



SELF-STUDY VISITING COMMITTEE REPORT

FOR

BISHOP MANOGUE CATHOLIC HIGH SCHOOL

110 Bishop Manogue Drive
Reno, Nevada 89511

Diocese of Reno

February 26, 2012 – February 29, 2012

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Preface

We, the Visiting Committee, would like to thank the Bishop Manogue Catholic High School Community, including its parents, students, friends, alumni, support staff, faculty, and administration for working together to make the school a friendly and nurturing learning environment for the young men and women of Reno and its surrounding areas.

We are especially grateful for the hospitality that has been extended to us throughout the course of our stay here. We found our experience to be not only professionally fruitful but also personally rewarding. Moreover, we depart the school as better people and educators than when we first arrived. It shall remain a rich experience for each of us, knowing that we were able to spend a few days in an amazing, friendly and positive high school atmosphere that supports student learning in a Catholic environment.

May God continue to bless you, in your very special ministry of teaching and living the Good News.

Chapter I: Student/Community Profile

A Brief description of the students and community served by the school

Bishop Manogue opened its doors to the Catholic community of Reno in 1948 and has since, continuously served as the only Catholic high school in Northern Nevada and the Diocese of Reno. According to the 2010 census, the 12 counties of the Diocese include approximately 125,000 Catholic, among the population of 694,000 people. Bishop Manogue estimates that their catchment area has a population that exceeds 420,000 people of which 75,000 are Catholic. Within this region, there are currently four Catholic elementary schools that educate approximately 1,100 students. Annually, approximately 75 Catholic grade school graduates enroll at Bishop Manogue, which usually constitutes half of the entering 9th graders.

In 2004, the school moved into its new campus, designed to serve 720 students. The facilities of the campus were engineered and constructed for an outstanding educational experience, including state of the art technology in every classroom. The current enrollment of Bishop Manogue is 614 students, of which 63% are Catholic and the vast majority live in the immediate Reno-Sparks region. This area is predominately Caucasian with a growing Hispanic population at 24%. In recent years, the school concentrated its efforts on its International Program, hosting students from a variety of countries, including China, Korea, Germany, and Norway. In its 2011 fall data count, there are 20 students enrolled at Bishop Manogue whose permanent residence is from a country outside North America. It is noted that currently, the school's ethnicity is approximately 75% Caucasian but its Hispanic population is only 9% of the total student population, which is significantly less than the ratio of the Hispanic population in the Reno-Sparks region.

Beginning in 2008, the school embarked upon a renewed sense of its Catholic identity, with a goal of increasing its Catholic enrollment percentage. Though the percentage has remained the same, the Catholic culture at Bishop Manogue has seen marked improvement. Celebrations of liturgy occur with a consistent basis. Reconciliation services are provided during Lent and Advent. The Religion curriculum is transitioning to the USCCB Curriculum Framework for Catholic high schools. Students are expected to have 100 hours of Christian service in order to graduate. And the school's retreat program has grown to include Kairos and Quest retreat experiences.

In addition to the International and Retreat Programs, Bishop Manogue also recently founded its Integrated Learning Center, focused on assisting students to become successful learners through their individually unique learning styles. Students seeking learning assistance through the Integrated Learning Center are required to apply for admission so that the resources of the Center are maximized for students with qualified learning differences. Its enrollment has risen from an original 16 students to its current 31 and the Center's success is noted that the average GPA of its students is 2.84.

Bishop Manogue is outstanding in preparing its students for college. 100% of the class of 2011 graduated, of which 97% attend a four-year college. This group of students included 3 National Merit Finalists and 3 Semi-Finalists. As a class, they earned nearly \$8.0 million in grants and scholarship. The students are provided with an excellent opportunity for co-curricular and extra-curricular participation. There are 21 inter-scholastic programs, 24 clubs and groups, and a Visual and Performing Arts program. The super-majority of students at Bishop Manogue is involved in the total Catholic high school experience, far beyond the traditional classroom. It is noted that the school did not show evidence of tracking its graduates' college graduation rates.

School's analysis of student achievement data

In reviewing its student achievement data, Bishop Manogue uses standardized test scores from 2006 – 2011 that reference the ACRE, the ACT (including the Composite, English, Mathematics, Reading, and Science scores), the SAT (including the Critical Reading, Mathematics, Writing, and Composite Scores), the PSAT (including the Composite Trends, Critical Reading Trends, Mathematic Trends, and Writing Trends for both Sophomores and Juniors), the Nevada High School Proficiency Exam, the STS High School Placement Exam, and the Advanced Placement Test results (including English Language and Literature, Calculus, Spanish, Chemistry, Physics, French, US History, Portfolio Art, Environmental Science, Biology, Government, Statistics and Psychology) to analyze student achievement. In addition to the standardized tests, Bishop Manogue uses its “in house” data to analyze student achievement, including the information it gathers from students on academic probation and intra-departmental reports resulting from their extensive use of Professional Learning Communities and their outstanding work in curriculum mapping. It is also noted and applauded that within the school, many teachers are using subject specific, common assessments in their analysis of student achievement data.

Chapter II: Progress Report

In 2004-2005, The Northwest Accreditation Commission visited Bishop Manogue and identified three separate school improvement action plans.

- **Action Plan I:** Continue to Improve the Faith Based Catholic Christian Environment;
- **Action Plan II:** Expand the Visual and Performing Arts Program at Bishop Manogue Catholic High School;
- **Action Plan III:** Continue to Develop, Maintain, and Improve the Use of a Database of Information at Bishop Manogue.

Summary of the Process on Action Plan I: Continue to Improve the Faith Based Catholic Christian Environment.

Objective 1. To expand and improve the Bishop Manogue Retreat Program

To a great extent Bishop Manogue has met this objective. It presently, offers a Kairos Retreat to juniors and seniors and Quest Retreats to freshmen and sophomores. At one point a third retreat program, named Choices was added to the retreat program. Choices was designed to serve freshman and sophomores, but it was never executed due to scheduling issues and redundancy.

Those students who have attended a Kairos Retreat have the opportunity to apply for a leadership position on the Kairos Retreat. The application process is rigorous and not everyone is selected to lead the Kairos Retreat. The Campus Ministry Team and the school community on all levels believe the various retreats are not only essential to the school mission but a changing force in the character and actions of the students.

Objective 2. To improve course offerings in religion, moving from five semesters to six semesters.

To a great extent, Bishop Manogue has met this objective. Students are required to take four full years of Theology. Based on the past formula of freshman students taking two semesters of Theology, sophomores, juniors and seniors taking a semester, this standard has been met. Presently, students will take eight semesters of Theology. This change in the number of courses has also promoted the hiring of additional Theology staff. One of the additions is a full time Chaplain who also teaches.

Objective 3. To develop inter-school Mass celebrations with the Catholic schools (7th and 8th grades).

To a great extent Bishop Manogue has met this objective. The school set out to provide opportunities to offer inter-school Mass celebrations with Catholic schools, specifically for the 7th and 8th grade classes. In this school year, Bishop Manogue has hosted three masses in which the targeted grade school classes were included in the celebration.

Objective 4. To develop retreats with the Catholic feeders school.

To a great extent Bishop Manogue has met this objective. In collaboration between Campus Ministry and the leadership class, the school has hosted a retreat experience for the 7th and 8th graders of the local Catholic schools. This retreat experience occurred in August for the last several years. The focus of these retreats has been to provide leadership training for the youth of the diocese. Additional gatherings of the collaborated Campus Ministry / Leadership Class have also occurred.

