

Resurrection Catholic School

Catholic Diocese of Biloxi

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State of the School Report – January 2016

I. Faith Community

a. Fostering a climate of Faith community

Resurrection Catholic School’s staff strives to be loving, accepting, patient, encouraging, honest and diligent each day as we live the model Jesus taught us. We pray as a school family every day we are in session for God to help us live according to His will in the plan He has for each of us. On the elementary campus, faculty members gather each morning before school to pray together before the start of the day. Students assist with prayer rituals on the pavilion on arrival and dismissal. At the secondary campus, students lead morning and afternoon prayers and reflection. Discipline and parent conferences may include pastors and counselors, addressing the spiritual needs and development of the children in our school. Our staff has committed to implementing *Conscious Discipline* strategies school-wide to support the developmental growth of our students. Classes on both campuses look for ways to serve and spread love in our community.

On both campuses, students plan and host Mass each week. Students in grades 3 – 6 go to daily Masses throughout the year and plan the Friday Mass, all at 8:00 AM in Sacred Heart Church on campus. Students in grades 7 – 12 attend daily Masses during Lent. Throughout the school year, they plan Wednesday Masses, conducted in Our Lady of Victories Church on the high school campus. Student participation includes: planning, reading, singing, playing instruments, leading prayers, offering reflections, setting up for and cleaning up after Masses. Both campuses host Penance services during Advent and Lent, and host Stations of the Cross during Lent. Parents and community members are invited to our liturgical celebrations and religious events.

b. Ensuring the unique charism of the Catholic School

Our student body is comprised of approximately 72% Catholic students. Non-Catholic students and faculty are welcome, with the understanding that we teach our Catholic faith in our curriculum and it permeates our campus life and school culture. Therefore, instruction in the Mass and religious traditions of the Church, including the faith formation sacraments, are supported through our classes. Twice a year, both campuses host a Joint Mass in our largest facility, the Delmas Activity Center, on the Elementary school campus. Faculty and students from both campuses work together with the pastors from all six parishes to plan and host these Masses. These events are an opportunity to bring our extended community together with our students in one place to worship and offer thanksgiving for the blessings of our school and its traditions.

This year, we have focused on sharing our responsibilities as models in faith for each other and in providing service opportunities for our families to live as a community of service in keeping with our slogan —Faith in Action, Excellence in Education as well as the NCEA campaign for —Catholic Schools: Communities of Faith, Knowledge and Service. Service activities have included drives, donations, support and prayers for: the American Heart Association’s Heart Walk; Backpack Buddies; Catholic Social Services; the Down’s Syndrome Buddy Walk; the Homeless community of Pascagoula; St. Gabriel’s Mercy Mission at Mound Bayou, Mississippi; Jackson County Animal Shelter; St. Jude Children’s Hospital; March for Life; the Ronald McDonald House in Mobile, AL; the Bragg Moore Scholarship Fund; Multiple Sclerosis Campaign; No Shave November (for men’s cancer research); Operation Christmas Child; Our Daily Bread meal kitchen; Pascagoula Firefighters; Pascagoula Police Officers; Relay for Life of Jackson County; Saltillo Mission in Mexico; Shoebox projects for poor communities; Charles Thompson Memorial Scholarship Fund; Veterans’ Hospital; Wounded Warrior project; the St. Vincent de Paul society; and World Vision.

Our students are requested to support local events by sharing their time, labor and talents at nearby venues, including: the Bacot/McCarty Foundation; Beach Cleanup; Blood Center blood drives; City of Pascagoula events – Downtown Christmas, Halloween, and Easter; local banks and businesses; Elks Club projects; Jackson County Exceptional School; Jackson County Fair; Jeune Esprit functions; the Kiwanis Club 5K Run and other events; local nursing homes and assisted living facilities; Moss Point Public Library; National Day of Prayer event; Pascagoula Public Library; RCS Elementary School; Ronald McDonald House; and Rotary Club.

Additionally, high school students step up to provide assistance at our school-wide activities, such as the Homecoming Block Party and Spring Fling. Students do not hesitate to help set up, supervise, and cleanup for events such as Joint Masses, the Drawdown, the Block Party, parades, Carnival Ball, Fun Runs, and other school- or parish-sponsored activities.

