Executive Summary

Xavier College Preparatory School
Catholic Diocese of Phoenix Schools

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.
Description of the School

Describe the school’s size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Xavier is a diocesan Catholic College preparatory high school for girls, centrally located in and serving the Phoenix metropolitan area. Xavier enrolls approximately 1,200 students serving more than 90 Catholic, private, and public elementary schools. The majority of Xavier students are white with 6% who are either Asian, Black or Hispanic. Founded in 1943 by St. Francis Xavier Parish and administered by the Sisters of Charity of the Blessed Virgin Mary they share their ministry with a dedicated and professional lay and religious staff. 78% of our faculty hold Master’s Degrees, 4 faculty members hold Master’s of Fine Arts Degrees, 3 hold PhD’s and two hold JD’s. In a neighborhood composed of diverse ethnic, cultural, social and economic elements, Xavier provides a stabilizing influence in the local community. Academic excellence is integral to Xavier’s mission. To fully prepare its students to become leaders, innovators and good citizens of the 21st century, Xavier integrated technology across the curriculum and built an interdisciplinary approach to science, technology, religion, engineering, art and mathematics (STREAM). Whether their interests lie in technology, science, literature, languages, international studies or Christian service, Xavier graduates are well prepared to excel at the college level. Parental and community involvement are a hallmark of Xavier and key to student success and to the present and future stability of Xavier. Together we work to inspire Xavier student's to become Women of Faith Pursuing Excellence - Mission, Academics, Activities, Athletics, Service. Within the last three years enrollment has increased by 60 students. Major renovations have been made to the Activity Center and the addition of The Chapel of Our Lady, Founders Hall and Petznick Field complete the campus. Xavier consistently strives to provide financial aid to all qualified students.
School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Xavier College Preparatory is a Catholic community that strives to prepare young women of faith with knowledge, skills, and integrity to meet the challenges of a changing global society in a positive and productive manner.

We, the community of Xavier College Preparatory, are committed to a belief in God according to the tenets of the Catholic faith enlightened by the Second Vatican Council. In that spirit, we believe in providing opportunities for all to contribute to the community of faith.

We fully believe in the ideals of democracy, integrity, tolerance, and respect in harmony with the love of God, self, and humankind, and we affirm the fundamental roles of parents and families as primary instruments of faith and education.

We also believe in conscientiously reviewing and improving our college preparatory curriculum, educational goals, and performance objectives, in order to sustain a learning process that encourages personal growth, faith development, and community involvement for the young women entrusted to our care.

A Xavier College Preparatory student will:

- Know the teachings of the Catholic faith and spirituality and act as a witness of faith through ministry towards self and others;

- Show facility with writing tasks called for in higher education and life-long learning;

- Demonstrate active listening and the ability to speak articulately and intelligently in conversation, class discussion, formal oral presentation, and daily interpersonal communication;

- Apply creative and critical thinking abilities across the curriculum and in life.

- Use and integrate ethically, technology as a means of communication, academic enrichment, and preparation for college and for participation in the world community.

Revisions to the Xavier College Preparatory Handbook are made as needed. Parents and students are responsible for reading each revision that is distributed either in school or online.

revised July 2015

Motto: Women of Faith Pursuing Excellence - Mission, Academics, Activities, Athletics, Service
Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Xavier's notable achievements and areas of improvements in the last three years:

The Legacy of Leadership Campaign led to the addition of The Chapel of Our Lady, Founders Hall, Petznick Field and the renovation and expansion of the Activity Center. These quality facilities provided for the expansion of the curriculum most especially in the areas of arts, technology, physical education and focus on campus spiritual life, student activities and gathering places.

Strategic Plan: Our Catholic Identity - A call to stewardship educationally, locally & globally. (Available for review)
Based on the national standards and Benchmarks for Effective Catholic Elementary and Secondary schools. Addresses: Faith, Curriculum, Faculty and Staff, Facilities, Finances, Students, Parents, Alumnae and Community.

Legacy of Leadership: Capital Campaign began in 2007 to build Founders Hall, The Chapel of Our Lady, and Petznick Field

AdvancED Survey indicates the following satisfaction regarding Standard 1:
Parents - 3.98 / 4.25 - 93%
Staff - 4.59 / 4.75 - 95%
Students - 4.21 / 4.5 - 94%

WCEA - Self Study (available for review)

Standard 2. Governance and Leadership

Standard: The school provides governance and leadership that promotes student performance and school effectiveness.

Opportunities - Continue to work to obtain the resources needed to continuously improve the academic and activity programs offered to the students at Xavier College Preparatory.

Continue to work collaboratively as a community to ensure the good works already accomplished will continue in the future.

Parental involvement and community support are hallmarks of Xavier. Since the early 60's until today more than 40 million dollars have been raised to make the exceptional facilities and quality curriculum available to students and faculty, thus furthering our Mission, Philosophy, Motto: Women of Faith Pursuing Excellence: Mission, Academics, Activities, Athletics, and Service.

2007 Legacy of Leadership Campaign - $28,000,000 (remaining debt $12,000,000)

Purchased 28 residences

Petznick Field- Lacrosse, soccer, softball - 1st time in 68 years to have home fields
The Chapel of Our Lady - 1st time in 68 years to have space for class celebration of the Eucharist, penance & prayer services.

-Founders Hall- 1st time in 68 years to have accommodations for a student union & food service. Added 10 additional classrooms (making it possible for each teacher to have own classroom) also, black & white photography and digital photography, two assembly rooms and Gear Exchange were added.

-Activity Center Renovation - Added three additional physical health & fitness classrooms. Renovated all bathrooms. Lobby which showcases all student activities.