Objective 5. To develop and implement value based programs on “making right decisions” to be presented in the public middle schools.

To a great extent Bishop Manogue has met this objective. On the onset of this objective, the collaborative efforts of Campus Ministry and Leadership began introducing a program of “Teens Against Tobacco.” After beginning the well prescribed program, it was determined that the school could not keep up with the demand of the schedule that was needed to complete the program.

Objective 6. To develop and implement an all-school service project.

To a great extent Bishop Manogue has met this objective. The first attempt at this school wide service project was cancelled because of inclement weather. Subsequent opportunities have proven to be successful. Small segments of the school population have provided service for various outside agencies. These services have included a Blood Drive, Toy and Can Food Drive, Book Drive, and Mardi Gras meal service. The school, through its Sodality organization, has had its most successful service through Heifer International.

Objective 7. To develop and implement a catechesis for faculty and staff.

Bishop Manogue met this objective to a limited extent. At this time, the Theology faculty and some administration has received catechesis education.

The desired plan for the rest of the faculty is to provide the same type of instructional opportunity. Each year the Diocese provides a workshop on catechetical training that the entire faculty will attend. By standards of the Diocese, this once a year workshop and presentation does satisfy the need for catechetical renewal.

Summary of the Progress on Action Plan II: expand the Visual and Performing Arts Program at Bishop Manogue

Objective 1. To develop the Bishop Manogue music program to include band, choral, and strings.

To some extent, Bishop Manogue has met this objective. Since the development of this objective the school has slowly but effectively integrated music into the academic program. The school initially employed a part-time drama teacher, which has since grown with the popularity and demand for theater arts education.

Objective 2. To expand the Bishop Manogue drama program.

To an acceptable extent, Bishop Manogue has met this objective. The Drama program has grown from a small program that originated on the original campus of Bishop Manogue to a program that recently performed a Live Nativity for the Christmas season and The Diary of Ann Frank. Additional performance equipment was purchased from grant monies.

Objective 3. To develop a dance program at Bishop Manogue

To a limited extent, Bishop Manogue has met this objective. The original desire was to create a dance program but the school determined the program to be a movement class taught by a credentialed professional dance instructor who is also in the foreign language department.

Objective 4. To expand the virtual arts program at Bishop Manogue.

To a great extent Bishop Manogue has met this objective. The growth of this program has met the needs of many students at this school. Not only would virtual arts meet the needs of the Foundations Classes but also through the modifications it peaks the interest of the students.

Summary of the Progress on Action Plan III: Continue to Develop, Maintain and Improve the Use of an Information Database at Bishop Manogue

Objectives 1-4. To achieve administrative proficiency and understanding of the capabilities of SASI to maximize its use.

To a great extent BMCHS has met this objective. The school administration, through a committee comprised of an array of stakeholders, made a major effort to find an administrative system that would replace SASI. The movement behind this change was to find a system that was going to be comprehensive and meet all the needs of the various school offices. Senior Systems was the replacement administrative system. It fits the desire of the school to have data collected in one location that could be used and shared by the entire administrative team.

Objectives 5 - 8. To improve curriculum, teaching, placement and course offerings through database information that is readily accessible and visible in graph form for evaluation of educational programs and classes.

To a great extent, Bishop Manogue has met this objective. Because of the new data that can be collected and shared through the new administrative system, Senior Systems, the school was able to achieve some fundamental changes to include Foundations Courses in Math, English, Integrated Sciences and the Integrated Learning Center was developed.

The newly collected and correlated data also helped the administrative team study and analyze the reasons why students were not doing well in various AP courses. The correlated data showed evidence that poor math scores indicated unsuccessful scores in AP Chemistry.

The data also allowed provided essential information for the establishment of the Professional Learning Communities among the faculty. Scores such as chapter assessments, midterm exams and final exams were now readily available to the faculty as they began the process of creating common core written assessments and department-wide global preparation.

The final growth process of the data base was to have the faculty become proficient in the access to non-confidential information.

It is evident to the Visiting Committee that the process of working toward these objectives commenced immediately at the conclusion of the 2004 self-study process. There is no doubt that these objectives not only enhance the quality of the teaching and learning of the faculty and students, but they enriched the entire educational focus of Bishop Manogue.

Chapter III: Self-Study Process

The involvement and collaboration of all stakeholders in the self-study

The involvement and collaboration of the stakeholders involved in the self-study is extraordinary. The list of Home Groups and Focus Groups includes 202 people, including parents, students, faculty, support staff, area clergy, board of directors, and alumni, with very little repetition among the groups.

The clarification of the school's philosophy and mission and the expected schoolwide learning results

The team that led the clarification and articulation of the school's mission, philosophy, and ESLR's included a wide perspective of employees, students, and former employees. They reviewed and addressed the school's mission and philosophy statements but mostly spent the bulk of their time directing the ESLR's from origination through publication. In this process, they included many stakeholders, including faculty and support staff.

The assessment of the actual student program and its impact on student learning in relation to the criteria and the expected schoolwide learning results

Given that this is the first time Bishop Manogue has conducted the Focus on Learning accreditation protocol and the school established its ESLR's, there is limited evidence (curriculum mapping, ACRE scores, lesson plans) of the ESLR's impact on student learning, however this is understandable given the newness of them.

The development of a schoolwide action plan that integrates subject area/program and support plans to address identified growth needs

Through the Focus on Learning process, Bishop Manogue established a schoolwide action plan that integrates academic, fiscal, spiritual, and technological goals that are designed to address its growth opportunities and needs.

The development and implementation of an accountability system for monitoring the accomplishment of the plan

At this time, the schoolwide action plan does not include a system for measuring accountability or monitoring the plan. However, given Bishop Manogue's history, the Visiting Committee is confident that the school will develop and implement a system that holds them accountable to its schoolwide action plan.

Bishop Manogue’s Expected School Wide Learning Results

Students will be prepared to be active learners and productive members of the community by:

- Demonstrating effective and responsible written and verbal communication
- Demonstrating proficiency in core curriculum
- Demonstrating responsible and active citizenship

Students will be prepared for independence, responsibility, and a future of change through:

- Development and use of critical thinking skills
- Participation in extra-curricular and cooperative activities
- Experience in leadership opportunities
- Innovative and responsible use of technology
- Building interpersonal intelligence

Students will be prepared to demonstrate their faith values and knowledge through:

- Active and reflective involvement in Christian Service
- Utilization of opportunities to live and experience faith
- Participation in retreats and active participation in liturgy and prayer
- Demonstration of increased knowledge of Catholicism

Chapter IV: Quality of the School's Program

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING

A1. To what extent has the school established a clear statement of philosophies that reflect the beliefs and philosophies of the institution, a commitment to Catholic identity, thoroughness of instruction, focus on the needs of the whole person, and recognizes the dignity of all members of the school community?

To a great extent, the school established a clear mission statement that reflects the beliefs and philosophy of the school community. Many stakeholders were involved from the school community in the revision of the mission statement and the new philosophy statement. Faculty and staff, parent focus groups, student focus groups, and Board of Directors all approved the final statements.

The mission statement is displayed throughout the hallways in the school and provides real life examples of where the mission statement is lived. Examples include:

FAITH Service reaches beyond the school years.