Staff and parents actively look for ways to live Christ’s plan in our daily lives by modeling Christian attitudes and behavior for our students. We strive to guide our students to do the same as we teach, learn, play and grow in His way.

II. Personnel

Approximately 72% of our teachers are practicing Catholics, with the remaining staff being professing Christians who are active in their chosen churches. Faculty members come from a variety of backgrounds, bringing a wide array of experience to our school family. Fifty four per cent of the teachers have advanced degrees. Two have PhDs or Ed Ds, two have law degrees, and many have done post-graduate work. The

median years of experience for our licensed faculty are seventeen. Our newest teachers are University of Notre Dame graduate students working on their Master's degrees in Education through the ACE program. Our more experienced teachers are often retirees from public education. We are blessed that these professionals have chosen to share their talents in the ministry of Catholic education at RCS.

a. Evidence of effective personnel management

Personnel management is documented in the principals' records and in teacher files. Both campus administrators utilize Mississippi Department of Education walk-through or spot observation tools as well as the Diocesan instrument for teacher evaluation. These documents are discussed with teachers before, during, and at the end of the school year and go into the teachers' professional files.

Attendance records for teachers are kept on both campuses. Principals require teachers to submit lesson plans, copies of exams, copies of their classroom rules and policies as well as course syllabi. Principals monitor classroom instruction and parent communication. Mrs. Benefield emails her Plan of the Week to her staff on Fridays. Mrs. McKenna sends hers on Mondays. Both principals send emails and memos as needed.

Teachers who have areas in need of improvement receive support from their mentors and colleagues, as well as administration. Each principal holds one-on-one conferences throughout the year with teachers to discuss growth and development as well as needs and requests.

b. Professional Development

Professional Development is documented in several ways. Sessions are specified in the Professional Development schedules disseminated at both campuses. Both principals keep attendance records for these sessions. Licensure is a professional responsibility. Teachers are encouraged to seek CEU opportunities in support of strengthening our programs.

1. Faculty

RCS and the Office of Education at the Diocese coordinate efforts to disseminate information about scheduled local training through GCEIC and local districts via the MDE. RCS has formed an alliance with Project Lead the Way to provide STEM training for selected teachers to expand this nation-wide program and embed the curriculum and the program's effective teaching practices. Catholic Identity meetings and staff retreats are mandatory sessions for teachers, as well as regular faculty and PTO meetings. The Elementary faculty meets most Tuesdays; the Secondary campus faculty meets monthly or more often if necessary. Catholic Identity sessions are held on several last Fridays each semester. Each principal determines a focus for their staff regarding Catholic Identity or professional needs.

The 2015-2016 school year began with sessions for faculty on Strategic Planning to examine the status and needs of our school. Fr. Greg Barras facilitated these sessions and guided us through the process of self-examination while providing continuity from last year to this. The Advisory Council is working with us on reviewing our goals and mission statements and establishing a process for developing our new five year plan.

2. Principal

The principals attend monthly meetings at the Diocese to gather updates from the Superintendent's office and other Diocesan offices that provide support to our school (technology, insurance, religious education, etc.). The principals attend all of the campus-wide sessions on Catholic Identity, Conscious Discipline, and Curriculum. The principals attend a yearly retreat at Orange Beach with the administrators from the Archdiocese of Mobile and are encouraged to participate in the New Orleans Administrators' Conference each Fall in Bay St. Louis. Principals attend NCEA and Hoffinger conferences, when time and travel are within reasonable distances and financial constraints.

At least one of the principals travels to the University of Notre Dame each year to greet the new ACE teachers and participate in training and retreat sessions with the graduate students and faculty in that program. To support the ACE program, the principals engage in campus sessions with ND supervising professors and pastoral associates at least twice per year to be updated on the requirements, provide feedback and offer guidance for the ACE teachers assigned to our school.