-New AC throughout the campus - retrofitted for Solar

-New windows in Fitzgerald Hall

-Piper Trust Grant - Updated infrastructure, hardware and Canvas, A Learning Management System

-As a result of parental input, facilities expansion and review of standardized testing data the following additions have been made to the curriculum (2008-2015)

Computer Science

Intro to Computer Programming
AP Computer Science
Webpage Design
Aviation Ground School - I, II & III
Survey of Engineering
Engineering Design
Independent Study-Engineering
Engineering II & III- Advanced Design Methods
Engineering III Capstone
Computer Programming Essentials
Video & Animation Production
Advanced Video Production
Honor Digital Forensics
3 D Printing and Prototyping
3 D Printing and Prototyping - Independent Study
X Media (Photojournalism)
Maker Class

English

Honor Journalism & Advanced Editing
Creative Writing I & II

Family Consumer Resources
Creative Textiles
Advanced Textiles
Textiles TA

Fine Arts

Art
AP Studio Art
Art History
AP Art History
Sculpture I & II
Advanced Ceramics
Ceramics II-A - Wheel Throwing
Ceramics II-B - Hand Building Clay
Honor Independent Study Art
Oil Painting

Digital Arts
Graphic Design Photoshop
Beginning Photography Dark Room Processes
Advanced Photography Dark Room Processes
Digital Photography
Video Animation & Production

Music
History of Rock
Survey of Musical Theatre
Garage Band
Beginning Piano
Intermediate Piano
Intro to Cinema

Mathematics

Multivariable Calculus
AP Statistics

Physical Education

Fitness of Mind & Body
Weight Training I & II
Sports Medicine
Advanced Wrapping & Taping
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Spinning
Xoga

Science

Astronomy I & II
EPICS (Engineering Projects In Community Service)

Social Studies

AP World History
AP Psychology
Criminal Law

World Language

Integrated Chinese I, II, III, IV
AP Chinese Language & Culture
Spanish Heritage Speaker II & III
Spanish New Horizons III & IV

Cross Curricular

STREAM (Science, Technology, Religion, Engineering, Arts & Math)

The more than 70 extra-curricular activities and 17 interscholastic sports are evaluated regularly to meet the needs and interests of students. Leadership and Christian Service are integral to all of these offerings. In the last few years, Sand Volleyball, Lacrosse and Crew were added to our athletic program. Also added is the new International Studies Program to France, Ecuador, Germany and Nicaragua. These provide for greater understanding of Church, language, culture and third world experience. The extra-curricular program is a significant and integral part of a Xavier education, helping to encourage, develop and recognize student talents beyond the classroom. It also provides a significant outlet for the stress of Xavier's rigorous academics. The WCEA survey indicated the following:

Alumnae - Impact of Christian Service on their:
    Personal life - 72%
    Professional life - 66%

Parental - Satisfaction with extra-curricular activities:
Service - 81%
Arts - 83%
Student Government - 80%
Activities - 81%
Athletics - 80%
Student - Satisfaction with extra-curricular activities:
Service - 95%
Arts - 97%
Student Government - 95%
Activities - 98%
Athletics - 97%

AdvancED Survey indicates the following satisfaction regarding Standard 2:
Parents - 3.97 / 4.25 - 93%
Staff - 4.47 / 4.75 - 94%
Students - 4.24 / 4.5 - 94%

Standard 3. Teaching and Learning

Opportunities - The team offers the following opportunities for improvement for consideration by the school:
Work on the horizontal articulation of the curriculum to provide a guaranteed and variable curriculum for all students.
Develop curriculum maps to formalize the integration of the curriculum across all disciplines.
Gather, analyze and use formative data and active research to guide instruction.

-Horizontal Articulation - All Major subject areas work together on curriculum planning. Content presentation and all give a common semester exams.

-Curriculum mapping is formalized and integrated across all curriculum disciplines.

Testing
Incoming Freshwomen Placement: HSPT
Freshwomen - EDS replaces EXPLORE
Sophomores - PSAT replaces PLAN
Juniors - PSAT
Seniors - Most seniors take either SAT or ACT. Many take both SAT and ACT.

Advanced Placement - All Seniors take at least one AP Course & Exam.

Standardized test scores are used to evaluate strengths and weaknesses in curriculum - making changes when necessary. These changes also improve standardized test scores.

-ACT, SAT & AP scores are studied each year comparing local, national, independent school and all girls high schools as information is available. This information is used to evaluate student programs and update curriculum as needed. Much information is studied regarding learning styles of young women as well as information regarding bias of certain tests: e.g. SAT as it relates to girls. Even though this bias exists, Xavier students are well within achievement rates of their male counterparts. The gathered information which was reviewed and
AdvancED Survey indicates the following satisfaction regarding Standard 3:
Parents - 3.64 / 4.25 - 85%
Staff - 3.98 / 4.75 - 83%
Students - 3.97 / 4.5 - 88%

Standard 4. Documenting and Using Results

Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

Compare Xavier College Preparatory’s assessment results with comparable schools, i.e., private all girl schools throughout the Southwest and the nation to get a realistic picture of their effectiveness. The school already compares itself to the overall national and state averages in the PSAT, PLAN, SAT, ACT and AP exams and it does very well in comparison every year. Almost 100% of Xavier seniors take the SAT. On average, 36% of Arizona high school seniors take the SAT, and roughly 50% of all American high school students take the SAT. From information obtained from websites and testing companies, we were able to perform a one-year and sometimes five-year study of Xavier, Religious Schools, Public Schools, Independent Schools and all schools. With the exception of 2010 when independent schools outscores Xavier, Xavier students performed better than all schools listed in 2011, 2012, 2013, & 2014. Xavier students score well above college readiness benchmarks every year. Consistent data was not always available, but what was obtained was helpful in making evaluations and comparisons. (See charts)

Overall, Xavier's standardized assessment scores have been enhanced by the continual updating of its college preparatory program of studies. Such updating relies on the input and cooperation of teachers working with the latest educational objectives of cross-curricular interrelationship of ideas and strategies, such as curriculum mapping, vertical and horizontal teaming, and the refinement of goals within each department as well as school-wide.

Furthermore, the availability of Honors and AP classes in all four grades levels continues to enhance performance levels on standardized tests. Honors and AP courses are offered to incoming freshwomen based upon HSPT performance and the strength of their overall profiles. After 9th grade, these courses are open to all students and include a choice of 47 Honors classes and 25 AP courses.

Xavier's Mathematics Department strives to develop students with strong problem-solving estimation and analysis skills to provide them with the best possible base for higher-level mathematics. The department reinforces the use of mathematical language through writing and speaking with groups and as a class, and is moving toward more project-based learning. The curriculum is aligned with Arizona Department of Education (ADE), National Council of Teachers of Mathematics (NCTM) and College Board standards.

Xavier established a summer math review class to provide additional support for incoming freshwomen who may not be prepared for the rigor of Algebra I without reinforcement of Pre-Algebraic concepts. Some of these students then participate in the Basic program during their freshwoman year to help ensure their academic success in subsequent math courses. Approximately two-thirds of all seniors take advanced math courses beyond College Algebra such as Honors Pre-Calculus, AP Statistics and Advanced Theoretical Math.