College alumni students continue to make service a way of life. Many of the involved parents are alumni to the school. Students on the new campus continue to serve the elementary public school next to the old campus.

LEADERSHIP Students plan and execute activities and events from beginning to end.

Students of Bishop Manogue designed, purchased, and sold T-shirts. They have initiated several service-oriented projects from scratch and continue to invest their time and energy to assure the success of their service to others. Many students in the school are very involved in the retreat program, much of which includes their involvement from the retreat's beginning stages to its final day.

COMPASSION is lived by the school community embracing diversity and differences in a student's academic and physical abilities.

One of the more touching examples of this lived experience of the mission statement is when a student with severe Downs Syndrome came to Bishop Manogue for one day each week because her siblings attend Bishop Manogue. The total school welcomed her and responded to her needs.

To what extent does the philosophy and mission reflect parents as primary educators and teachers as facilitators of learning?

In surveys there is a high degree of agreement and understanding of the mission and philosophy. According to one parent, "The mission and philosophy of Bishop Manogue is our lived experience— we are family. It is how we live."

Parent involvement is very high at the school. There is a parent organization as well as a parent volunteer requirement of 20 hours per year. Both of these continue involvement of parents in the education of their children. Christian service is part of the alumni's life as well. Several alumni were on the committees for this Self-Study.

To what extent is the mission defined further by the adopted ESLR's that form the basis of the educational program for every student?

Although new to the school in the last two years, the ESLR's, to a significant extent, result from the basis of the educational program for each student. Teaching and learning for all students is supported with well-developed curriculum maps, an AP curriculum, an Integrated Learning Center to support students with learning differences, an English Language Learning Lab to support students enrolled in the International Program, and an Internship Program that allows motivated students to take learning beyond the classroom.

New students and parents have an orientation to the mission, philosophy, ESLR's in several ways. Eighth grade students from the Catholic schools visit Bishop Manogue for a day and attend classes. The Admission Director talks to students at all K-8 Catholic schools and some public schools about the advantages of Bishop Manogue. The website and marketing materials convey the school's mission, philosophy, and the ESLR's. Parents have a special orientation at the beginning of each school year.

A2. To what extent is the governing authority committed to sharing the Catholic vision, adopt policies which are consistent with the school's philosophy and mission, and support the achievement of the expected schoolwide learning results for the school?

To a great extent, the governing authority adopts policies that are consistent with the school's mission and supports the implementation of the ESLR's. The Board of Directors is committed to sharing the Catholic vision and adopting policies that support the school's philosophy and mission. As decisions are made at the Board level, they are held up against the mission, philosophy, and ESLR's to see if they align and support these statements.

To what extent does the governing authority delegate implementation of these policies to the professional staff?

With a recent change in the school leadership, the role of the governing authority has improved its relationship with the school so that to a significant extent, the governing authority delegates the implementation of these policies to the professional staff. This delegation of these responsibilities falls primarily to the President and the Principal, who in turn communicate to the faculty/staff and parents.

To what extent does the governing authority monitor results?

To a great extent the governing authority monitors results. The many facets of the annual report is a major way for the governing authority to monitor results, assess annual accomplishments, and plan for needed changes in the future. Additionally, the different Board committees also help to supervise and monitor results of various aspects of the school, including the school's finances, mission effectiveness, advancement, facilities, and the effectiveness of school policies.

A3. To what extent does the school leadership encourage the cultivation of Catholic values and the spiritual formation of the school community?

To a great extent, the school leadership encourages the cultivation of Catholic values and the spiritual formation of the school community. Bishop Manogue provides an annual retreat for the faculty/staff as well as several opportunities for students to make a retreat during the year. There are several opportunities to celebrate liturgy as a total school and as mass for smaller groups. Students can participate in Peer Ministry to learn more about how to live their faith. Christian service opportunities are provided throughout the year for students, staff and parents to be involved.

To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results?

To a great extent the school leadership makes decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results. Administrators and faculty take advantage of professional development. The school leadership also makes efforts to strengthen the implementation of the Professional Learning Communities so that there is consistent awareness of student abilities and achievement.

To what extent does the school leadership empower the staff?

In the context that empowering staff is to provide the employees of Bishop Manogue and voice in their workplace, working conditions, and school planning, the school leadership empowers the staff to a large extent. In addition to a comprehensive participation in the Focus on Learning protocol, the school's Department Chairs and Professional Learning Communities collaborate on curriculum, achievement levels, and individual student needs to develop plans for student improvement. The leadership also encourages commitment, participation and shared accountability for student learning from the faculty and support staff.

To what extent does the school leadership ensure shared accountability for student learning?

To an appropriate extent the school leadership encourages commitment, participation, and shared accountability for student learning. Professional development is provided on site, in the diocese, and encouraged for individuals to keep current in their field. The faith formation program in place also provides ease in integrating values and Catholic religious beliefs into the curriculum.

A4. To what extent are the school administration and staff qualified for their assigned responsibilities?

To a great extent school leadership and staff are qualified for their assigned responsibilities. School academic administrators and teachers are qualified to teach in the area of their degrees (BA, MA, M.Ed., Ed.S., Ph.D.) and/or licensure in the State of Nevada.

To what extent are the school administration and staff committed to the school's philosophy and mission?

To a great extent the school administration and staff are committed to the school's mission and philosophy. An environment that supports academic achievement, spiritual growth, self-motivation, extra-curricular involvement, and Christian service is fostered by working together with parents, alumni, and benefactors.

To what extent does the school administration and staff engage in ongoing spiritual and professional development that promotes student learning?

To an adequate extent, the school leadership and staff engage in spiritual and professional development that promotes student learning. The teachers and school leaders participate in professional development in a variety of topics that contribute to best practices in teaching and assessment of learning. In addition, the faculty and staff are all invited to join the students in the school's retreat program, as well as celebrate liturgies with the students. However, there is a lack of evidence showing that there is a plan for "ongoing" professional and spiritual development for the professional staff.

To what extent do the administration and staff lead by example and work to create a community of faith?

To a great extent the administration and staff lead by example and work together to create a community of faith. The faculty/staff are part of the leadership for the student retreats. School leadership, faculty, and staff are engaged in spiritual faith formation development and professional development that promotes student learning and a faith formation.

A5. To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?

To a great extent Bishop Manogue has a safe, healthy, nurturing environment that reflects its purpose. There are yearly emergency preparedness training and drills. Protocols are in place and clear to follow. After speaking with a sample of the student population, there was a strong impression that the students perceive the campus to be secure, but also that the relationships of the students to each other is such that the likelihood of behavior that may threaten the community is lessened. A genuinely caring climate has been created to enhance the safety of the school. New students are welcomed, the students form a large community rather than cliques, and the adults are invested in the security of the students.

Students feel very comfortable in speaking to counselors, teachers, staff and administration in alerting them that a student might be in danger. Uniforms help eliminate the sense of difference in economic status. Freshmen orientation is carried out in such a way that the culture of compassion and family is passed on to incoming classes of students.

To what extent does the school environment foster community and the achievement of religion and educational goals?

To a good extent the school environment fosters a community and the achievement of religion and educational goals. There are many opportunities for prayer, for Eucharist, Reconciliation through individual classes, times scheduled before or after school, before and after sporting events, and through schoolwide Masses. The knowledge of the faith is taught overtly through the Theology requirement, and also across the curriculum. Teachers of non-religious subjects often consult their colleagues in the Theology department on how best to address topics in their field that have moral or theological implications.