III. Communication / Public Relations

We at RCS pride ourselves on offering communication to parents through our *School Messenger* parent notification system, *PowerSchool* parent and student accessibility, as well as our weekly *Eagle Wings* newsletter. We have an RCS parents *Face Book* page to celebrate and share information about our school and student accomplishments. Some teachers have set up webpages with helpful links to relevant classroom content.

a. Parents / Guardians

Recognizing that children – especially teenagers – do not willingly communicate pertinent information to their parents, we send out a mid-week newsletter *Eagle Wings*, as well as Sunday afternoon *School Messenger* phone calls, emails, and occasional texts to alert parents of information or events. The high school campus posts daily announcements on the website. Both campuses post Reminders on our home page of our newly re-designed website. When information and photos are available, we update the website,

Most teachers send or post weekly classroom information to parents. The *PowerSchool* system allows parents to log in to their student's file to see grades and upcoming assignments. Elementary teachers send home folders and many send group emails. Secondary teachers send home forms, progress reports, and report cards as well as emails notifying parents of projects, tests, and impending assignments. We follow up with School Messenger notices alerting parents to ask their teens for the documents sent home via students.

High School students lead the morning and afternoon prayers and announcements. Elementary students gather on the pavilion every morning and afternoon for prayer and announcements. Parents are often in attendance at these gatherings. Parents are invited to PTO meetings several times throughout the year. Open House events and our offices are open for parents who drop by to obtain enrollment information, hold conferences, or simply check on their children.

b. Pastors / Parish

Six pastors and their parishes provide support to our school. Five of the parishes are quite active in campus life on both sites. The principals are fully supported and know they can call or email the pastors for news – both good and bad. Pastors are often on campus to visit classrooms, have lunch with faculty and students, or participate in special events. The principals send information via email to the pastors to keep them informed of campus events: Mrs. Benefield sends the *Eagle Wings* newsletter; Mr. Hamilton sends the high school faculty memo. We offer news and make requests to the secretaries and priests for the parish weekend bulletins so they can share this information in their bulletins when space allows. Several pastors will announce upcoming events at their Masses.

c. Community-at-large

The School Advisory Council meets monthly to discuss the operation of the school, budgets, and plans for the school. The council consists of the priest from each parish and representatives from each parish. President, Michael Spencer, communicates via email before meetings, requesting topics for the agenda and apprising the group of the topics to be discussed. The Finance Committee offers a report on our budget and financial plans at this meeting. Requests to be on the Advisory agenda must be submitted a minimum of two weeks in advance of the meetings to the council president after consultation with the principal.

Our parent notification system, *School Messenger*, has a list of recent alumni and friends to which we can send notices regarding events and fundraising opportunities. *Facebook* pages are set up to communicate the

activities of PTO, the Alumni Foundation of OLV/RCS, *Maxpreps*, and our *Eagle Network*. Most coaches send emails to parents and supporters during their playing seasons.

Since advertising is often a large expense, we limit paid advertising to special occasions, such as pre-registration campaigns and Open House events. We advertise on WPMO as well as in the *Mississippi Press* and the *Sun Herald*. We have a display at the Jackson County Chamber of Commerce office. Teachers set up a booth at the local county fair. Our press liaison, a teacher, gathers information, takes photos, and submits articles to the local papers, including the Gulf Pine Catholic and also TV stations WLOX and WPMO.

Our goals are to communicate clearly and timely with the public as well as within our RCS family.

IV. Fiscal Management

The school has one head bookkeeper who is assisted by other personnel in accounting for incoming funds from: tuition, sports gate boxes, concession monies, fines, fundraising proceeds, field trip fees, grants/donations, and other miscellaneous monies. She prepares checks for monthly payments and coordinates with an outside company to do the payroll and tuition payments. We have an established Purchase Order Process that is followed for all purchases of supplies, equipment and payment of fees for all school events.

a. Budget that demonstrates responsible financial stewardship

Our annual budget must be drafted, approved, revised, and approved again at both the local and the Diocesan levels as required by Diocesan policy. Our Finance Committee oversees the planning and balancing of our budget. Our bookkeeper runs monthly reports for the Finance Committee, the principals and the pastors. This information is discussed in a preliminary finance meeting and a summary report is prepared and presented to the Advisory Council at the monthly meetings.

