

“The Rosary” Self-Study

2023



// FAITH



// ACADEMICS



// SERVICE



// COMMUNITY



// GROWTH



October 1, 2023

Dear Provincial Team, SHCOG Committee, and SHCOG Visiting Team,

The Academy of the Sacred Heart in New Orleans, the Rosary, is pleased to submit our Self-Study document. The SHCOG Steering Committee gratefully acknowledges the work the Rosary community has done during this past year of reflection and is looking forward to the visiting committee's visit in November. Throughout the school year, stakeholders were invited to journey through a process to learn, reflect and grow on the timeless goals of the mission, and the revised criteria. Conversations, activities, and surveys were organized, and the voices of all were collaboratively woven into the Self-Study document.

As Educators of the Sacred Heart (ESCJ), the Rosary faculty, staff, and administrators take seriously the commitment to carry the flame of the mission in our hearts as we educate and empower young women. Some people in our community went into this process knowing their role in carrying out the mission, and others arrived at that awareness as a result of the space and grace provided during the journey. We sincerely appreciate the space and grace given to this process and feel our school benefits from this reflection and from the visit of our Network colleagues.

We look forward to welcoming the visiting team to campus in November and sharing our school and the beautiful Fall weather with each member of the team.

Sincerely,
The SHCOG Steering Committee
Academy of the Sacred Heart, New Orleans

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Sacred Heart Commision on Goals Self-Study

Academy of the Sacred Heart
The Rosary
New Orleans, Louisiana
October 2023

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Section I

Orientation to the *Goals and Criteria*

2016-2017 



Sacré Coeur
2016-2017

- Tech Café on Mater Campus
- Formation to Mission Plan
- Espacio in all Divisions
- Goal Meetings/Eval Cycle
- School Theme/Prayer
- LH Welcomes 1 Year Olds
- Innovation Lab Rosary Campus & Mother Soniat Library Move into Redesign Phase
- Creation Stations in LH

- Strategic Plan: Inspiring Faith-Filled Women of Courage and Confidence
- Strategic Enrollment Management Team
- Dining Hall Adds Re-usable Plates/Cutlery
- 6th Grade Build Project
- 3 National Merit Semi-Finalists
- 3 National Merit Commended Scholars

- Mock Election 2016
- Cross Country Champions
- MS Cross Country Ivy League Champs
- MS Soccer Ivy League Champs
- Financial Literacy Class
- PJs Coffee Shop
- Everfi Courses
- Future Founders

- Hearts for Humanity
- Rides Added to Congé
- Prosthetic Hand Project
- Network Summer Service
- Nicaragua Service Trip
- Healthy Waters
- Roots Network Conference

“

We are ... the discoverers of our own lives. Our world is new every day. Either we are sailing towards new shores, daring mariners in search of the unknown and day by day the horizon dips lower and our stars rise higher, or we are explorers by land, and new wonders reveal themselves on each day's march.”

Mother Janet Erakino Stuart








The Rosary, with two campuses, three square blocks of real estate, and 793 students, is known throughout New Orleans for its exceptional education and formation of generations of young women. When moving about in New Orleans, one can often hear people saying, “That must be a Sacred Heart girl.” With faith, scholarship, service, community, and personal growth, our students and alumnae are having an impact on campus, around town, and in the world. With a marked increase in new families joining Sacred Heart each year, a successful word of mouth campaign, and numbers nearing Pre-Katrina enrollment, Academy of the Sacred Heart in New Orleans has the largest number of girls in each grade level when compared to all thirteen independent schools in the market. Our commitment to the whole child and our unwavering mission invites prospective families and employees to enter our open gates on St. Charles Avenue and General Pershing.

A new employee’s or a family’s journey in learning about the mission of Sacred Heart begins the very moment they speak to someone at the school or view our website. Whether in person or on the telephone, the school’s mission and philosophy are articulated clearly from the onset and set the tone for the prospective employee, student, or family to understand the *Goals and Criteria* and embrace the mission of the school as a Network of Sacred Heart School.

Prospective Families

The *Goals and Criteria* for Sacred Heart Schools in the United States and Canada is the unique roadmap for educating young women at the Rosary. From the moment prospective families walk through the gates, their formation about our mission begins. Families are introduced to the timeless Goals on their personal tour with the Admission Director, when meeting with the Head of School, and at the divisional level where each family learns the importance of faith, scholarship, service, community, and personal growth in the formation of young women. Examples of the *Goals and Criteria* are found throughout campus and serve as touch points along the tours. During the application process, families are asked to identify the goal most important to them. Our admissions’ follow-up newsletter focuses on examples that illustrate specific goals in action on both campuses.

Students

Beginning with our youngest students, the girls at Sacred Heart learn a Goals prayer that was written by a former Rosary faculty member. Faculty and staff weave the *Goals and Criteria* into weekly assemblies, chapels, academics, retreats, trips, and discipline reflections. Each girl knows what it means to “love as you love, study and learn, help those who need me, be a friend to all, and make wise choices.” Students who join the Middle School learn a second Goals prayer that is recited daily as part of advisory. One new student stated: “I like being in a school where they have us always thinking about community. It’s one of the goals of the school. They make it so you get to know everyone.”