Is the school environment characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student?

To a great extent, the creation of a caring, trusted, and supportive community is a hallmark of this school. Students spoke highly about the availability of teachers for extra help. Combined with the Integrated Learning Center the students interviewed felt there was ample time for students to seek out help whether it is academic, emotional, social, or spiritual. Students are expected to excel and put forth their personal best. That does not mean all students receive an “A” in every subject, but it is understood that grades are worthy, whether a C or an A, because they have been earned and real learning has taken place.

A6 To what extent does the school administration and staff regularly assesses student progress toward accomplishing the school’s expected school-wide learning results (ESLR)?

There is a great deal of assessment that goes on during the course of teaching, both formally and informally. Besides the ongoing formative assessment, (which is demonstrated by the overwhelming amount of evidence provided to the Accreditation Team) there is a summative assessment approximately every 4 weeks, as well as common exams and final projects. Much information is posted on My Backpack to communicate with the parents and students. Because of the PLC’s and the opportunity to discuss assessment results with other department members, data and best practices are shared to improve the way students learn. While the curriculum mapping project started over a year ago, it was a great deal of work on the part of the faculty. It has proven to make the teaching and assessment much more focused and effective. The assessment is upheld by the administration and helps maintain good sequencing of classes for students to progress in their learning. Though technology is available as an assessment tool, it seems to take too much time to set-up to be effective in the teaching and planning time that is available.

Does the school administration and staff report student progress to the rest to the school community?

To a great extent there is reporting of student progress to parents through My Backpack, emails and reports cards that go home to the parent. The Board of Directors is regularly given a report by the Principal and President.

A7 To what extent does the school leadership facilitate school improvement which is driven by plans of actions that embody faith formation and enhance quality of learning for all students?

To a significant extent the school leadership facilitates school improvement, which embodies faith formation and enhances the quality of learning for all students. This is best reflected in the school's retreat program, which is indeed, the heart of the faith formation of this community. Time spent together sharing personal stories and reflecting on one's faith has created a bonded sense of family that in turn, embodies the faith formation of the students and attending adults. With a culture that embraces the value and application of the retreats, the learning environment of Bishop Manogue is one based on acceptance of the individual student, which enhances the quality of learning for all. Along with the retreat program, the school provides ample opportunities for the celebration of Mass, as well as many moments of prayer.

However, it is noted that the original question states that the "school improvement, which is driven by a plan of action – that embodies faith formation." At this time, there is a lack of evidence that such a plan exists but will be in place in the not-so-distant future.

Does the school leadership have school community support and involvement?

To a great extent, the school leadership promotes school community support and involvement. There is ample evidence that points to a solid support by all aspect of the school community. Parents are highly involved in associations, retreats, fund-raisers, and volunteer hours. Students have formed a very caring community whose students volunteer for a variety of leadership and service activities. Faculty and Staff extend themselves in countless hours of committee work, curriculum work, and participation in attending athletic and other school events and fund-raisers during their free time. A more committed faculty could not be found.

Does the school leadership effectively guide the work of the school?

To an abundant extent the school leadership effectively guides the work of the school. This is a school on the move. The amount of change, analysis, and action plans that have already been accomplished in the last year is remarkable. There is a strong sense of forward motion in making improvements to the school despite the current economic situation.

Does the school leadership provide accountability through monitoring of the school wide action plan?

It is obvious to this Accreditation Team that when this leadership sets up a goal, it is monitored through to accomplishment. Goals are met. Progress is made. In those instances where this has not occurred, it has been due to budgetary issues.

Areas of Strength in the Organization for Student Learning Category

- A passionately committed faculty and staff
- The institution of PLC's to improve curriculum and teaching
- Strong parental support
- A compassionate student body
- The institution of the ILC to address the needs of differentiated learning

- An attention to sustaining a safe, healthy, and nurturing environment

Opportunities for Growth in the Organization for Student Learning Category

- Continued improvement in communication and collaboration between Board, Administration and Faculty
- Support of the technology committee to explore and promote the effective use of technology already present in the building as well promoting a social media policy that will have to accompany the extended use of technology beyond the school's confines
- Exploration of the school's Charism as a way of forming Catholic Identity. What is the historical basis of this school's existence in the Catholic Education? What traits of the namesake as a Catholic Priest, Educator, and Miner is present in the fabric of its being? How is this history and Charism preserved from generation to generation?
- A comprehensive professional development plan for 3-5 years

CATEGORY B: CURRICULUM AND INSTRUCTION

B1. To what extent does the school provide 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 schoolwide learning results through successful completion of any course of study offered?

To a great extent, Bishop Manogue provides a challenging, comprehensive, and relevant curriculum. The school's emphasis for placing a priority on religious education and formation and integrating religious truths and values across the curriculum is commendable. Through its four years of Catholic Theology classes, practice of Catholic traditions, Christian service requirement, campus ministry program, and retreats, Bishop Manogue promotes and encourages students to gain knowledge of their Catholic faith, have plentiful opportunities to practice it, and participate in a faith-based community. The effect of their focus on Catholic spiritual development permeates the culture of the school and is evident in the respect that teachers and students show each other. All teachers, regardless of subject area, integrate Catholic values in their discussions and more importantly model what it is to be kind, compassionate, respectful, and faithful.

The administration gives careful consideration to current educational research and curricular programs in order to maintain a viable, meaningful instructional program. Continuing education and professional development opportunities for faculty are offered regularly and are ongoing. The faculty cites professional development as being pivotal in strengthening the AP curriculum, while citing recent seminars as having had a significant positive impact on their teaching. The academic administrative team examines the core and extra-curricular curriculum to ensure its adherence to state, local, and national authorities. Additionally, the school submits core course descriptions to the Nevada System of Higher Education to verify that its curriculum meets university entrance requirements. Articulation among Bishop Manogue and Diocesan feeder schools allows for continuity within the curriculum. Curriculum mapping and common course assessments allow for the faculty to measure and analyze student performance data to improve instruction, examine standards being met, and evaluate pacing and other performance indicators. Bishop Manogue works closely and collaboratively to provide a rigorous curriculum that ensures the success of each level of learner.

The school prioritizes its focus on student learning; thus, policies and procedures are in place from the onset to guide and monitor students through the successful progression of the school's program. Incoming students take placement exams, counselors recommend placement based on the results, and, together with the parents and their student(s), plan the student's four year course of study. This plan is reviewed yearly, with the option of parents, under special circumstances, having the choice to appeal counselor recommendations. Seniors complete a formal Graduation review at the beginning of their Senior year ensuring that they have completed all required courses. Counselors keep abreast of college entrance requirements through frequent communication with colleges and provide plentiful opportunities for students to receive career/scholarship/ college information.

Of utmost importance are teaching methods and programs that allow for success for the student. The Integrated Learning Center, an integral program that ensures inclusion of all levels of learners, assists students who have documented learning differences. Struggling students have numerous resources for help – dedicated counselors, enthusiastic teachers who tirelessly offer opportunities for tutoring, Foundation classes, and enrichment periods. Board members, parents, and students all commend the phenomenal degree to which the faculty is invested in student success.