In 2008, Xavier set the ambitious goal of becoming a model school for science, technology, engineering, art and math (STEAM) education for
young women. Xavier was invited by Purdue University to establish the first Arizona high school Engineering Projects In Community Service (EPICS) program to build meaningful STEAM experiences for Xavier students. This program is open to all students based on interest rather than academic qualifications. STREAM has now been introduced with the inclusion of R (religion) in the cross-curricular program.

Xavier’s English Department endeavors to equip students with strong reading writing, listening and speaking skills. Incoming students whose HSPT scores indicate below grade-level reading and language proficiencies enroll in a summer review course prior to beginning freshmen year. The course focuses on vocabulary acquisition, reading and writing. Many of these students then participate in the Basic program during their ninth-grade year to concentrate on the review of fundamentals and study skills, all of which assist the transition to a college preparatory high school.

The foundational curriculum is enhanced to provide greater challenges for students through Honors, Advanced Placement, and Great Books classes. Readings are selected for their appropriateness for AP exam preparation, and most writing assignments emphasize critical analysis in personal and literary-based essays. All students participate in a summer reading program during which they are introduced to additional works of prose, both fiction and non-fiction, to further reinforce classroom learning. By junior year, all students have been prepared for and take Honors or Advanced Placement courses in both English and United States History. In addition, all seniors are required to take AP English Literature and Composition.

Assessment results significantly indicate the strength of Xavier’s writing-across-the-curriculum program, which centers around the Jane Schaffer method of essay development using concrete detail and commentary.

-Using Assessment Results:

Student success is essential to Xavier’s mission, and consistent review of standardized testing provides direction and curriculum improvement. Analysis of HSPT results led to the establishment of summer school programs in math and reading review to strengthen the skills of incoming students who tested below grade level. The Great Books program was established for the gifted and serious reader, and Honors Biology and AP World History were added to the freshmen curriculum to address the needs of more accelerated students. Xavier’s extensive testing program - which included EDS, PSAT, ACT, SAT and Advanced Placement - provided significant data regarding student achievement that resulted in the implementation of the Jane Schaffer writing-across-the-curriculum program, summer reading for all four grade levels, and development of Honors and AP courses in all academic disciplines.

In order to stimulate the gifted students and to challenge the college preparatory students, Xavier established a summer school program of preparatory classes for AP Biology and AP Chemistry, and created a double-period AP Physics class during the school year. Pre-Calculus and AP Statistics enrich the college preparatory course offerings, while Honors Analysis and AP Calculus AB and BC are available to the advanced math student. Engineering Projects In Community Service (EPICS), a design based service learning program that teaches students about engineering and technology fields while engaging them in service to the community, is offered to all Xavier students. Founded at Purdue University in 1995, the EPICS program now includes a dozen universities internationally and forty high schools in the U.S. Xavier’s EPICS program is among the top five high school programs nationwide and offers students the opportunity to apply their classroom math and science learnings to real-life challenges.

In response to assessment results, the Spanish department expanded its four-year course offerings to include New Horizons for third-and fourth-year college preparatory students. In addition, an Honors program in Spanish II and III was created for heritage speakers who have proficiency in oral language skills but are in need of formal written language instruction.
Because of the value of exposure to the essential skills of close reading, critical thinking, and analytical writing that are included in the AP curriculum, Xavier determined that AP English Literature would be required of every senior. Preparing students for success in this final course begins in the first year and, by junior year, students may opt to take the AP English Language course and exam. This four-year vertical teaming approach has proven to be extremely successful.

The analysis of all AP exam results provides critical information regarding student strengths and weaknesses in each subject area, giving teachers data and impetus necessary to improve course delivery for the next year to ensure continued success. Through this consistent test analysis and curriculum improvement, every student is prepared to meet the challenges of Honors or AP classes by their junior year. Realizing the value of the AP program, Xavier has added Studio Art, Art History, Music Theory and Chinese within the past five years.

To further nurture academic success, Xavier instituted an after-school tutorial period when faculty members are available for individualized help and instruction. Universally accepted as essential to student success, sports and other activities may not interfere with this study time. In addition, National Honor Society students provide peer tutoring by student request or by teacher/counselor recommendation. Recognizing the importance of preparing for college entrance exams, Xavier provides at no cost the Prep Me Program through Naviance, available all four years for testing preparation.

A well-established academic guidance program provides the opportunity for counselors to share and interpret test scores with students and parents. This specifically helps in determining student academic programs for each year. Presentations at informational events for prospective students and parents such as Open House, 8th Grade Informational Socials, high school fairs, and middle school visits, include the sharing of individual departments, in order to celebrate successes and curriculum improvements for each academic discipline. At college planning and athletic scholarship meetings, sophomores, juniors, and parents analyze testing scores in relationship to the standards of their college of interest.

Xavier shares testing information with NCAA Profile, AdvancED, Council for American Private Education, National Catholic Education Association Survey, Western Catholic Educational Association Accreditation, and with colleges and universities to which students apply. Students' academic achievement is disseminated to the Xavier community through internal and external school publications, e-news, the website, social media outlets and with the local media.

Nearly 100% of Xavier students take the ACT. Again, Xavier students score significantly above Arizona, National, Male & Female mean scores as well as the ACT College Readiness Benchmarks. (see charts)

A five year study of Advanced Placement indicates that from 70 - 81% of Xavier seniors scored 3 or higher on all tests taken. In Arizona, approximately 58% scored a 3 or higher and globally 61%. Many Xavier seniors receive honors as AP National, AP with Distinction and AP Scholars. (see charts)

For further information please refer to Standard 3 information.

AdvancED Survey indicates the following satisfaction regarding Standard 4:
Parents - 4.21 / 4.25 - 99%
Staff - 4.67 / 4.75 - 98%
Students - 4.31 / 4.5 - 95%

Standard 5. Resource and Support Systems

Standard: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Opportunities - Develop and grow the resources needed to maintain the site, facilities, services and equipment to provide an environment that is safe and orderly for all occupants.