New Employees

Potential new employees are presented with the *Goals and Criteria* during their initial interview for employment and agree to support and uphold our Sacred Heart philosophy through the *Goals and Criteria*. Before a contract is signed, new employees meet with the Head of School who focuses more deeply on the mission as sacrosanct, the *Goals and Criteria*, and living life as a Sacred Heart educator in a Catholic, independent school.

New employees gather before the pre-service week of the new school year. They spend these initial days learning about the history of the Society, benefits of being a Network of the Sacred Heart school, and the *Goals and Criteria* as it relates to the formation of education at the Rosary. Printed materials are also provided for new employees so that they have resources and educational materials to engage in a deeper understanding of the foundation of a Sacred Heart education. Each faculty member is also assigned a faculty mentor in their department. Rosary faculty and staff designed a Partner in Learning booklet that serves as a guide to all things Sacred Heart and provides touch points all year.

A formal Formation to Mission plan is shared at the beginning of each school year. The Head of School sets aside monthly Formation to Mission meetings that allow for the dedicated time and space to reflect on the *Goals and Criteria*, and the grace to understand what it means to be an Educator of the Sacred Heart of Jesus. Themes for the 2023-2024 school year include the history and philosophy of the foundress and other distinguished women, the RSCJ in North America, the meaning of partners in mission, and the reason we educate girls the way we do.

Board of Trustees

Our new Head of School, Steering Committee Chair, and Board Chair recognized the need for a clear plan regarding the education to mission for the Board of Trustees. During the reflection year, Micheline Dutil implemented a five-session education plan for the Trustees that defined the *Goals and Criteria*, and all members of the Board engaged in a retreat facilitated by Nat Wilburn, Head of Conference of Sacred Heart Education in North America. Recognizing the importance of viewing all decisions through the lens of the *Goals and Criteria*, the Board committed to continuing this education to mission on a regular basis. Each monthly meeting of the new year contains a segment devoted to exploring and understanding the Network and its commitment to education. In addition, the Head of School provides new members of the Board of Trustees with additional readings to deepen their understanding of the mission of the Religious of the Sacred Heart in education.

Section II

Narrative History

2017-2018



*Strengthen
in us, O God,
the work
You have
begun in us.*

Sarah Cunniff 2017-2018

- Network Exchange to Chile, Austria, Rome & Australia
- Gayle & Tom Benson Sports Field and Outdoor Athletic Complex
- Digital Portfolios Multimedia Class in Upper School
- Parent Ambassador Program
- Katherine & Robert Boh Innovation Lab and Makerspace

- Renovated Mother Soniat Library
- Global Education Group at Mater Campus Begins Work
 - Mind, Body & Spirit Faculty & Staff Retreat
- Richard C. Colton, Jr. Center for Performing & Fine Arts
 - Benson Field Blessed

- Bicentennial Mass for St. Rose Philippine Duchesne Celebrated at St. Louis Cathedral
- Cross Country State Champs
 - Smock Patrol
- Adams-Kaulakis Scholarship

- Snow in New Orleans
- Indoor Track & Field State Champs
- Track & Field State Champs
 - Golf State Champs
 - Summer Service Exchange

"I am where God wills me to be, and so I have found rest and security. His wisdom governs me, His power defends me, His grace sanctifies me, His mercy encompasses me, His joy sustains me and all will go well with me."

St. Rose Philippine Duchesne, BSCJ

ACADEMY OF THE SACRED HEART
ahsacredheart.org

Because of the reimagined criteria and the global pandemic, it has been seven years since our last SHCOG process. The Rosary has experienced significant growth and renewal in enrollment, building improvements, and academic programming during this time.

Financials

The Rosary is in a solid position in terms of fiduciary responsibilities and financial status. Since 2016, there has been no new debt for the Rosary. The only debt that exists is the balance on the Mater Campus bond that matures on January 1, 2024.

In 2018-19, Sacred Heart digitized parents/students with the conversion to Blackbaud Tuition Management, Blackbaud Financial Aid Management, CORE, Enrollment Manager, and Academic & Extracurricular Modules. With the conversion, bank loans ceased and all parents are auto drafted tuition and fees on one of two dates. For the past few years, Sacred Heart has collected 100% of tuition and fees.

At the onset of the global pandemic, Sacred Heart started applying for government funding. Beginning in April 2020 and continuing through the present time, the school received a Payment Protection Program (PPP) loan that was ultimately forgiven, EANS funding, in-kind items to help with Covid safety protocols (sanitizers, soap, room purifiers, software), and ARPA Round 2 and 3 funding. We recently applied for the final round 4 of ARPA.