The ESLR's are evident, posted, and referred to. They serve as a framework for accomplishing the development of an academically well-rounded spiritual citizen. ESLR's one, two and three are evidenced by the students' preparation for and success in state and national assessments (i.e. HSPE, SAT, ACT) and in successful transition to college, recognition for numerous achievements both academic and athletic, and spiritual development through service, retreats, and exposure to the tenets of Catholic values. Bishop Manogue students are happy, well-rounded, and have many opportunities to become successful, lifelong learners who model Catholic values and make a difference in the world.

B2. To what extent does the professional staff use research-based knowledge about teaching and learning?

To a great extent, the professional staff of Bishop Manogue uses research-based knowledge about teaching and learning to infuse their teaching with best practices. Teachers are members of professional teacher organizations, keep current by reading journals, and attend various local and national conferences to keep abreast of current research. Data driven, the staff and the administration consistently and carefully evaluate research to drive instruction.

To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected school wide learning results?

To a great extent, the professional staff supports student's spiritual growth experiences. Teachers model respect and generosity by participating in/attending fully in extracurricular programs/events. As Christian mentors, they serve as youth ministers, chaperones for service projects, and retreat leaders. The retreat program, the heart of the school, fosters student leadership and promotes the building of trust and confidence. Programs such as Leadership and Campus Ministry facilitate the students' own involvement in their spiritual formation. It is evident that the staff sees their role as that of a ministry, not just a job or career.

To a high degree, the professional staff provides a variety of learning experiences to meet the needs of the school's diverse population. Teachers engage students through relevant and meaningful projects; students read, recite, translate, sing, speak, act, write, debate, build models, play games, discuss, dance, participate in teacher-led instruction and in individual and group project. The teachers are to be commended for the plethora of activities evident in making learning accessible and relevant.

Bishop Manogue recognizes that the students are growing up in a technologically driven world; hence, classrooms are equipped with smart boards for teacher and student use, students broadcast Miner TV, the administration communicates with parents via technology, and the library offers up-to date database research catalogs.

The professional staff regularly evaluates and refines opportunities for all levels of students to learn. The expected level of performance from students is most often well above the proficient level. Struggling students are offered numerous scaffolding methods to help them succeed. Advanced students, likewise, are offered numerous opportunities to be challenged. State standards are used as a guideline; but to ensure student mastery of learning, teachers tutor, target weak areas, implement remedial reviews, and assess the effectiveness of their teaching. The staff's use of common summative assessments allows them invaluable opportunities to evaluate the level to which their students' are mastering the material.

B3. To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?

To a great extent, assessment is used frequently by both teacher and students as part of the learning process. Assessment is data driven. PLC's are used to discuss and analyze diagnostic, formative, summative, and standardized assessments, both to measure achievement and to tailor instruction. Use of portfolios allows students and teachers to observe growth or weaknesses over an extended period of time.

To what extent are the assessment results the basis for measurement of each student's progress toward the expected school-wide learning results?

Assessment results are used to a great extent in measuring the progress of each student toward the expected school-wide learning results. The Nevada High School Proficiency Exam, SAT's/PSAT's, and the school's policy of common assessment within departments provide an accurate yardstick by which students are measured academically, showing that they will be "prepared to be active learners and productive members of the community (ESLR.1)." Likewise, exceptional achievement by students in extracurricular activities attests to their ability to "be prepared for independence, responsibility, and a future of change (ESLR.2)." Finally, the ACRE exam, tracked Christian Service Hours and retreat attendance all aid in measuring how students are prepared "to demonstrate their faith values and knowledge (ESLR.3)."

To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?

To a great extent, the professional staff uses assessment results regularly to improve curriculum and instruction. Diagnostic tests serve to place students in appropriate levels, and teachers adjust curricula to meet the needs of diverse learners. English, Art, and Algebra all have diagnostic tests. All teachers within departments design common summative assessments, using state standards, department goals, and ESLR's as guidelines. Wednesday PLC's are used to analyze test results which will drive further instruction and assessment. AP students must enroll to take the AP exams. The results of these exams provide important data in both student learning and teacher instruction. Strong HSPE, AP, ACT, and SAT scores give the school data that helps them assess the effectiveness of teacher instruction.

To what extent are the assessment results the basis for the allocation of resources?

To a moderate extent, assessment results help allocate resources. A significant amount of the allocations are dedicated to professional development and student support programs. However, additional resources are needed to support the acquisition of current technology that could enhance student learning and effective instruction.

Areas of Strength in the Curriculum and Instruction Category

- Faculty and Staff work countless hours and dedicate much time to student activities, professional conferences, and professional growth to positively impact student learning and elevate instruction techniques and student performance.

- Support Classes such as Math and English Foundations, as well as Study Skills and the ILC program; establish a course format conducive to providing students with additional support to help those who struggle in certain areas of their learning. Support classes have greatly impacted some students' ability to learn and retain information necessary to complete coursework and standardized exams, including the HSPE.
- Counselors are available throughout the day, and attend all academic events to help provide additional support to students and families on emotional and academic issues and concerns.
- Teachers are available in the mornings one half hour before and one half hour afterschool for students to contact. Many teachers are here in the early hours of the morning and stay until the late afternoon and work weekends to improve instruction and meet students and family needs.
- Writing across the curriculum
- Continuing education and professional development opportunities for faculty are offered regularly. Faculty may attend professional development or continuing education courses to gain recertification or additional knowledge and strategies to improve effective instruction and positively impact student performance.
- Curriculum mapping and common course assessments allow for faculty to measure and analyze student performance data to improve upon instruction, examine standards being met, and evaluate pacing and other performance indicators.
- Professional Learning Communities (PLCs) provide a forum for faculty collaboration to discuss student data and make informed decisions for their departments.
- Peer Ministry's organization of execution of school-wide Masses, retreat programs, and service projects, model Catholic values and enhance student and school community spirituality
- Flexibility in master schedule (*i.e.*, 3-day a week Algebra and 5-day a week Algebra for student benefit) allows for the ability of Bishop Manogue to offer support courses such as Foundations and Study Skills.
- School leadership utilizes best practices, and is willing and able to implement research based changes to improve student learning and performance.

Growth Opportunities in the Curriculum and Instruction Category

- The small number of elective course offerings elevates some class sizes, as well forces some students into enrichment periods that would otherwise prefer to take a different course.
- Technology training for teachers is requisite for enhanced instruction and the proper use of current technology. Many teachers require additional training so that they know and understand how to use existing technology.
- Increased knowledge of Catholicism for faculty and staff will help faculty effectively integrate Catholic identity into the classroom, as well enhance student spirituality and that of the Bishop Manogue school community.

- AP pass rate must be improved in selected courses.
- Allocation of resources is sometimes not adequate to meet student needs; for example, current technology to enhance student learning and effective instruction.

CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. To what extent do students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy, and community-based services learning?

The faculty incorporates the teachings of Jesus unto daily lesson plans, participation in Mass and service opportunities. Students grow as persons of faith through a variety of meaningful prayer, liturgical and community-based learning.

Included in curriculum maps is an interdisciplinary cross reference, including a theology interdisciplinary link so that their Catholic faith is prevalent in all aspects of their curriculum. This is observed in their evidence binders.

Each year multiple retreats are organized by Bishop Manogue. Some examples are Quest, an overnight freshmen and sophomore retreat held three times a year. This is a good opportunity for team building and friendship forming while bringing students closer to God. Kairos is a junior and senior retreat that focuses on the single person and his/her relationship with God through large and small group discussions.