The projected budget is based on projected enrollment and expenses following pre-registration in early February. The proposed budget is submitted following approval to the Diocese for further scrutiny. Tuition and fees are the primary funding sources for the budget. Parish subsidy, tuition subsidy, fundraising proceeds, donations and grants provide additional income. Our principals and bookkeeper communicate with our banks and our tuition management company to ensure we are following appropriate protocol so that funds flow smoothly between the entities.

Our principals and bookkeeper communicate with parents regarding financial matters, including accounts that are in arrears, scholarship funds, work-study opportunities and other accounts. We have obtained the services of an attorney for collection purposes to handle delinquent accounts.

Budget realities are with us constantly. Principals of both campuses strive to be fiscally diligent stewards of our resources. We are grateful for the support of our parishes, families and community in meeting the needs of our school.

b. Physical plant conducive to a proper learning environment

The buildings are inspected at least every five years by the Mississippi Department of Education. The cafeteria facilities are inspected by the Health Department several times yearly and occasionally by the MDE Office of Child Nutrition. We had an extensive MDE audit in 2013-2014 for our cafeteria services.

Our classrooms meet the requirements for space and safety specified by MDE. The High School campus made adjustments to accommodate fire exits. The elementary campus is undergoing routine maintenance as well as improvements in the landscaping and playground areas. The secondary campus has installed new carpeting in one computer lab and is undergoing repairs and re-painting of the buildings. Both campuses have had some security devices installed to help monitor activities on the grounds. Both campuses have a part-time maintenance man for troubleshooting and the upkeep of our facilities.

In the AdvancEd surveys Parents stressed that Technology issues are a major concern. We are addressing the needs of the students and staff at both campuses. We have requested several bids on upgrading our technology infrastructure and we have settled on services through BCI, a company that works closely with the Diocese of Biloxi. Work on the high school campus began in the spring 2015. Wireless at the elementary campus was installed by Firefly during summer 2014. A Technology Upgrade Fee was charged this year to offset projected costs.

V. Policy Formation and Implementation

a. Policy formation

Resurrection Catholic School adheres to the Policies of the Diocese of Biloxi, as published in the Handbook of Catholic School Policies, revised in 2013. We publish our student and staff handbooks each year with necessary revisions as accepted by our RCS Advisory Council and after review by the Diocesan attorney. Each spring, we ask for input on these policies from staff, parents and the Advisory Council members. The final draft is approved in May before printing in the summer. This year we implemented a revised discipline ladder and also implemented the new Diocesan Cell Phone and Drug Use policies.

b. Implementation of policy

It is our intent to implement all policies as fairly and consistently as possible. While it may seem to some parents and students that we are not consistent, we cannot compromise a student's privacy by sharing their personal discipline information in any way. We consult with pastors of our Catholic students in difficult cases. We consult with the Diocese in some matters.

c. Goals of the Catholic School

Our Strategic Plan was revisited in the spring of 2015. It is under review for revision this year. Within that process we will engage as many stakeholders as possible to help us determine our long and short term goals for the next five year.

Our foundational mantra is based on the pastoral publication, "To Teach as Jesus Did". Each month the principals report to the School Advisory Council on all operational, fiscal, and educational matters. Once a year the principals prepare a State of the School Report and present it to the Advisory Council, to parents in a general PTO meeting, and to the Office of Education at the Diocese.

VI. Accreditation

a. State of Mississippi

Both RCS campuses are fully accredited by the State of Mississippi. We document our staff qualifications, student information, as well as facility and program specifications, and then submit the information to the Mississippi Department of Education's Office of Non-Public School Accreditation. We report in the fall of the year and are notified after the MDE committee meets in December of each year as to deficiencies. As of our last review, we had no citations or violations of the accreditation policies.

b. SACS

The Office of Education at the Diocese of Biloxi was audited for accreditation purposes during the 2013-2014 year. The Diocese collected and submitted documents to AdvancEd for their review as a District. In February 2014, a review committee arrived and visited our schools, reviewed the documents, and interviewed teachers, students, parents, and administrators. The findings were presented to the Diocesan leadership, the administrators involved, and Advisory Council members who could attend.