The largest expenses for our school are salaries and benefits and insurance. After Hurricane Ida, commercial property insurance skyrocketed for all. The Rosary has seen a 250% increase in premiums followed by another increase with less coverage. Regarding salaries and benefits, Sacred Heart monitors itself with Data and Analysis for School Leadership (DASL). The school offers a competitive benefits package which includes a modest salary increase, paid portion of the health insurance premium, and a 5.5% of base salary to TIAA 403(b) retirement plan after one year of service for those who set up an account. The school provides life insurance, short-term disability, and long-term disability coverage for our employees, as well as offers dental, vision, and supplemental insurance.

Facilities

Through financial strength and fundraising efforts, Sacred Heart has completed numerous capital projects without any new debt. The below list highlights the facilities improvements on the three block campus.

- Rosary Dining Hall and Parlor updates
- Purchase of two buses for athletics and field trips
- Rosary Assembly Room and Colton Fine Arts Gallery renovation
- Rosary Mother Soniat Library update and creation of an Innovation Lab & Maker Space
- The addition of an outdoor field, running track and putting green on the Rosary Campus
- Relocation of ASHFIN (Sacred Heart Faculty Infant Nursery) to the Mater Campus
- Mater and Rosary Nurse Stations
- Cornerstore
- Mater Campus Art Room
- Mater Campus Entry & Nims Fine Arts Center Renovations
- Rosary Renewal Phase 1– transformation of the Upper & Middle School learning spaces
- Très Bien and La Petite Boutiques
- ASHFIN Cottage

In August 2021, Hurricane Ida caused significant damage to Sacred Heart's campuses. The school hired a consultant to assess damages and as noted in the Xactimate reports, the total was over \$18 million. Sacred Heart filed a lawsuit against its insurance company and is in arbitration at this time. The school requested FEMA assistance in the recovery efforts, and has only received temporary repair funding. Through self-funding the school replaced the roof on the Rosary Campus and the ASHFIN Cottage. In the summer of 2023, the Rosary Chapel, the Boiler Room and Mater Activities Building underwent additional work to bring these spaces up to code. The Mater Campus has received approval from the Historic District Landmark Commission for a redesign of the roof, which will begin during the 2023-2024 school year.

The *Future Founders* program began in 2016. Over the last seven years, this group of women has contributed over \$400,000 and nine campus-wide projects including a SynDaver (synthetic cadaver), Star Lab (mobile planetarium), Tri Caster equipment, gym projectors and camera, fitness center upgrade, musical garden, Rosary Innovation Lab equipment, outdoor classroom, and the Mater campus Innovation Lab.

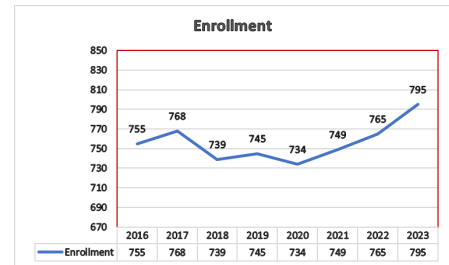
Program

The Rosary has committed funding, professional development, and support to new programs in all divisions. In 2018, the Upper School Division Head and Head of School redesigned the school’s Department Chair model which allowed for consistency across departments and a clearly articulated horizontal and vertical alignment of all disciplines. Dedicated times for Department Meetings and clear agendas have provided for more community building opportunities, data conversations, and strategic goal setting. Beginning in 2018, the Lower School Math Task Force was formed to begin a deep dive into the math curriculum starting with the lower grades. Phased in over several years, the school provided targeted professional development annually and in 2023 has fully implemented a scope and sequence from PK through 8th grade. In 2018 with a focus on Goal II, Criteria 2, a global education initiative began on the Mater Campus. Supported with professional development funding and under the leadership of the Division Head and a faculty member in Preschool and Lower School, the global education curriculum was developed and implemented over a five year time period. This program and our Exchange Program are signature programs at the Rosary.

Use of data and tracking performance has provided a plan for course recommendations and test preparation through Upper School. Additional test preparation resulted in annual National Merit Semi-Finalists, Commended Scholars, and most recently finalists in high-stakes testing. Curriculum coffees for parents have provided opportunities for families to learn about new academic initiatives at the Rosary.

Enrollment

Since 2016, the Rosary has seen a significant increase in enrollment. We attribute this to the addition of a Strategic Enrollment Management Team (SEMT) and targeted marketing efforts. Every January, the Board of Trustees notifies parents through a mailed letter that tuition will increase for the following year. Since 2017, the largest increase was \$1,000 per year which was for the current 2023-24 school year. The Rosary began offering remission to its full-time employees in 2018-19. Up to 2 children in grades PK-12th grade of faculty/staff are eligible to receive 50% tuition reduction. With the introduction of remission, the financial aid pool has declined and enrollment of faculty and staff children has increased.



