Identity of the school?**

Father Dueñas Memorial School's statements of philosophy and mission clearly establish the Catholic Identity of the school. All students receive an education guided, inspired, and permeated by Catholic faith.

#### **What is your practice regarding the regularity of school prayer and participation in the sacraments?**

The Administration, Faculty, and Students are committed to ensuring that prayer and participation in the sacraments are central aspects of school life. All classes, student body gatherings, faculty/staff meetings, and ceremonies also begin with prayer. Student organizations and athletic teams incorporate prayer into their meetings, practice, and game routines. The school begins each week with a school-wide prayer service. Students assume leadership roles in school liturgies and other religious celebrations. Daily Mass is available in The Boys' Chapel. Students and teachers may also use the chapel for individual or group prayer experiences. Student body Masses are celebrated about once a month, including Holy Days of Obligation. Finally, the school encourages students to maintain active participation in their local parish confirmation programs. Individual opportunities for the Sacrament of Reconciliation are available to the entire school community throughout the year on campus. Currently, only seniors make an annual grade-level retreat; however, the school is redesigning the retreat program to include grade level retreats. Several recent Father Dueñas graduates have entered the seminary and others have been ordained.

#### **Does the religion curriculum follow the guidelines of the Catholic Bishops and the Catechism of the Catholic Church?**

Students are required to take a theology class for each semester that they are enrolled at Father Dueñas Memorial School. The Theology curriculum is in alignment with the United States Council of Catholic Bishops and the Catechism of the Catholic Church. The Archdiocese of Agaña requires the school to use the Midwest Theological Forum Didache Series textbooks.

#### **Are all teachers certified in a program of ongoing faith formation with teachers in your archdiocese?**

All theology teachers are practicing Catholics, have degrees in Theology, and participate in the annual Archdiocese of Agaña Catholic School's Week Catholic Educators Workshop. The school is committed to meeting the Archdiocesan certification requirements once they are finalized.

#### **How are parents involved in the faith formation of their children at your school?**

Parental involvement in the spiritual life of our students is integral to Fr. Dueñas. Parents are encouraged to attend monthly school-wide liturgies. Senior parents write letters to their sons for the annual Senior Retreat.

**Does the school have a service-oriented program for outreach to the church and civic community?**

Fr. Dueñas's theology and co-curricular activities programs involve students in community service programs. Students volunteer in convalescent homes, hospitals, homeless shelters, village and beach clean-ups, and Big Brothers. The school is preparing a more organized school wide service learning program for 2014-2015.

**How does the school make use of signs, sacramentals, traditions and rituals of the Catholic Church?**

The school recognizes the power of the signs, sacramentals, traditions, and rituals of the Catholic Church and seeks ways to incorporate them into the daily learning experiences of the students. All classrooms and other building have crucifixes. The campus is decorated to reflect Catholic traditions and rituals, and to celebrate liturgical seasons. The Boys' Chapel visibly reminds the school community of the school's Catholic Identity and provides a sacred venue for worship.

**How would you describe the active participation by the total school staff in bringing the good news of Jesus to the students?**

The school faculty and staff participate actively in supporting the faith formation of the students, and recognize their responsibility to reinforce Christian values in classroom curriculum and interactions with students. There is a genuine level of respect imbibed in all aspects of the school's programs. Faculty members serve in visible roles as retreat directors and Eucharistic ministers. At student body prayer services and liturgies, faculty sit with students and worship at their side.

**Evidence that supports these statements includes the following:**

- Daily Prayer/Announcements
- Classroom Prayer
- Meeting Agendas
- School Calendar
- Liturgy, Retreat, and Event Programs
- Interviews
- Surveys