We received full accreditation at that point, along with information we could use in the Diocese and in our individual schools to grow and improve. The process was lengthy and rigorous, but the information gathered was valuable to helping us identify areas of strength and needed growth.

VII. Strategic Planning

Our RCS Strategic planning process involves collaboration between parents, students, community members, staff, faculty and advisory members. We review results annually each spring to assess needs and revise our goals accordingly. Information gathering is an ongoing process.

Documentation of the discussions and process can be found in the minutes of our Advisory meetings. The current plan will undergo a comprehensive review by the end of this year with plans for publication before the 2016-17 school year.

The review effort began in August 2014 when the entire staff from both campuses worked with a facilitator to determine the focus for the current school year. With the help of Reverend Greg Barras of Biloxi, the group identified strengths and weaknesses they saw and also suggested improvement goals to set. All faculty members met again immediately before starting the spring semester to review the process, the previous notes, and build on the discussion started in August. The Continuous Improvement Model from AdvancEd we have been using has helped drive this process as we finalize our plan in the spring of this school year.

a. Focus of Past

According to our current Strategic Plan, which was developed during the spring of 2010, our three goals were: #1 – Live the Mission of RCS; #2 – Centralize Communications; #3 – Priests Become Active in Student Affairs.

Evidence of Accomplishments

To Live the Mission, we encourage regular church attendance by stakeholders. We stress the point that attendance at school Mass does not fulfill our obligation as Catholics to attend Mass on Sunday or at a vigil service. We encourage parental and student involvement in support of charitable projects and Christian works in our community, the state, and the world. All staff members are required to submit a letter of support from their pastor each year before contracts are issued. This practice is in keeping with our expectation that all of them are to be role models for our students and school families.

To Centralize Communications, we have begun to publish minutes from our Advisory Council meetings on our website (www.rcseagles.com). We post daily announcements from the Middle/High Campus as well as our Eagle Wings newsletters and the Sunday School Reach message notes. Most teachers provide weekly newsletters or emails to parents. The Advisory Council has a finance sub-committee to monitor income and expenses versus the approved budget. They guide us through the budgeting process each year. A committee representative will speak at the last PTO meeting to explain how we budget for our school. Parents gave positive feedback regarding last year's session.

To ensure that Priests are Active in Student Affairs, we invite priests to visit our classes. At the beginning of the school term, the priests are treated to lunch with our Religion teachers from the secondary campus. They discuss curriculum as well as Masses and special events. Our pastors have open invitations to visit our campuses. They frequently attend special events as well as sports. They work together during our Penance services and preside over our school Masses. When Fr. Kelleher cannot be present at the Elementary campus for Mass, our priests willingly step in for him. The high school has a Mass rotation in which every priest is invited to say Mass at least twice per year. On special occasions, such as our Anniversary, joint Masses, and graduation, several priests are present to celebrate with us. The priests participate on our Advisory council, deliver messages of school support in our parishes, and provide guidance for us when the need arises.

b. Focus of Future

Communication was identified in both planning sessions as a weakness. We will focus on this area toward improvement. Principals are cognizant of the fact that a great deal of information is sent home and multiple emails notify parents of school activities. We look for ways to streamline communication and cut down on the quantity and length of notifications. Parents seem concerned about fundraising, so we are examining how often and how long fundraising campaigns are occurring.

We have re-designed our website and have with varying levels of permissions so that more than one or two individuals can update areas pertinent to the many aspects of RCS campus life. We would like to add for payment and donation options.

We are focusing on finding ways to meet our growing and changing technology needs, as this was an area identified in the Strategic Planning meetings as well as in the AdvancEd parent surveys. We are partnering with the Office of Education at the Diocese and BCI to: a) identify and rank our technology needs; b) manage the present infrastructures by trouble-shooting; c) obtain bids and gather information for equipment upgrades; d) implement the necessary upgrades and do the necessary work to bring our school technology up to the standard necessary for optimal teaching and learning.