Section III

Narrative Description of the *Goals and Criteria*

2018-2019 



Faith & Hope

Sacré Coeur

- 4th Primary Environmental Warriors
 - Global Service Day
 - Chromebooks in MS
 - Six RSCJ in Ministry at the Rosary
 - Capital Campaign Launch: Providing a Foundation for a Better Future
- Global Education Benchmark Group Designs ASH Competencies
 - People of Color Conference
 - 3rd Prep Goal Retreat
 - Lower School Math Task Force Formed
- Mater Campus Makerspace
 - 4th Prep Play Returns
 - ISAS Fine Arts Festival
 - MS Heart Fest
- Athletic College Commitment Ceremony
 - May Crownings
 - Roots Network Conference
 - Healthy Waters



"The higher we want to fly, the greater the risk, but that is the *essence* part of it. The great uncertainties in which we *live* God, the breathless risks we run, with no assurance but our great *faith* in God, that seems to me to be of the essence of our *life* and its *beauty*. This will grow upon you; you will get your *beauty* in the risk and get to *live* it."

— Mother Janet Finkbeiner



SACRED HEART
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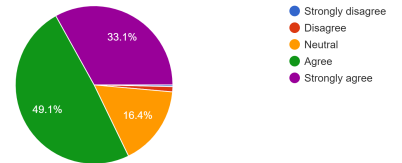

Goal I

Schools of the Sacred Heart commit themselves to educate to a personal and active faith in God.

“I speak with my granddaughters all the time, and they share with me all the ways that Sacred Heart is not only teaching them about their faith but also how to live their faith.” - Rosary Grandparent

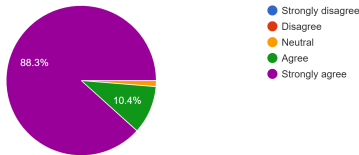
Through the hallways and in classrooms one might hear children’s voices singing, “Happy am I at Sacred Heart.” This simple yet joyful song illustrates just one way in which the Rosary is a place of *joy, celebration, and hope*. Throughout the SHCOG reflection process, constituents of our community credit this ethos to our strong faith foundation. The mission of the Society of the Sacred Heart drives the Rosary to create an environment that encourages all members to grow spiritually and to live out their faith both in and out of the classroom. One alumnae noted that Sacred Heart “raises their girls in the authenticity of their faith.” Members of the Sacred Heart community are encouraged to examine what their faith means to them. This authenticity produces community members that are living out the values of the Sacred Heart of Jesus (*gratitude, generosity, compassion and forgiveness*) in a genuine way. As a result, the Rosary is well respected in the New Orleans community as a top Catholic school. One parent noted, “Regarding the school’s identity in the community, although independent, the identity of Sacred Heart as Catholic and having catholic values is what sets it apart.”

I am encouraged and nurtured in my spiritual life.
281 responses



Members of the Sacred Heart community feel that the school leads them to the self discovery of their faith through the opportunities provided at the school. With the support of administration, campus ministers develop an intentional campus ministry program. This has led to students, faculty, and staff participating in weekly chapels and engaging in regular time for *espacio*, a practice that entails carving out space for silence to listen to God’s message.

At school, my teachers encourage me to pray and connect with God.
77 responses



Since implementing *espacio* and other prayer practices across divisions, students and adult members of the community have noticed the positive impacts. A lower school student said, “You need to be quiet sometimes and listen to grow closer to God.” Additionally, a teacher in our faculty nursery has noticed that playtime, even among our youngest students, is more settled after morning *espacio*. Retreats are an important part of social emotional learning in the Middle School and Upper School. In the last few years, the Lower School has been working to develop age-appropriate retreat experiences for 3rd and 4th grades.

Furthermore, teachers in all divisions and departments are encouraged to reflect spirituality in their own classrooms. Many faculty members are willing to lead prayer, to create space for prayer, and to model the importance of a prayerful life. In doing so, one Little Heart faculty member shared that “students understand that prayer has true meaning.”

On a monthly basis, the Sacred Heart community gathers together to celebrate our faith with either a Mass or other liturgical service. These monthly celebrations have developed into some of the most beloved traditions we have at the Rosary. They also allow all members of the community to feel connected in our shared faith.

The school administration makes an effort to include all constituencies in the faith life of the school. Parents are invited and encouraged to attend offerings such as mass, chapel, and other liturgical celebrations. Many events are well attended by families and parents who are eager for even more opportunities throughout the year. As evidenced in prospective family feedback and surveys, families in the New Orleans community are drawn to joining our school community because of the many spiritual offerings available and the emphasis our school places on developing the faith of each individual. In the last three years our Mothers’ Club has created an active prayer group that meets weekly to pray the rosary in our school chapel. Alumnae are invited to campus for celebrations throughout the year, including a Blessing of the Children at Easter and Mass during the annual Alumnae Weekend.

While our reflections indicate that the Rosary has a vibrant faith life, making faith life accessible to all members of the Sacred Heart community; focusing more meaningfully on the formation to mission; and increasing the emphasis on service learning, including direct service are areas for improvement.

Members of the staff indicated that sometimes it is difficult for them to participate in some of the faith-building activities and opportunities we have on campus. For example, the first floor on the Rosary campus does not hear the intercom announcement for *espacio*. Also, members of staff do not have the opportunity to regularly attend chapel as they do not fall under a division. Members of the Little Hearts community also feel that oftentimes their division is excluded from certain celebrations such as our monthly liturgies.