Xavier has a comprehensive Technology Plan available for review. Xavier's annual budget is sufficient to maintain campus facilities, services and equipment. Long range funds are on deposit for capital maintenance. The Advancement Office, Board of Trustees, Mothers' Guild and Dads' Club work cooperatively to raise funds for capital expansion, debt repayment and scholarships. A major source of financial aid to parents is the Arizona Tax Credit. Once the debt repayment for Founders Hall and Petznick Field are completed, major fundraising will concentrate on capping tuition and scholarship funding.

A comprehensive Crisis Plan is in place and available for review. It is reviewed annually. Faculty and staff have regular in-services to maintain a safe and secure environment. Parents and students agree that every effort is made to maintain a safe and secure environment for the Xavier community.

Xavier is fortunate to have qualified faculty and staff dedicated to the school's vision, philosophy and Integral Student Outcomes - formerly Expected School Wide Learning Results. Student success and parental satisfaction reinforce respect held for faculty and staff.

78% hold Masters Degree, four MFA's, three PhD's, and two JD's. There is less than 3% faculty and staff turn over each year. Many have served twenty plus years.

AdvancED Survey indicates the following satisfaction regarding Standard 5:
Parents - 3.78 / 4.25 - 88%
Staff - 4.67 / 4.75 - 98%
Students - 3.94 / 4.5 - 87%

Standard 6. Stakeholder Communications and Relationships

Standard: The school fosters effective communications and relationships with and among its stakeholders.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

Commit to ongoing efforts to keep all stakeholders involved in the decision-making process and to collect and analyze the data collected on stakeholder perceptions regarding how well the school is meeting the Expected Schoolwide Learning Results (now referred to as Integral Student Outcomes.)

The WCEA survey shows the following results regarding the mastering of Integral Student Outcomes (formerly ESLRS)

Know the teachings of the Catholic faith and spirituality and act as a witness of faith through ministry to self and others.
Show facility and writing called for in higher learning education and life-long learning.

Demonstrate active listening and the ability to speak articulately and intelligently in conversation, class discussion, formal oral presentations and daily interpersonal communications.

Apply creative and critical thinking abilities across the curriculum and in life.

Use and integrate ethically, technology as a means of communication, academic enrichment, and preparation for college and for participation in the world community.

AdvancED Survey - Open Ended Question Responses

Faculty responses indicate satisfaction with administrative support, Christ filled community, development of the whole child, rigorous learning environment, friendly caring atmosphere, leadership, safe and quality facilities, impressive resources, freedom to use teaching talents, wonderful students, high expectations, positive parental support and interaction and availability of professional development opportunities.

Faculty responses indicate concerns about class interruptions, demanding schedule, family financial obligations, student academic stress, climate control in some buildings, more intra-departmental and faculty communications, continued professional development in technology.
Student responses indicate satisfaction with community spirit, religious values, good friends, quality teachers, high academic standards, variety of activities, college preparation opportunities, beautiful campus safe environment, availability of technology, parental support, diversity of students, amazing opportunities and LBF (let's be friendly).

Student responses indicate concerns about amount of homework, stressful expectations, need for more counseling opportunities, rules and regulations and social pressure.

Parent responses indicate satisfaction with the Catholic environment, welcoming atmosphere (LBF), high expectations, safe environment, caring and qualified teachers, great staff, extra-curricular opportunities, community spirit, clearly stated and fairly enforced rules and regulations, beautiful campus, exceptional facilities, and students who are growing and learning.

Parents responses indicate concerns regarding amount of homework, academic stress, financial obligations, counseling offerings, teacher preparedness in some areas, rules and regulations and social pressure.

These results indicate high / satisfactory responses regarding students, parents and alumnae perceptions of the effectiveness of Integral Student Outcomes. Further, 90% of students responded that teachers direct and inspire learning. 95% of students indicate that a climate of learning permeates Xavier. 97% of students indicate that Advanced Placement classes prepare them for Advanced Placement exams. 84% of students find the Guidance Department helpful in college counseling. 82% of parents consider Xavier a safe place for their daughters, intellectually & academically and they are prepared for college.

Alumnae have indicated successful preparation for college and have received the following:
AA - 5%
MA - 27%
BA / BS - 72%
PhD, MD, JD - 14%

The majority received more than one degree. Information regarding school programs and student progress are shared at individual parent conferences, advisory and trustee meetings, Dads’ Club & Mothers’ Guild meetings and through numerous school publications, website and Open House.

Standard 7. Commitment to Continuous Improvement

Standard: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Opportunities - The team offers the following opportunities for improvement for consideration by the school:

Commit to comprehensive continuous improvement efforts. The school should keep ahead of the trends in providing a world class education for the students.

Xavier College Preparatory is a Roman Catholic high school that strives to prepare young women with the knowledge, skills, and integrity to meet the challenges of a changing global society in a positive and productive manner. Founded in 1943 by the Sisters of Charity of the Blessed Virgin Mary in Phoenix, Arizona, the school has built a tradition of excellence through its teaching of Catholic faith and values.
innovative academic curriculum, community service, diverse extracurricular opportunities, and superior athletic programs.

Academic excellence is integral to Xavier's mission. The school's 194 course offerings are sophisticated, innovative and global in nature. 47 Honors and 25 Advanced Placement courses are offered across the curriculum, and every senior successfully completes AP English Literature. Over the past five years, 74.6% of seniors and 66.6% of students in grades 9-11 scored 3 or higher on AP exams. Forty-two college courses are offered through a dual-enrollment partnership with Rio Salado College, and 500+ students participate annually. Xavier also offers an international studies program with educational, cultural, religious and service opportunities in France, Germany, Ecuador and Nicaragua.

To fully prepare its students to become leaders, innovators and good citizens of the 21st century, Xavier integrated technology across its curriculum and built an interdisciplinary approach to science, technology, engineering and math (STEM) learning that has inspired creativity, critical thinking and problem-solving skills. Recognizing how integral the arts are to a holistic education, the school then ventured beyond these disciplines to embrace art and religion as part of a STREAM education model. Throughout the past decade, to further incorporate the fine arts, Xavier built several state-of-the-art facilities that added 130,000 square feet to the campus, as well as 20 teachers, 55 course offerings, theatres, art/dance/ceramics studios and classrooms, a video media center, and film/digital photography laboratories.