Each school day begins with the sign of the cross and an opening prayer over the school-wide TV system and concludes with a blessing over the public address system.

The Bishop Manogue student body organizes a multitude of drives throughout the year. These drives are put on by Peer Ministry and Student Leadership that involve collecting various items (i.e. hygiene packs, canned food, coats, etc.). Students are involved with the Heifer International. They raised over \$ 1,485.00 last year.

The 2011-2012 NCEA ACRE test results indicated that returning students in the 10th, 11th and 12th grades have grown in their faith knowledge. These results also indicate that students need additional instruction and support in the following areas: Church History, liturgy, and the sacraments.

C2. To what extent are students connected to a system of support services, activities, and opportunities at the school and within the school's community of faith that meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?

Students are connected to a system of support services and activities within the school's community of faith. This is evidenced through the admissions process, counseling services, referral process, ILC program, academic probation system, teaching staff, centered learning time, student clubs and activities, and retreat experiences. This process begins during the spring of the prospective students' eighth grade year. Visitation days for both students and parents are given on separate days.

When students transition from 8th grade to high school, there are many support classes available to meet their challenges and needs as they enter Manogue.

After a placement test is administered, some of the support services offered, but not limited to are honors courses and regular courses with support (known as foundation courses), Incoming freshmen who enter Bishop Manogue with a documented learning difference are placed in the ILC program. The ILC teacher works closely with each student in an individualized setting.

The Counseling Center largely contributes to the support system offered to students at Bishop Manogue. Students open their college board accounts on an online program enabling students to review their PSAT's, as a study guide for SAT's, learn how to use My College Quickstart as a tool and complete a personality profile test that matches them to potential careers. A parent night is offered to all parents of juniors to give them an overview of ACT's and SAT's, college requirements, Nevada millennium and other scholarships, 12th grade registration and NCAA Clearinghouse. This support program is followed up by a senior parent night at the start of the student's senior year.

Another line of support for the students is our teachers. Students surveyed (87%) agreed that the teachers have reachable school office hours. Teachers encourage the use of student planners. Teachers also respect all academic abilities through use of differentiated instruction in the classrooms. Ninety percent of the parents agreed the BHCHS staff provides differentiated instruction to help students succeed.

In addition to regular classes, all students are enrolled into a Centered Learning class that is scheduled to meet a minimum once per week for an hour. During this time, students can meet with coaches, teachers, club advisors or counselors for support. They can also use it as a time to catch up on their work.

In the 2020-2011 Bishop Manogue parent survey, it showed that 60% of parents "strongly agree" and 36% "agree" that Bishop Manogue's curriculum and services support the achievement of the expected school-wide learning results

C3. To what extent does the school leadership employ 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 continually seeks to provide opportunities to the intellectual, personal, and spiritual development of all students.

The Miner Messenger, Weekly Wire and Miner Detail are the publications that are geared towards keeping the Bishop Manogue community involved of all that is and will be taking place. Students also enjoy easier access to more information by utilizing the Student Resource Center. Many electronic research databases and e-books are provided for students in this center.

The Parent Association also supports students through their organization of events, i.e. Green & Gold Tailgate party for fundraising. A strong alumni association contributes their time and talents to raise money to assist student activities.

The Bishop Manogue President holds a “Brown Bag” luncheon where parents can attend and discuss issues and future plans for the school. Parents of Bishop Manogue are also required to perform 25 hours of service each year for the betterment of the school.

Some of the activities that the Bishop Manogue community are involved in are: Afternoon of Science, Organic Garden, visiting government speakers, Tristar and AMC Mathematics competitions, Science Bowl and many others that truly have a great impact on the involvement of the parents and the success of the school.

Areas of Strength in the Support for Student Personal and Academic Growth Category

- School prayer, liturgy, retreat experiences, and service requirements that makes up your campus ministry work.
- The foundation classes
- ILC program
- The assistive technology that is utilized is very useful and productive for the students with their specific concerns.

Opportunities for Growth in the Support for Student Personal and Academic Growth Category

- Creating a Catholic Culture ... not just integrating Catholic Identity
- More frequent school wide prayer throughout the day.

CATEGORY D: RESOURCE MANAGEMENT AND DEVELOPMENT

D1. To what extent does the school demonstrate responsible stewardship?

To a great extent, the entire school community demonstrates responsible stewardship. The leadership and school community work collaboratively as stewards of time, talent and treasure resources. Bishop Manogue has a process in place to entertain operating and capital proposals of all kinds, both short term and long term. All enrollment, tuition revenues and operational expenses are all examined and monitored during the academic year. The Advancement Department reviews a newly developed 5-year Advancement Plan annually and updates the plan with modifications in the short term timeframe of 12-36 months. Action plans together with the finance committee establish fundraising targets for the budget year for the Advancement Office.

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school’s philosophy and mission and student achievement of the expected schoolwide learning results?

Bishop Manogue Catholic High School has adequate resources to sustain the school program, carry out the school’s purpose and promote student achievement of the ESLRs.

The majority of the school's operational revenue comes from tuition and fees. Tuition accounts for 80.4 % of the revenue generated in the general budget. Salaries, taxes and benefits account for 69.6% of the operating budget expenses for the 2011-2012 school years. Financial aid enables students who have financial need to attend Bishop Manogue Catholic High School. Bishop Manogue has two types of financial aid for families in need: tuition assistance and scholarships. Along with the need-based aid, the school also awards discounts to Catholic students and a sibling discount to families who have more than one student in the school. Tuition assistance money is budgeted each year in the general budget.

The school has an extensive tuition assistance program; all registered students are allowed to apply for tuition assistance. In the 2011-12 school year, FACTS Grant and Aid, a third – party independent company calculated a need of \$555,467 for those families who applied for assistance. The aid that was awarded totaled \$454,124 In addition to the aid that was awarded, the school granted discounts for Catholic families of \$89,100 and sibling discounts of \$ 45,000 for a total package of \$ 588,224 as of November 15, 2011.

The Bishop Manogue Catholic High School has established procedures in place to manage the school's various funds currently including an Endowment, a Scholarship Fund, and contingency reserve embedded in the annual operational budget. Bishop Manogue has created a new advancement plan that supports the long- term funding needs through a Capital Fund and the Athletic/ Activities Fund. The advancement plan should continue to reflect the needs of the organization's overall goal of long term sustainability thru growth in tuition assistance, debt reduction, capital expenditures, endowment and athletics- extracurricular activities.

D2. To what extent do the governing authority and the school execute responsible resource planning for the future?

The entire school community works collectively and collaboratively to execute responsible resource planning for Bishop Manogue Catholic High School. Oversight is provided by the Board of Directors, President, Leadership Team and finance committee to develop, review and monitors the 5 –year strategic plan for the school.

Responsible resource planning exists for both the annual budget \$7 million and long term resource planning. The process includes continual evaluation and monitoring of operational expenses, capital expenditures, tuition and enrollment, hiring process for faculty and staff. The management of finances and resources are directed by the Board's Finance Committee in regular oversight, sound business practices and procedures, effective financial management software system and procedures for distribution of school resources.

The budgeting process provides for a balanced annual operating budget. The process allows input from all parties and then holds those parties responsible for the outcome. This has enabled the school to meet its budget. Since depreciation is not currently funded in the operating budget, the school is exploring ways to fund necessary upgrades and ongoing Increasing enrollment, reducing the debt, and establishing a strong Capital Reserve Fund constitutes the primary financial needs for Bishop Manogue.