Many members of the community feel that our formation to mission program needs to be reevaluated and strengthened. Currently, all new hires attend a formation to mission session as part of their onboarding process, but after that, there are no individual sessions scheduled. Each division integrates formation to mission into their monthly divisional faculty meetings and a formation to mission monthly session was added as part of the Formation to Mission plan launched in September 2023.

Madeleine Sophie said, “The Heart of Jesus recognizes as his own those who put in practice his chosen commandment.” We educate our students to the values of the Sacred Heart of Jesus, but there is room for improvement regarding the ways in which we live those values outside our gates. We serve because our faith calls us to serve. We are called to live out the Gospel each day and to serve others. Currently, we have many admirable service opportunities at the Rosary, but our faith life could be strengthened through the development of direct service and service-learning programs involving the students and adults in the community.

“Prayer should be our support; the relief of our hope.” - St. Madeleine Sophia Barat, RSCJ

Commendations

1. Administration prioritizes time for prayer/reflection through the practice of *espacio*, weekly chapels, and monthly all school liturgies.
2. Members of the Rosary community feel that Sacred Heart is a place of joy, hope, and celebration.
3. Spirituality is reflected in every subject taught at the Rosary. A Sacred Heart education is a religious education guided by all subjects.
4. Members of the Sacred Heart community are encouraged in their faith formation. The administration, faculty and staff guide students through their own spiritual self-discovery.
5. The Rosary annually participates in the Roots program, sponsored by the Network, and faculty and staff return to share the mission with faculty at the beginning of the year inservice.

Recommendations

1. Faith life, including *espacio*, weekly chapels, and monthly mass must be accessible to all members of the Sacred Heart Community.
2. With fewer RSCJ in our schools, faculty and staff expressed a desire to develop a deeper understanding of the charism of the Religious and the faith life of an Educator of the Sacred Heart of Jesus. Some suggested increased opportunities for everyone to be immersed in the charism so that we are able to model and teach all stakeholders to “discover and reveal God’s love in the heart of the world through the service of education.”
3. A dedicated Formation to Mission director or committee would be helpful to create and implement an ongoing Formation to Mission plan. It is vital for all members of the school community to understand the charism of the RSCJ and how it impacts Sacred Heart educators, students, and parents. At every gathering, students and adults would benefit from education in the attitudes of Jesus in order to form students and adults of gratitude, generosity, compassion and forgiveness.
4. The Rosary could benefit from a reevaluation of how we live our faith outside the school gates. More direct service projects and a service learning program would help members of our community understand what it looks like to live out the gospels.

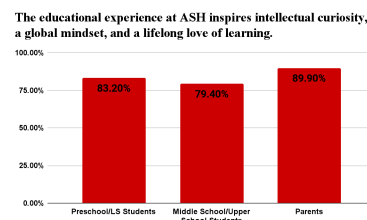
Goal II

Schools of the Sacred Heart commit themselves to educate to a deep respect for intellectual values.

**“I’ve continued my commitment to critical thinking and life-long learning as a result of my Sacred Heart education. I actively strive to be more open to and understanding of people who are different than me.”
- Rosary Alumna**

Academy of the Sacred Heart’s success in meeting Goal Two was measured by examining multiple indicators of academic growth, performance, and love of learning: the development of problem solving skills and critical thinking; and professional growth for faculty and staff.

In alignment with Goal Two, Criterion 1, all constituency groups overwhelmingly agree or strongly agree that the students are challenged to grow academically and that Sacred Heart educators and students engage in experiences that inspire intellectual curiosity, a global mindset, and a life-long love of learning. Upper and Middle School students and parents shared that academics is the area their children have experienced the most growth. In reflection, fifth grade students expressed that the Innovation Lab is their favorite experience at Sacred Heart. To the question regarding what she likes about Sacred Heart, one eighth grader responded, “I love that this school offers the best education possible, and I am very proud of my academic accomplishments.”



With a firm commitment to test preparation and instruction, another external indicator of academic achievement is the steadily increasing number of National Merit Finalists and Commended Scholars. There were three in 2021, five in 2022 and there will be seven in 2023. Test scores, in general, are steadily increasing with a consistent ACT composite score over 27, average SAT of 1240 and a 95% pass rate for AP exams. Ninety-five percent of the graduating class of 2023 received merit-based aid for college. Alumnae recognize that Sacred Heart students are consistently named to academic honor societies and admitted to top universities with a 100% college acceptance rate for the senior class. In a spring reflection survey, seniors testified that they loved the academics, the classes, and “how you learn something new every day.”