Whether their interests lie in technology, science, literature, languages, mathematics, history, fine arts, theology, international studies, or service, Xavier graduates are consistently well-prepared to excel at the college level. One hundred percent of Xavier graduates attend post-secondary institutions. Members of the Class of 2014 were accepted at 258 colleges and universities, and were awarded over $26 million in merit scholarships. From 2009-2014, Xavier has had 43 National Merit Finalists, 77 Commended Scholars, 33 National Hispanic Recognition Finalists, 6 National Achievement Scholarship Program Finalists, one U.S. Presidential Scholar, two U.S. Presidential Semi-Finalists, and 613 students recognized by Advanced Placement (13 National, 170 With Distinction, 123 With Honors, and 307 AP Scholars). The Class of 2014 includes 11 National Merit Semi-Finalists, 14 Commended Scholars, 4 National Hispanic Recognition Program Finalists, 1 National Achievement Scholarship Program Finalist, 1 Presidential Nominee, 1 Presidential Semi-Finalist and one Presidential Scholar. To date, the class of 2015 has 4 National Merit Semi-Finalists, 8 Commended Scholars, 3 National Hispanic Recognition Program Finalists, 2 National Achievement Scholarship Program Finalist. (see charts)

The U.S. Department of Education has recognized Xavier three times as a Blue Ribbon School of Excellence, once with Honors in Technology. The Catholic High School Honor Roll has twice ranked Xavier in its Top 50 high schools. Xavier was awarded the 2007-08 Siemens Award for achieving Arizona's highest success rate in Advanced Placement math, science and technology courses. Xavier received the Arizona Interscholastic Association Blue Cup Award for excellence in scholastics, athletics and activities. In 2008-09 and 2011-12, Xavier received the association's H.A. Hendrickson Award for overall excellence as Arizona's top high school athletic program based upon its number of state championship and runner-up titles, outpacing all other private and public schools that combine both girls and boys championships.

The WCEA Educational Improvement Plan from the prior self-study:

CHAPTER V - Educational Improvement Plan
A. Implementation of the Prior Plan from the last Self Study
Category A: Student Community Profile

-Insure that students understand and reflect upon Mission, Philosophy, ISO's (ESLR's)

Three comprehensive surveys were conducted which indicated student's understanding and appreciation of Xavier's Mission and Philosophy
as well as the importance, rationale and effect of ISO's (ESLR's) on their educational experience. Parent and alumnae surveys also indicated knowledge and approval of the ISO's (ESLR's).

-Expand the use of technology as a means of communication and educational improvement

Xavier students, faculty and parents communicate with the school community through a combination of print and electronic tools that continually evolve in order to augment both reach and effectiveness. Parents appreciate the immediate access to student progress through FAWeb, NetClassroom and Canvas. Teachers determine both the form and the method of technological integration best suited to the individual class setting, and a "bring your own device" policy encourages students to use personal electronics to support their individual learning styles. Using the funds provided by the Virginia G. Piper Charitable Trust Grant, Xavier's goals are to fully complete the implementation of a technology infrastructure upgrade to further enhance its integration of technology into the learning environment, to facilitate ongoing faculty and staff technology development, to broaden communication to the Xavier community and public at large and to reinforce the ISO's (ESLR's) regarding student use of technology.

-Utilize faculty expertise when addressing school improvement issues

Faculty directed the development of a comprehensive technology plan and provided regular in-service opportunities for faculty and staff on current trends in technology, Canvas, and Blended Learning. Curriculum Mapping was introduced and completed. A two hundred-page math text book for the incoming freshwoman summer program was published. iPads and training were provided for faculty, a "Bring Your Own Device" was implemented for students, and eBook availability of textbooks was researched and made available to interested students. The Theology department implemented the USCCB requirements and introduced the theology portfolio and senior reflection paper. The Curriculum Council met regularly to evaluate and improve curricular offerings. Faculty created and added all the curriculum offerings listed in category B (curriculum instruction). STEM, STEAM, STREAM and EPICS were introduced. Petznick Field, The Chapel of Our Lady, Founders Hall and the renovation of the Activity Center were designed by members of the faculty. The magnificent mural and stunning icons of the four women doctors of the church were created and painted by a staff member.

-Consistently enforce security measures that maintain a safe and healthy environment and implement additional measures as needed

The Crisis Plan was updated. An Emergency Contact System is in place, a guard station was installed, identification badges were implemented, emergency supplies are available in all classrooms, and emergency information boxes are located in the Principal's Office, Athletic Office, Guidance Center, and Convent.

-Identify ways to affirm competent but quiet students

The competent yet quiet student receives affirmation through PA announcements, Enews, the school website, the Annual Report, and the Honor Awards Assembly. Teachers, counselors, coaches and parents are encouraged to identify these students so that proper recognition can be given.

-Continue Strategic Planning regarding school improvement and communicating the school's financial needs

The Strategic Plan - Our Catholic Identity: A Call to Stewardship Educationally, Locally and Globally (June 2013) - is a guiding force for ongoing school improvement.
cooperatively in order to communicate the school's financial status and needs.

Category B: Curriculum and Instruction

-Continue to reinforce ISO's (ESLR's) in curriculum, adding quantitative measurements

Refer to:
Department Catholic Identity Plans
Department Technology Plans
Curriculum Maps - Formative/Summative

FAWeb, NetClassroom and Canvas provide additional data for continued assessment and evaluation. Four areas were established to measure effectiveness of ISO's (ESLR's). Information gathered is used constantly to improve curriculum.

Surveys: General, departmental, WCEA and AdvancED specific

Observation: Teacher observation/evaluation contain components specific to ISO's (ESLR's)
Student observation which evaluates behaviors supportive of and/or detrimental to Mission and Philosophy

Department Specific: Catholic Identity Plans
Department Technology Plans
Curriculum Maps - Formative/Summative

Comparison: Standardized Test Data - Xavier/Arizona/National/Male/Female
(data library)

-Establish and implement the ESLR: “A Xavier student will use and integrate, ethically, technology as a means of communication, academic enrichment, and preparation for college and for participation in the world community”

Implemented 2008

-In order to increase student achievement in all content areas, teachers should further investigate additional research-based methodologies

Professional development provided in: Development of Goals and Objectives, Curriculum Mapping, Blended Learning, Flipped Classroom, Differentiated Instruction, restructuring of Advanced Placement Curriculum, STEM, STEAM, STREAM, EPICS, interpretation of Standardized Test results, and sharing of Best Practices by departments.

Technology in-service is comprehensive: Administrative, use, implementation, curriculum enrichment, acceptable use policy, TurnItIn, plagiarism, and Path Maker.