VIII. Curriculum/Academic Performance/Extracurricular Activities

a. Strengths of Academics

RCS constantly strives to provide the best learning experiences for our students. We review test data throughout the year to share insights and ensure that best practices are in place and that the curriculum is viable. While we embrace the essence of national core standards, we have developed curriculum and instructional practices that have been successful in producing solid foundations for success by our students as they undertake new challenges on their educational journeys. We have been working to embed the national standards in our curriculum and to ensure that teachers are working from the frameworks designated by the Mississippi Department of Education.

Our elementary math and reading programs are aligned PK – 6. At the secondary level, our rigorous college preparatory curriculum is in place and most students find that it successfully prepares them for college coursework.

We are implementing a national STEM curriculum at the 3rd, 4th, 5th, 6th, 7th and 8th grades and plan to increase the program's courses, exposing more children to STEM lessons in order to build confidence, increase rigor, and demonstrate relevance between academic concepts and real world applications.

Our standardized test scores are well above average, outranking neighboring school systems as well as topping the national average.

b. Weaknesses of academics

We have identified the need for additional collaboration between our campuses to ensure alignment and best practices are consistent. We have identified needs in writing, math and use of Excel spreadsheets. We are working to ensure the students can readily apply the skills they have across all areas of the curriculum. Many students do not transfer what they learn in the classroom to how it applies to their futures. As our world becomes more technology-savvy, we find that teaching methods need to keep pace with the way children learn. Additionally, the stresses of students' busy lives result in an increase in students feeling overwhelmed or unable to be successful at their coursework.

c. What needs to be accomplished to address the weaknesses?

To address the writing skills of students at RCS, we are implementing more writing in our classes. Almost all teachers encourage journaling and reflection as part of the required coursework. To build academic confidence, teachers and counselors are encouraging students to enter academic competitions, such as ACE, spelling bees, math competitions, Mock Trial, Youth Legislature, art competitions, a summer drama program, and such opportunities that help children broaden their horizons and further hone their skills and talents. To increase math, science and computer skills, we are offering the STEM courses through Project Lead the Way. Chevron and Huntington-Ingalls have partnered with us to support this program as we upgrade our technology infrastructure, hardware, and software. Teachers from each campus attended training to implement the STEM curriculum. The elementary campus has I pads for the STEM curriculum and the high school campus received computers donated through Ingalls Shipbuilding for use with the STEM computer software.

To address academic stress, we are teaching students in all grades techniques for relaxation and concentration by implementing *Conscious Discipline* methods. We also offer more tutoring opportunities on both campuses and we are utilizing *PowerSchool* and email to communicate with parents regarding their children's' progress.

d. Strengths of extra-curricular services/programs

Extracurricular activities are supported by volunteer parents and staff members. At the elementary level, we have organized basketball, baseball, cheerleading, football, volleyball, and tennis and track activities. We also have art and computer enrichment classes for elementary students to grow as well-rounded individuals.

High school students may participate in organized sports such as baseball, basketball, cheerleading, cross country, football, golf, soccer, softball, tennis, and volleyball.

Our sports for students in grades 7 – 12 are sanctioned under the Mississippi High School Activities Association. This year, teams have advanced to playoffs in volleyball, football, cross country and soccer. We expect to advance in basketball, baseball, softball and tennis this year.

Service organizations include the Interact Club (affiliated with Rotary International), the Key Club (affiliated with Kiwanis), Z – Club (affiliated with Zonta), as well as the Environmental Club. Other opportunities for service on campus include Choir and Campus Ministry Team. Academic clubs are the National Honor Society and the National Junior Honor Society. We have a student-led Fashion Club, as well as an active Student Council, to which members are elected by the student body.

On the elementary campus, each grade commits to a service project for the year, such as adopting a child through World Vision, writing letters to veterans, and providing for the homeless. Through their religion classes, the high school students adopt one of the parishes supporting our school.

e. Weaknesses of extra-curricular programs

Our limited staff and monetary resources sometimes limit the opportunities we can offer. We would like to expand our music programs on both campuses, adding emphases on instrumental lessons. We also have been approached about developing swimming teams, bowling clubs, and more art classes and a computer robotics team.

We do not have facilities for outdoor competitions, such as baseball, softball, football, soccer or tennis. We must use city facilities for home games.