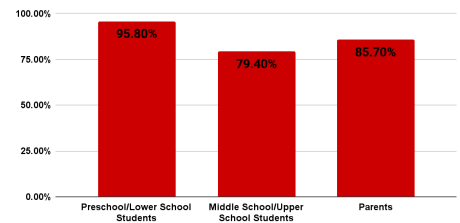
Problem solving skills and critical thinking are a crucial piece of Goal II, criterion IV. Student survey responses indicated that students in grades PK-4 agree or strongly agree that they are encouraged to engage in critical thinking and problem solving. Students in grades 5-12 agree that the programs at Sacred Heart are innovative and collaborative and encourage problem solving and critical evaluation of information. The vast majority of Middle and Upper School students feel that Sacred Heart educators inspire intellectual curiosity, a global mindset, and a life-long love of learning. Ninety percent of parents who responded to the survey agree or strongly agree that their daughters experience a program that integrates innovation and collaboration, critical thinking and problem solving, and evaluation of information. Statements from the teachers at all levels indicate a similar feeling. Little Hearts teachers state that their program is “focused on allowing children to develop a natural curiosity for the world around them, and it provides students with confidence in their imagination and creativity.” Preschool and Lower school teachers characterize their curriculum as being dynamic and effective. Upper and Middle School faculty point out that the Innovation Lab (iLab) is a “bright spot” that allows individual students to “display their gifts and abilities as they figure things out.” The methodology taught in the iLab translates to innovative thinking in every course.

Each division has a process for reviewing curriculum materials that includes the faculty, division head, and department chairs. The school encourages thorough researching and examining of all materials as part of this process. This was evidenced by the adoption of a new math curriculum beginning in 2021 and a new social studies curriculum in Lower School beginning in 2023-24. Each department annually reviews their vertical alignment to ensure that curriculum aligns from PK-12th grade. Faculty feel supported by their administrators in making decisions for the discipline they teach and feel that all materials desired are supplied by the division. They feel encouraged and supported when asking for online and tangible materials to support their curriculum initiatives.

In 2019, Sacred Heart formed a global education committee composed of faculty from all divisions. Facilitated by professional development, the committee engaged in meaningful discussions framed around engaging students “in challenging experiences that inspire intellectual curiosity and a global mindset.” The Little Hearts, Preschool and Lower School faculty developed collaborative units and created global competencies that are aligned with our Mission as a Sacred Heart school. The Mater Campus faculty and iLabs embraced and implemented the re-envisioned framework into classes, while the Middle and Upper School are at the beginning stages of weaving the framework into all areas of study.

Professional growth for the faculty and staff is an important component of Goal II. Faculty in Preschool and Lower School, Middle School, and Upper School cite multiple professional development opportunities that have enhanced their craft, allowed them to develop and implement a curriculum that is dynamic and effective, and enhanced their ability to reach all students. Over 95% of Preschool and Lower School students and 79.4% of Upper and Middle School students strongly agree or agree that teachers employ a variety of teaching strategies to accommodate their learning styles. Furthermore, 85.7% of parents agree that the teachers utilize a variety of teaching and learning strategies to support growth and development. According to multiple students in grades 5-12, they “love how all of the classes are inclusive and welcoming to anyone with different learning needs” and that quality makes them feel like they belong and can be successful. While Little Hearts teachers comment that opportunities for professional development are more readily available, Little Hearts and ASHFIN instructors would like to take part in more in-person professional development opportunities pertaining to their age groups.

Teachers utilize a variety of teaching and learning strategies to support growth and development.



The Rosary has dedicated faculty members who serve as department chairs. Under the leadership of the Upper School Division Head, the department chairs meet regularly to plan for department meetings that are scheduled at the beginning of each year. These meetings serve as a professional space for colleagues to align curriculum vertically and horizontally, share best practices, and set goals.

Division Heads and the Head of School continue to refine the faculty-evaluation program to provide more consistent feedback to teachers. In addition, Department Chairs participate in collegial feedback through class observations. In order to track professional growth, the Division Heads are researching the learning management system to determine if it can be used as a tool for housing faculty and staff goals, feedback on observations, and formal evaluations.

In 2017, the school began onboarding Blackbaud On-Suite, a single sign-on Learning Management System (LMS) and Student Information System (SIS). The new system was activated for the 2018-2019 school year, allowing a single sign-on access for admissions, enrollment, grades, attendance, ebooks, and classroom materials. This adoption not only streamlined work for faculty and staff in middle and upper grades but also gave students and parents access to real time feedback. As a digital platform, it works in unison with the school sustainability initiative. While this was a smooth transition for grades 5-12, Little Hearts, Preschool and Lower School find it challenging to utilize the system beyond admissions, enrollment, and tuition.

As a one-to-one device school with a single sign on LMS (Learning Management System) and SIS, the Academy of the Sacred Heart was well prepared for the global pandemic. The Upper and Middle School faculty provided both synchronous and asynchronous instruction within days of the nation-wide stay-at-home order. These adaptations allow us to overcome new obstacles in modern education.

“The interest of education never flags; year after year the material is new, the children come up from the nursery to the school room, with their life before them, their unbounded possibilities for good, their confidence and expectant hopefulness as to what the future will bring them.”