As a result of professional development and research the following classes were added to the curriculum:

Computer Science - Intro to Computer Programming, AP Computer Science, Internet, Webpage, Aviation Ground School - I, II & III, Survey
of Engineering, Engineering Design,
Independent Study-Engineering, Engineering II & III- Advanced Design Methods,
Engineering III Capstone, Computer Programming Essentials, Video & Animation Production,
Advanced Video Production, Honor Digital Forensics, 3 D Printing and Prototyping,
3 D Printing and Prototyping - Independent Study
X Media (Photojournalism), Maker Class, Robotics

English - Honor Journalism & Advanced Editing, Creative Writing I & II

Family Consumer Resources - Creative Textiles, Advanced Textiles, Textiles TA

Fine Arts - Art - AP Studio Art, Art History, AP Art History, Sculpture I & II, Advanced , Ceramics, Ceramics II-A - Wheel Throwing, Ceramics II-B - Hand Building Clay,
Honor Independent Study Art, Oil Painting

Digital Arts - Graphic Design Photoshop, Beginning Photography Dark Room Processes,
Advanced Photography Dark Room Processes, Digital Photography,
Video Animation & Production

Music - History of Rock, Survey of Musical Theatre, Garage Band, Beginning Piano, Piano II,
Intro to Cinema

Mathematics - Multivariable Calculus, AP Statistics

Physical Education - Fitness of Mind & Body, Weight Training I & II, Sports Medicine,
Advanced Wrapping & Taping

Science - Astronomy I & II

Social Studies - AP World History, AP Psychology, Criminal Law

Foreign Language - Integrated Chinese I, II, III, IV, AP Chinese Language & Culture,
Spanish Heritage Speaker II & III, Spanish New Horizons III & IV

Utilize assessment data in order to provide programs and curriculum that will equalize the disparity of math skills of incoming freshmen.

As a requirement for admission, students entering Xavier whose admissions test scores in mathematics fall below 60 percentile on the HSPT are placed in a Summer Math Review program. This course reviews pre-algebra content and is designed to build conceptual knowledge and fill any gaps in content. In 2010, this course was revised by Xavier faculty to focus on those pre-algebra skills necessary for success in Algebra I and Geometry, and teachers assigned to this class came exclusively from the mathematics department. In addition, the Diocesan standards were revised to provide opportunities for deeper conceptual understanding. The analysis conducted here with the graduating classes of 2012 - 2015 provides an opportunity to compare the success rate of students before and after these changes in curriculum were made to determine the effect on student performance. Students who were enrolled in the Summer Math Review before 2010, showed a broader spectrum of grades, and were less successful in subsequent math courses, even though curriculum for Algebra II and College
Algebra reflected the new standards. This would suggest that a strong foundation in Algebra I has an impact on future success for many of these students. While the makeup of each class was different, the trend in grades remained similar, whether the student initially received an A, B, or C in the Summer Math Review. Scores on the entrance exam were not necessarily an indicator of potential success. Raw scores ranged from 4 to 64. The combination of the Summer Math Review and the additional support from enrollment in Algebra I Basic provided a strong foundation for students. Overall, there seemed to be a slow decline in grades from Algebra I to Algebra II, while, in general grades improved by senior year and most students were quite successful in College Algebra, receiving either an A or B each semester. One factor which contributes to this trend, we believe, is that repetition and reinforcement are critical for many of these students. Mathematics is not their strength. Using a traditional progression of classes, even though much of the Algebra I content is used in Geometry, these students may struggle in Algebra II, which is typically the most challenging curriculum. By contrast, College Algebra reviews and builds on those concepts taught in Algebra II, helping to develop a deeper understanding, which is evident in the improvement in grades from 11th to 12th grade. In 2012, 21% of the students received an A in College Algebra, 27%, a B, 36%, a C, and 4%, a D. In addition, 12% of the students received a B in Honors Precalculus. In 2014 58% of the students received an A in College Algebra, 20%, a B, and 8%, a C. In addition, 6% of the students received a B and 8%, a C, in Honors Precalculus. Concentrating on gaps found and emphasizing conceptual knowledge have positively impacted the successful completion of upper division math.

Establish written and performance assessments in each department by which teachers are able to measure and track student progress toward meeting the ISO's (ESLR's)

Each department has developed Catholic Identity and Technology Plans specific to ISO's (ESLR's) one and five. Curriculum Maps include ISO's (ESLR's) 2,3 and 4. All of these provide a vehicle to measure and track student progress.

Category C: Support for student spiritual, personal and academic growth.

-Enrich the quality of strong Catholic Identity found on Xavier's campus by adding prayer as a component of every class, in every discipline in support of the first ISO (ESLR)

-Providing sacred space for prayer and liturgy

Xavier College Preparatory's Mission, Philosophy and ISO's (ESLR's) are clear, cogent, and Catholic. Christ truly is the reason for this school, and this is widely known and practiced personally and communally. Every effort is made to reinforce Xavier's motto - Women of Faith Pursuing Excellence, Mission, Activities, Athletics and Service.

Since the last accreditation visit, Xavier students now have the opportunity to participate in weekly rosary and monthly adoration, and a prayer component was added to each class. With the presence of an on-campus Chaplain, the Sacrament of Reconciliation and additional spiritual counseling are available. The retreat program has expanded to a "Beloved Retreat" based exclusively on the needs of young women. The Chapel of Our Lady - "The Jewel" of our campus - provides sacred space for prayer and liturgy. The magnificent mural and icons help create a prayerful atmosphere in the Activity Center when the Eucharist and Sacraments are celebrated there. Each class is dedicated to one of the women doctors; Freshwomen - Saint Therese of Lisieux; Sophomores - Saint Catherine of Sienna; Juniors - Saint Teresa of Avila; Seniors - Saint Hildegard of Bingen. A poster of the icon for each room is a constant reminder as students' pray to and study their patroness.

Catholic Identity faculty in-services are held regularly. Teachers attended workshops based on STREAM, then shared information with the faculty which led to the integration of STREAM into the curriculum. The Advisory Board Agenda includes a discussion of Catholic Identity.
The Strategic Plan is focused on Catholic Identity and based on National Standards and Benchmarks for effective Catholic elementary and secondary schools. A significant component of the teacher evaluations used by the principal, vice-principal, department chairs and supervisor includes an emphasis and observation of all the ISO's (ESLR's).