Transporting students to contests away from campus is an issue. We have one large bus and one smaller bus, and both are aging and often needing repairs. Finding licensed drivers is an ongoing issue since our staff is small, as is the pool of drivers.

f. How can weaknesses be addressed?

Parents continue to come to the rescue by helping coach teams, by teaching art classes, by supervising practices, and by making connections with city personnel to obtain venues for practices and games. Our relationships with the city management team and the local public school district enable us to use city parks or the local high school for our home sports games. The Yacht Club allows us to practice and play tennis there. The Country Club allows us to use their facilities for events as well.

We are collecting instruments for a pep band and hoping to find the personnel to teach music lessons to students of all ages.

We encourage more teachers to obtain their bus driving licenses so that they may transport students to sports and events. We are looking for grants to help purchase a newer bus. Community members donated funds to pay for charter buses to take our athletes on longer trips and to playoff games.

IX. Ancillary Services

a. List

Federal Meal/Snack Programs, Before and After School Extended Care Program, After School Tutoring, Title I Instructional Support, Title II Professional Development support, Title III ELL Support, and Title IV Violence and Substance Abuse Prevention Materials.

Two full-time Guidance counselors and one part—time counselor support students' emotional needs and provide academic guidance. Tutorial services are available during and after school.

We have six priests who are available to provide support to our administration, faculty and students. Fr. Mike Kelleher and Fr. Tony Arguelles are most visible on our campuses, but all priests visit throughout the school year.

These ancillary programs are used to provide for a variety of student, staff, and family needs. The Title programs are administered through our LEA, the Pascagoula School District. The Federal Meal Program is under the oversight of the Department of Child Nutrition at MDE. All other services are provided under the operating budget of Resurrection Catholic School.

b. Provide evidence of strengths and weaknesses of each:

i. Food Services

S: Excellent staff, quality food items, ample space.

W: Limited staff, limited funds, aging equipment.

ii. Transportation

S: Well-maintained buses, trained drivers, transportation budget

W: Aging buses, limited quantity of drivers, long travel distances

iii. Before and/or After-school care

S: Quality staff, daily availability

W: Limited funds, inconsistent participation by families

iv. Special Education

S: Few students with needs, 504 Plans, Support from LEA

W: Not all needs can be met, limited funds, lack of specific resources

v. Government Programs

S: Good communication with opportunities for input, appropriate participation

W: Limitations due to funding, personnel availability, and implementation guidelines

vi. Counseling

S: Quality personnel, trust among students and faculty

W: limited funding for supplies and time

vii. Service Opportunities

S: Community requests and opportunities, teacher support

W: lack of parent support, student apathy

X. Strengths of the School

Our greatest strength is in the commitment of our families and our local parishes to our school. We have a true sense of family and community, which generally lives God's plan as we support and serve one another and our larger community. The administration's commitment to be good stewards of our resources is imperative in these challenging economic times. We have an outstanding staff of committed individuals who exemplify our call to teach and live as Jesus did. The willingness of our staff to give their all, and to learn and grow with open minds and attitudes reflects a strong commitment to our school.

Other strengths include: our affiliation with Notre Dame through the ACE program; our strong school traditions; our commitment to the teachings of the Church; our love for our colleagues, our students, and their families; the support of our priests; and the support of our community.

XI. Weaknesses of the School

We are challenged by limited financial resources, which limit our ability to offer competitive salaries to our deserving staff, to secure technology that is evolving steadily, and to implement new programs that will help attract new students and provide more experiences for our current students. We have incurred some debt and additional operational expenses from the new construction on both campuses, which requires us to repay a loan and therefore charge a fee to our families. Implementing a Technology fee will help defray some costs for those upgrades.

We have identified other weaknesses, but these are readily addressed through internal review of procedure and protocols.

XII. Visions and Goals for next year

Our goals include: Improving communication between campuses, seeking grants to retire the debt early; seeking grants to fund other projects and programs such as transportation, music, art, and technology; increasing enrollment to capacity; replacing math and reading books over the next few years; improving teacher and staff salaries; upgrading technology; and providing more applied learning experiences for our students. We continue to address achieving unity between the two campuses: we are one school on two sites. We must strive to keep that ever-present in all that we do.