- Janet Erskine Stuart, RSCJ

Commendations

1. The Sacred Heart educational experience inspires intellectual curiosity, a global mindset, and a life-long love of learning. Beginning in 2021, the Rosary noticed an annual increase in the number of National Merit Finalists and Commended Scholars.
2. Standardized test scores are steadily increasing at all grade levels, and students are consistently named to academic honor societies and admitted to top universities. The senior class consistently has a 100% college acceptance rate.
3. The Innovation Lab spaces on both campuses allow students and teachers to develop experiences that enhance problem solving skills and critical thinking, bringing out the best in each child.
4. The Rosary has dedicated department chairs from across all divisions. They have regularly scheduled meetings as a group, as well as cross-divisional department meetings. They establish goals and agendas as a team and publish notes at the conclusion of each meeting.
5. The Rosary has a Learning Management System (LMS) with a single sign-on access.

Recommendations

1. Professional development funding from the state has dramatically decreased over the years, and individual department budgets are limited. The Rosary faculty and staff would like to continue to attend school-funded opportunities for in-person professional development.
2. While the lower grades have successfully implemented the global competencies into their classes, the Middle and Upper School would like more opportunities to collaborate with the global education teacher to learn to incorporate the Sacred Heart global competencies into lessons in all content areas.
3. The Division Heads have a faculty evaluation cycle that is reviewed annually. The process of evaluation is not consistent across all departments, and formal feedback is often requested by faculty, staff, and administrators.
4. The faculty, staff, and administrators use feedback and evaluation as a means to make annual goals. More training and a process for logging the information would be advantageous for all constituents to set their professional goals annually and use those goals as part of the formal evaluation process.

Goal III

Schools of the Sacred Heart commit themselves to educate to a social awareness which impels to action.

“We are inspired to do more with our own families outside of school—sustainability efforts, community service projects.”- Rosary Faculty Member

As residents of New Orleans, all constituent groups recognize the needs in our city and the significance of civic responsibility while serving “the common good in an interdependent world.” Each division seeks to address injustices by offering opportunities for students to engage in open dialogues, opportunities for reciprocal service, and a deep understanding of a global perspective. All understand that we are made in the image of God and by modeling and practicing advocacy and outreach, all Rosary constituent groups will develop a life-long commitment to service.

Rosary students are introduced to a second language as early as age one. As students move through the grades, they are immersed in French or Spanish in order to increase their understanding of an additional language and develop cultural literacy. In 2020, a team of educators from the Rosary formed a Global Education Committee. Under the leadership of a Lower School faculty member, the Asia Society’s Core Competencies were used to design Sacred Heart Global Competencies for the school. Faculty in Little Hearts through 4th Grade purposefully plan and integrate the Global Competencies in lessons across the curriculum. The Global Education program in Middle and Upper Schools is still developing and reflects an increased knowledge of the world through diverse literature choices and the various contexts that impact the planet at this time in history. The Domestic and Global Exchange program at the Rosary has been referred to as one of the strongest in the Network. The Rosary’s exchange coordinator rebuilt and launched the exchange program in the Fall of 2022. The Freshman trip abroad, the WKO, grade retreats off campus, Network Summer Service Projects, the Nicaragua service trip, and guest speakers featuring literature and cultures from abroad reflect Sacred Heart’s commitment to creating global citizens who can function with agility within a variety of diverse communities.

- ◆ 80% of students in Lower School report that they agree or agree strongly that teachers help them to develop global perspectives.
- ◆ 75% of students in Middle and Upper School agree or strongly agree that they are being immersed in diverse global perspectives as part of their curriculum.
- ◆ 80% of these students agree or strongly agree that the school community works towards justice, peace and the integrity of creation.
- ◆ 84% of parents agree or strongly agree that Sacred Heart educators immerse their daughter in diverse global perspectives, developing competencies such as critical consciousness, language facility and cultural literacy.

In every division of the school, classes regularly draw from the Catholic Social Teachings to educate our students on the difficulties faced by our local citizens as well as the teachings of the Catholic Church regarding world issues. After much discussion, research and planning, the Open Hearts and Open Minds Council was formed by our Head of School in August of 2020 and was convened by the Middle School Division Head. A team of leaders from the Rosary gathered twice a month to open their hearts and minds to listen to our students, peers, and families so that they might develop a plan for educating our Rosary community. This committee accomplished their initial goals for the first year, and the school added a part-time DEI position to move this work forward in a strategic way. By the end of the second year, the Rosary expanded that position to be full time so that the work could be continued through all groups on both campuses. While these are recognized as great accomplishments in our school, we have more work to do to attract and support diverse families in their desire to educate their daughters at the Rosary.

The Rosary continues searching for student opportunities to participate in direct service and work for justice and peace in our community. Even with pandemic limitations, the Senior Class of 2023 completed 4,685 hours of service during their Junior and Senior years. Students were only required to complete 50 hours, and our students almost doubled those required hours in a time when in-person service was limited. While this is impressive, all constituent groups reported a desire for more opportunities to engage in service in the New Orleans area. Now that we are not restricted by distancing protocols, we look forward to building a service-learning plan for all grade levels and supporting our staff in their efforts to aid all groups in their desire to serve the common good.

The Rosary has fully and enthusiastically embraced criteria Goal III, Criterion IV. Since 2021, both campuses engage daily in a food-waste diversion plan. Partnering with a local organization called the Composting Network, all

food waste is collected each week. Most students can describe the process and the importance of practicing efficient food waste disposal. Many families have adopted this practice as well and are greatly pleased with this initiative. Sacred Heart has diverted 10's of thousands of pounds of food waste away from landfills.