D3. To what extent does the school’s financial resources adequate to fulfill its mission and programs?

Bishop Manogue maintains the financial resources needed to fulfill the overall mission and programs on an annual basis. There is a multi-level budget process in place to ensure that the necessary amount of financial resources is allocated to all areas of educational programming. During the economic downturn, Nevada has been affected adversely in terms of unemployment. This economic condition has affected the school’s student population base and caused the Board to carefully consider limited tuition increases. At the Board’s direction there was no tuition increase included in the 2011-2012. Tuition, net of discounts and tuition assistance, accounts for 80.4% of the revenue generated in the operating budget. Salaries, taxes, and benefits account for 69.6% of the budget expenses for the 2011-2012 school year. Bishop Manogue is developing advancement plans to increase the non-tuition revenues in support of the school’s mission and programs in the future.

To what extent does the school’s financial operations conducted with integrity and in accordance with acceptable accounting practices?

Bishop Manogue follows generally accepted accounting practices and is audited by a certified public accounting firm. The school has received unqualified opinions since the implementation of the yearly audit during the past 4 years. The auditors have issued management letters each year and any significant audit finding were addressed. For the year ending June 30, 2010 and June 30, 2011 there were no significant audit findings.

The school maintains and follows a policy manual, and at present the school has a long term debt obligation of \$ 5.9 million, principal payments of \$590,989.00 have been paid since June 30, 2007.

D4. To what extent are the school’s admission policies and procedures consistent with its philosophy?

To a great extent the school’s admissions policies and procedures are consistent with its philosophy to “work together for the education of all students”. Bishop Manogue strives to limit its freshman classroom sizes to 26 students and has set an enrollment cap to adhere to the commitment to keep class sizes low. The enrollment cap is fluid and being refined as enrollment grows. Bishop Manogue is in the second year of its International Program. The school has thoughtfully developed the program and targeted the enrollment at 25 students.

To what extent are the school’s marketing, recruitment, and public relations efforts effective in attracting qualified students?

To a great extent the schools efforts attract qualified students. The school uses an application software program, “Senior Systems Software” to track enrollment trends. They smartly use this software to generate reports on inquiries, applications, and withdrawals. The process is in the early stages so historical data is being built. Bishop Manogue has a 100% graduation rate, 97% of students matriculating to 4-year universities and SAT/ACT scores consistently higher than the state and national averages. Data like this is used to attract students from Catholic, private, and public schools. Bishop Manogue is developing strategies as part of a larger enrollment plan that will address marketing to public schools as well as other feeder schools. The school has met their target enrollment in the freshman class and wisely budgets for a lower student number than enrolled. Bishop Manogue recognizes that enrollment could increase or at least remains stable using data to track individual students for retention. Perception checks are used to assess levels of satisfaction. Finally, Bishop Manogue is developing materials that address “family’s perception of costs.” School leaders understand cost can be a barrier to some students’ lack of enrollment.

To what extent is enrollment targeted to maintain effective and meaningful curricular and co-curricular programs that meet the philosophy and goal expectations of the school?

To a great extent the enrollment is targeted to meet the philosophy and goal expectations of the school. However, the school leadership indicates that it is a challenge to maintain and/or create some elective classes to give students a broader experience. Bishop Manogue has done a great job maintaining a rigorous academic program with elective choices that round out the student’s academic experience. However, students state they would like more elective options.

D5. To what extent has the school an effective development/fundraising program that is consonant with school philosophy?

To a great extent the school has an effective development/fundraising plan that is consonant with school philosophy. Bishop Manogue has a Comprehensive Advancement Plan. The philosophy is supported through fundraising activities like the annual fund, tuition assistance program, GAP funding, matching gifts, legacy giving, alumni relations, and other activities. The school smartly acknowledges that communication and relationship building are the keys in fundraising. The Advancement Plan includes strategies for these two areas. The school leadership reports that the Advancement office cannot continue to “feed the operating budget” with current expectations so that other sources of revenue must be cultivated. Bishop Manogue has been dogged in identifying financial issues and developing solutions through Advancement as well as other funding sources. Tuition assistance is available to qualified families and expanded funding for that program is being explored. Bishop Manogue has wisely audited internal financial practices. This will be very helpful in attracting new donor sources.

To what extent is there evidence of development planning?

To a great extent there is evidence of development planning. Funding urgencies like tuition assistance, facility maintenance, and endowment fundraising are priorities. There is a donor base that supports the school's philosophy and mission as well as a variety of annual fundraising activities. Bishop Manogue has a fully staffed advancement office that handles management, marketing, communications, and special events. The school does realize a need for a long-range plan for stewardship and sustainability as well as the importance of meeting funding goals. Bishop Manogue should be recognized for continuing to work on developing the Alumni Association as well as meeting enrollment targets. Using reunions, Facebook, the school website, solicitations, and other events, Bishop Manogue is expanding their communication with Alumni.

Areas of Strength in the Resource Management and Development Category

- Bishop Manogue should be commended for its tireless efforts at identifying and engaging the community in bold solutions to financial challenges.
- The school conservatively budgets, monitoring revenue and expenses monthly. Using FACTS management, tuition payments and accounts receivable help Bishop Manogue monitor revenue streams.
- Bishop Manogue has evaluated their resource areas in need of development/improvement and have created or are creating plans to deal with each of those areas.
- The school has a Comprehensive Advancement Plan that addresses funding issues and strategies for expanding resource acquisition.
- Through the efforts of the President, Advancement Director, and other stakeholders, a significant list of friends, benefactors, and alumni has been generated. Information about donations and primary donors is being gathered.
- Bishop Manogue has an effective Board of Directors that leads the strategic planning process. The transparent budget process, as well as careful financial planning, has allowed the school to strengthen their fiscal position. Bishop Manogue has established a set of effective financial policies with audited statements that are prepared in accordance with General Accepted Accounting Principles.

Opportunities for Growth in the Resource Management and Development Category

- Continued communication with stakeholders especially faculty and staff is critical. The school leadership has addressed some very challenging financial issues including long-term debt that have complicated the focus on learning. Regular communication will enhance teacher/staff buy-in to what can be a very challenging process.
- Debt retirement, endowment cultivation/capital fund development and enrollment goals remain opportunities for growth for Bishop Manogue.
- Bishop Manogue needs to increase non-tuition revenue aside from Advancement-generated income like endowments.
- The school duly notes the need to explore and introduce a fair, just, and market competitive compensation package for faculty and staff.

Part B: Synthesis of the Strengths and Opportunities for Growth

General Comments:

The administration, faculty and staff of Bishop Manogue Catholic High School are to be commended for their efforts towards the Focus on Learning process and for providing the Visiting Team with a well-organized and comprehensive self-study document. The depth and breadth of the examination that Bishop Manogue engaged provided a level of evidence that establishes a benchmark for exceptional efforts. This evidence has exposed both the school's strong points and its opportunities for growth. In that vein, the Visiting Committee has scrutinized the self-study document, interviewed the stakeholders, observed school operations, and drawn from their own Catholic school experiences / expertise to identify Bishop Manogue's most notable areas of strength as well as opportunities where the school can grow to enhance its efforts in the school improvement process.