- Investigate and evaluate the impact that high expectations and the amount of time involved in extra-curricular activities impose on the student's level of stress

The availability of a Behavioral Health Specialist aids students with personal issues. A competent Guidance Department provides extensive academic and college preparation. Addressing the issue of stress placed on students by a demanding academic schedule, students are encouraged to take advantage of the many Fine Arts offerings as well as Yoga and Spinning classes offered during and after school.

Teachers work cooperatively with the academic and behavioral counselors as well as with club moderators and coaches to help students reach a balance. Coaches and moderators stress the priority of academics. Teachers appreciate the importance of extra-curricular activities and are aware of time involved. The syllabus for each class, which includes class expectations, is posted on NetClassroom and Canvas and provides students the opportunity to plan in advance.

Category D: Resource Management and Development

- Develop financial means and procedures to provide additional tuition assistance to the identified yet unfunded families in need

The Mothers' Guild and Dads' Club have annual fundraising activities for scholarships which raise approximately $200,000. The Xavier Foundation, Inc., dispenses $90,000 in named scholarships. The Advancement Office has one individual specifically involved in monitoring and encouraging participation in Catholic Education Arizona, which raises $1,000,000 annually. The school's annual registration packet contains a CEA participation form, and those parents who indicate non-participation are contacted personally. The Dads' Club sponsors end of the year activities encouraging participation in CEA. The Finance Office provides information and encourages parents to seek funds from outside tax credit organizations. The Development Committee of The Board of Trustees works diligently in seeking corporate tax credit donations. Forty percent of Xavier students receive financial aid. With all these organized activities, there still remains $1,000,000 of unfunded need.

- Proceed with Legacy of Leadership Campaign to solidify facilities, growth and funding for scholarships and development for faculty and technology

In July of 2013, The Chapel of Our Lady, Founders Hall, and Petznick Field were completed. As of July 2015, the $28,000,000 debt has been reduced to under $13,000,000, not including approximately $3,000,000 in pledges. The Advancement Office, with the efforts of the Advisory Board, Dads’ Club, Mothers’ Guild and Board of Trustees, established a debt repayment schedule.

Funding activities for scholarships is ongoing. Annual funds, Rio Salado funds, Piper Grant, and Title Monies are used for faculty development.

The Activity Center renovation is complete. New windows and doors were installed in Fitzgerald Hall. Student restrooms in Fitzgerald Hall and Piper Center were remodeled. A new air conditioning system is in place and ready for solar installation.

- Implement a comprehensive technology program which will enable Xavier to use technology efficiently and effectively with an initial focus on
The revision and development of a comprehensive technology plan was ongoing. The plan submitted by the Board of Trustees in 2013 was immediately adapted to meet the requirements for the Piper Trust Grant. Faculty in-services have been intense and ongoing; they have included adaptation of Google Apps, Cloud computing, and iPad integration by teachers. The BYOD policy was implemented. Implementation of FAWeb and Online Campus Community (OCC) was completed. Canvas was purchased, enabling a platform for Blended Learning and instruction. iPads were provided for all interested faculty. Shared classroom iPads and laptop carts were obtained. All classrooms were fitted with document cameras, high definition projectors and speakers, and 40” flat panel televisions. A three year professional development plan is being designed, driven by The Master Plan of The Piper Grant. Personnel researched and presented availability of online textbooks for optional use by students. As a result of the new technology plan, Computer Programming Essentials course is now required of all sophomores. Electives have been added - Digital Forensics, 3D Printing and Prototyping, Garage Band, two levels of Piano Lab, X-Media (photo journalism) and Maker. The Technology Committee of The Board of Trustees continues to contribute expert advice and direction as Xavier deals with the ever-changing world of technology.

Discerning Overall Strengths and Areas for Vital Growth

Overall Strengths

- The strong Catholic identity of Xavier's mission, philosophy, and vision reflects Christ's presence in the school's community of faith, its safe and welcoming environment, its academic excellence, and its Christian service to the local and global communities.

Rationale: "Let it be known to all who enter here that Christ is the reason for this school." Since the school's founding, this belief has defined Xavier. Not only does the inscription proudly adorn the school's entrance, but its significance is widely known and practiced personally and communally by Xavier's students, administration, faculty, and staff. (CI: 1-41; TL: 2, 7-10, 19-20, 24-26; SS: 1-28; MS: 8, 11-43, 49-52)

- The breadth and depth of Xavier's innovative curriculum challenge students to learn and to excel in extensive college preparatory, honors, Advanced Placement, and dual-enrollment offerings in all disciplines. Administrators, teachers, and counselors are dedicated to educating, supporting, and mentoring all students. The school's exceptional faculty and staff retention rate provides a stable learning environment.

Rationale: Xavier's curriculum is rigorous, comprehensive, and reflective of the school's unwavering commitment to academic excellence. To maximize student achievement, a variety of instructional methods and tools are utilized in the effective facilitation of learning; student progress is continuously assessed and incorporated into curriculum mapping and lesson planning; and extensive opportunities for additional academic support are provided. A fair, thorough hiring process produces a highly educated, credentialed, and experienced staff that is dedicated to Xavier's religious and educational mission. The lines of authority and accountability are clearly defined, professional development and ministry formation are strongly supported, and the school's faculty and staff retention rate is excellent. Excellent fiscal management and investments in faculty, resources, and facilities enable Xavier to provide an outstanding Catholic, college preparatory education to as many qualified young women as possible. (SO: 12, 14-15, 20-22, 26-28, 30-36, 39, 41; CI: 9-17, 30-31; TL: 2, 7-10, 19-20, 24-26; SS: 10-12, 24-28; MS: 15-43, 49-52)

- The continuous assessment and effective integration of technology across Xavier's rigorous educational program augments the school's outstanding curriculum and maximizes the learning experiences of all students.

Rationale: Xavier's extensive curriculum is enhanced by a variety of programs, tools, and technologies designed to optimize student
achievement. Funds provided by the recent Virginia G. Piper Charitable Trust grant have enabled the full implementation of a technology infrastructure upgrade, further integration of technology into the school's learning environment, and facilitation of ongoing faculty and staff technological development. (TL: 2, 7, 8, 19, 21-23)

Areas for Vital Growth

-Continue to evaluate and expand communication with parents in order to increase awareness of faculty development offerings and of the many spiritual, academic, and personal opportunities that Xavier provides its students in order to optimize their daughters' overall student experiences. The enhanced use of technology will facilitate the effective sharing of educational and co-curricular information, crisis planning and procedures, and other important communications.