Schoolwide Areas of Strength

1. A caring, collaborative and dedicated faculty and staff focused on academic excellence in the spirit of the Catholic faith
2. A total school community that is goal oriented and driven to succeed
3. A commitment to providing support and a challenging curriculum to students of all abilities
4. Tireless effort at identifying and engaging the community in finding bold solutions to financial challenges

Schoolwide Opportunities for Growth

1. Continued communication among all stakeholders is critical
2. Professional development for faculty, particularly in the application of existing technology and Catholic faith formation
3. Enhance / Expand the comprehensive Strategic Plan that addresses the school's sustainability, credibility, and Catholic identity

Additional areas identified by the visiting committee.

1. Continued emphasis on broadening the influence and sharpening the focus of the Bishop Manogue experience (curriculum and Charism)
2. Continue to expand the performing and visual arts program, especially as it is such a vital component of the Catholic liturgical / faith experience
3. The Visiting Committee commends the comprehensive retreat program at Bishop Manogue but also recommends that the school require students to attend either a Quest or Kairos retreat before graduation. One aspect of the faith formation of every Catholic school student is the opportunity to grow and change from the experience of God in a retreat experience.

Chapter V: Ongoing School Improvement

The Bishop Manogue Catholic High School community participated in the WCEA process that involved a fantastic number of stakeholders from the school community, with the aim of providing a plan for continued school improvement. The process involved meetings, discussions, and activities designed to generate the most effective schoolwide action plan to benefit student learning. After seeking consultation from literally hundreds of participants in the self-study process, Bishop Manogue has identified three (3) goals for its schoolwide action plan:

- 1) Development of a comprehensive technology plan covering infrastructure planning /purchasing, curriculum development/integration, and professional development in the effective use of technology by faculty and staff.
- 2) Incorporate authentic Catholicity throughout the school environment to encourage the movement from a school as an institution to a school of a community.
- 3) The action plan to improve curriculum will create a proactive committee to evaluate and plan for future curriculum goals and solve current challenges in curriculum.

In addition to its identified schoolwide action plans, the self-study process created a venue by which four (4) additional areas of strategic concerns emerged. These include:

- Establish a fair, just, and market competitive compensation for faculty and staff
- Reduce the dependence on annual fundraising as a means to bridge the “GAP” between what it actual costs to educate our students and what we charge
- Establish initiatives to retire the school’s debt
- Continue to improve the communication of all types of management information throughout all levels of the institution

Adequacy of the schoolwide action plan in addressing the critical areas / opportunities for growth

Do the action plan sections address the critical areas / opportunities for growth?

The Visiting Committee believes that the seven (7) Schoolwide Action Plans address the school’s critical areas and opportunities for growth. However, the Visiting Committee also believes that the proposed Schoolwide Action Plans would be more effective for Bishop Manogue if they were incorporated in the recently published Bishop Manogue Strategic Plan, 2011 – 2015.

Recommendation #1:

Currently, this Strategic Plan has identified twelve objectives, divided into three major precepts. They are:

- 1) **Institutional Credibility**
 - a. Transparency and Clarity
 - b. Leadership Effectiveness
 - c. Open and Frequent Communication
 - d. Accountability

2) Institutional Sustainability

- a. Advancement and Development
- b. Admissions and Retention
- c. Academic Excellence
- d. Organizational Development

3) Catholic Identity.

- a. Parish Relationships
- b. Campus Ministry
- c. Theology Curriculum
- d. Formation and Vocations

The Visiting Committee concurs with the direction that the Strategic Plan provides the school. At the same time, the Visiting Committee sees where it would benefit the school if it could operate from one comprehensive strategic plan. Hence, rather than establish a second independent plan from this accreditation process, it would be best to incorporate the proposed Schoolwide Action Plans into the existing Strategic Plan. Together the goals of the document will provide a long-range strategy and sense of direction for the school, propelling it with purpose into the next decade. In that respect, the table of contents for the integrated Strategic Plan might appear as follows:

1) Institutional Credibility

- a. Leadership
- b. Communication
 - i. Transparency and Clarity
 - ii. Continuing to Improve the Communication of All Types of Management Information Throughout All Levels of the Institution
- c. Accountability

2) Institutional Sustainability

- a. Advancement and Development
 - i. Admissions and Retention
- b. Academic Excellence
 - i. Curriculum Enhancement and Innovation
- c. Professional Development
 - i. Implementing technology into the classroom
 - ii. Continuing education for the faculty and staff about the Catholic faith
- d. Organizational Development
 - i. Succession Planning
 - ii. Define and enhance the work-flow, roles, and responsibilities of all employees
- e. Technology
 - i. Infrastructure planning /purchasing, curriculum development and integration
- f. Finances
 - i. Establish a fair, just, and market competitive compensation program

- ii. Reduce the school’s dependence on annual fundraising as a means to bridge the “Gap” between what it actually costs to educate students and what the school charges for tuition
- iii. Establish initiatives to retire the school’s debt

3) Catholic Identity.

- a. Parish Relationships
- b. Campus Ministry
- c. Theology Curriculum
- d. Formation and Vocations
- e. Catholic Culture
 - i. Articulate and implement the charism of Bishop Manogue
 - ii. Reflect the diversity of the Reno Catholic Community

Recommendation #2

In addition to integrating the accreditation Schoolwide Action Plan with the Strategic Plan, the Visiting Committee recommends that each objective or subcategory of the three Precepts be a stand-alone plan, drafted by its own committee, with its own established time line and accountability measurement. For example, within the precept of Catholic Identity, there would be a “Parish Relationship Plan” and a “Catholic Culture Plan”. The Catholic Culture Plan would include the goal to articulate and implement the charism of Bishop Manogue and well as the goal that Bishop Manogue would reflect the diversity of the Reno Catholic Community.

Recommendation #3

The Visiting Committee also highly recommends, if not urges the school to address no more than 3 “stand-alone plans” in one academic year.

Will the action plan steps enhance student learning?

By incorporating the accreditation action plan into the Strategic Plan, the Visiting Committee is confident that student learning will be enhanced because of the comprehensive nature of the school’s planning efforts and emphasis on sustainability, credibility and Catholic identity.

Is the action plan “user-friendly” that has integrated all major school initiatives?

The comprehensive Strategic Plan, when published will be a conglomeration of several defined plans targeted at improving school operations, integrating all major school initiatives.

Is the action plan feasible within existing resources?

The Visiting Committee believes that the Strategic Plan is feasible within the school’s existing resources because the over-arching plan does not address a financial or human resource obligation. However, within the Strategic Plan, there will be stand-alone plans, (i.e. Technology) that may require substantial financial and/or human resources. Yet the Visiting Committee is confident, based on its observations and evidence review, that the school is an excellent steward of its resources and will only effect parts of a plan that is feasible.

Is there sufficient commitment to the action plan, schoolwide and system wide?

The Visiting Committee believes that Bishop Manogue has a history of commitment to success and excellence. The administration, faculty, and support staff will be committed to the success of the recommended Action Plan that integrates the proposed Schoolwide Action Plan with the existing Strategic Plan.

Existing factors that support school improvement

- Involved Roman Catholic Bishop
- Total School Community Involvement
- Evident Commitment to Excellence
- Supportive Board

Impediments to improvement that the school will need to overcome

- Communication
- Finances
- Detailed planning
- Employee burnout
- Over zealousness to accomplish goals too quickly