Rationale:
Xavier currently communicates with parents through a combination of print and electronic tools that must continually evolve in order to augment their reach and effectiveness. Building awareness of the school's existing spiritual, academic, co-curricular, and behavioral health offerings in addition to expanding overall communication with parents will further maximize student achievement, the overall high school experience, and college matriculation objectives. (CI: 2-9, 33; SO: 37, 40; SS: 1-6, 14, 21-23, 29-34; MS: 44-52)

-Continue to secure funding that will retire Xavier's construction debt, increase scholarship opportunities for all qualified students, enable a tuition cap, finance ongoing investment in technology, and fulfill the school's mission, philosophy, and Integral Student Outcomes.

Rationale: Xavier will augment its outreach efforts and fundraising activities by identifying and cultivating prospective individual and corporate donors who believe in Catholic education, women's education, Christian service, STREAM, the fine arts, athletics, and various other aspects of the Xavier experience. (MS: 15-43, 49-52)

A. Current Educational Improvement Plan (EIP)

Area for Vital Growth #1: Communication
Goal of the Action Plan Enhance communication with all Xavier constituents
Continue to evaluate and expand communication with parents in order to increase awareness of faculty development offerings and of the many spiritual, academic, and personal opportunities that Xavier provides its students in order to optimize their daughters' overall student experiences. The enhanced use of technology will facilitate the effective sharing of educational and co-curricular information, crisis planning and procedures, and other important communications.

Rationale for the Action Plan

(Based on findings in Chapter IV with appropriate references to data from the Data Library) Xavier currently communicates with parents through a combination of print and electronic tools that must continually evolve in order to augment their reach and effectiveness. Building awareness of the school's existing spiritual, academic, co-curricular, and behavioral health offerings in addition to expanding overall communication with parents will further maximize student achievement, the overall high school experience, and college matriculation objectives. (CI: 2-9, 33; SO: 37, 40; SS: 1-6, 14, 21-23, 29-34; MS: 44-52)

Action Steps

1. Continue to evaluate and expand communication with parents through the enhanced use of technology.
Executive Summary
Xavier College Preparatory School

Acting Agents: Principal; Advancement Office; Technology Personnel; Faculty
Necessary Resources: Using technology presently available to its full capacity
Ways of Assessing Progress: Articulated plan in schedule. Follow up surveys to students, parents, alumnae and staff evaluating quantity and quality of communicated materials in the following areas:

Faculty development

Student progress in the spiritual service academic co-curricular and behavioral health offerings
Ways of Reporting Progress: Website, Connections, Annual Report, Student Council, Student Publications; and Faculty, Advisory, Trustee, Mothers’ Guild and Dads’ Club meetings.
Timeline for Completion: Ongoing with annual student, faculty, parent and alumnae surveys and reports.

2. Financial Stability

Goal of the Action Plan:

Financial stability which will ensure availability of a Xavier education to all qualified students benefiting from Xavier’s mission, philosophy and Integral Student Outcomes.
Continue to secure funding that will retire Xavier’s construction debt, increase scholarship opportunities for all qualified students, enable a tuition cap, finance ongoing investment in technology, and fulfill the school's mission, philosophy, and Integral Student Outcomes.
Rationale for the Action Plan
(Based on findings in Chapter IV with appropriate references to data from the Data Library) Xavier will augment its outreach efforts and fundraising activities by identifying and cultivating prospective individual and corporate donors who believe in Catholic education, women's education, Christian service, STREAM, the fine arts, athletics, and various other aspects of the Xavier experience. (MS: 15-43, 49-52)
Action Steps
1. Maintain and increase fundraising activities within Xavier.
2. Develop a plan to augment Xavier's outreach efforts and fundraising activities by identifying and cultivating individuals and corporations supportive of Xavier's mission, philosophy and ISO's.

Acting Agents: Principal; Advancement Office; Advisory Board; Board of Trustees; Mothers’ Guild; Dads’ Club
Necessary Resources: Effective use of the Advancement Office and volunteer groups
Ways of Assessing Progress: Debt repayment; increase of scholarship funds by Dads' Club, Mothers’ Guild, CEA and Corporate Donors. Consistent monitoring budget to ensure tuition cap. Obtaining sufficient funds for faculty development, technology and meeting the goals of Xavier's mission, philosophy and ISO's. Increase of grants and donations from sources outside the Xavier community. Using standardized test results and satisfaction surveys regarding student achievement.
Ways of Reporting Progress: Website, Connections, Annual Report, Open House, Student Council, Student Publications; and Faculty, Advisory, Trustee, Mothers’ Guild and Dads’ Club meetings.
Timeline for Completion: Debt repayment schedule - a maximum of ten years. Tuition cap - reduction 4.95 to 3.95 reflected in the 2015-2016 operating budget and each succeeding year. Ongoing efforts of the Advancement Office.

Area for Vital Growth #3: Testing
Goal of the Action Plan:
Reinforce importance of semester exams in the educational process as well as for college preparation

Continue to evaluate the alignment of semester exams with established curriculum, methods of instruction and student motivation regarding importance of semester testing as exams impact overall learning, knowledge retention, grades and preparation for college.

Rationale for the Action Plan

Discrepancy between student achievement and semester exam gradesDepartments currently administer common semester exams. Class time is provided for review with a limit on extra testing. Three days of released time are scheduled for exams.
Policy in place regarding value of semester exams. Evaluating the alignment of semester exams and emphasizing the importance of semester exams will maximize student learning, knowledge retention and achievement as well as prepare students for their college experience. (Data Library)

Action Steps
1. Continue to evaluate and align semester exams with existing curriculum, instruction and learning styles while addressing the issue of student motivation regarding the significance of semester exams.

Acting Agents:Principal, Curriculum Council, Department Chairs, Academic Counselors, Teachers

Necessary Resources:Using technology presently available to track progress

Faculty In-Service

Ways of Assessing Progress:Evaluate impact of Blended and Differentiated Learning as well as the effect of technology integration

Ways of Reporting Progress:Department Meetings, Faculty Meetings, Advisory Board Meetings, Report Cards

Timeline for Completion:Ongoing with evaluation at the end of each semester
Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

None at this time.