Through our partnership with Grounds Krewe, Mardi Gras, a 10-day event with a magnitude of waste, is more sustainable. This organization collects "throws," beads and trinkets, which would otherwise litter the streets and clog the sewage system. This partnership is very visible and successful in terms of collecting and recycling plastics, glass, and aluminum beverage cans. Estimated diversion from landfills through this partnership equals 100,000 lbs.

Recycling of all paper products and plastics is a regular practice on both campuses. Tennis shoes are collected and donated to the GotSneakers agency which recycles usable shoes and shreds others to create reusable plastics and rubber. Due to this school-wide initiative, over two thousand pairs of sneakers have been diverted from landfills. There are regularly scheduled school-wide glass drives, also open to our neighbors in the community, directed to Glass Half Full, an organization that grinds glass and is bagged to fight coastal erosion. Aluminum beverage cans are also regularly collected and delivered to the local metal recycling facility. Our youngest Little Hearts students have a program called We Take Action through which they also practice and use the earth's resources responsibly. In August 2022, Sustainable Hearts, a team of faculty members worked together to support all sustainability efforts. Funds were reallocated to make this a thriving and relevant part of our school life.

Sacred Heart earned the Green Ribbon Award and recognition at both the state and federal levels for our work and concern for environmental issues. The Facilities Department has replaced hundreds of light bulbs to use LED bulbs. The renovated wing of the Rosary campus boasts energy efficient cooling and heating, insulation, and fresh air returns that exceed standards. Faculty from Sacred Heart participated in an international conference on promoting sustainability in schools. The Upper School invited Sacred Heart students and faculty as well as students and faculty from other schools to its first symposium focusing on best practices and green initiatives. Two additional courses, on-level Environmental Science and AP Environmental Science, are popular with junior and senior students in Upper School.

The Rosary in New Orleans is committed to educating students so that their social awareness impels them to action. All constituent groups marked that Sacred Heart strongly promotes and develops this goal. In the past seven years, we have made strong improvements in service, global education, and sustainability. As is true of all life-long learners, we know we have more work to do and are ready and willing to strengthen our programs so that we as educators continue to be prepare our students for the unknown in our world, realizing also that we have a responsibility to serve the common good and protect God's creation for future generations.

“How truly blessed we shall be if at the price of even very great sacrifices we shall have made God known and loved by one more soul!” - St. Rose Philippine Duchesne, RSCJ

Commendations

1. The Rosary fully commits to accept accountability for the care of God's creation. As one of three Green Ribbon Schools in the New Orleans area and the only independent school with this distinction, the Rosary has developed partnerships and programs that educate and put into action the importance of recycling, repurposing, and limiting waste on both campuses.
2. Sacred Heart educators immerse students in diverse global perspectives, developing competencies such as critical consciousness, language facility, and cultural literacy.
3. The Upper School continues to commit to a reciprocal service program, which we remained committed to during the height of the pandemic.
4. The Mater Campus faculty and staff have fully embraced the global competencies and will be working to promote and educate our families on the excellent work accomplished over the past three years.
5. The post-pandemic relaunch of the Rosary Exchange Program immerses students in diverse cultures and helps them to develop competencies in cultural literacy.

Recommendations

1. Our stakeholders share the feeling that they would like increased opportunities to serve the community at large. As a school, we could also improve our communication plan so that the service work completed is communicated effectively and shared in a timely manner.
2. In the 2022-2023 school year, Middle School and Upper School began the work of refining the Global Competencies for the upper grades and incorporating all competencies across the divisions to create an alignment of expectations and resources. Sacred Heart is committed to continuing to build and formalize the Global Education program in these divisions.
3. Faculty and staff reiterate the desire to expand our Diversity, Equity, and Inclusion resources and programming. While a full-time DEI coordinator was put in place in the Spring of 2021, our reflections confirm that many feel that our community does not reflect racial or socio-economic diversity. With the recent engagement of a consulting firm whose expertise is in the area of DEI, the School commits to continue moving these initiatives forward.

Goal IV

Schools of the Sacred Heart commit themselves to the building of community as a Christian value.

“...the community spirit is palpable, reflected in the enduring friendships formed and the support shown to the school by parents, alumnae, past parents, grandparents, and friends.” – Rosary Alumna

“I love that we share our goals with all other Sacred Heart schools across the nation and we are a big community.” - Rosary Student

Community is something the Rosary is known for, and we take pride in modeling this in the wider community. In a conversation with one alumna, she stated that the “community spirit is palpable, reflected in the enduring friendships formed and the support shown to the school by parents, alumnae, past parents, grandparents, and friends.” The Rosary, deeply rooted in New Orleans history, values tradition and has current families who are fifth and sixth generation families. The strength of the New Orleans Sacred Heart community is something students describe as a “feeling you can’t fully understand until you experience it.” At the Rosary, it’s what draws people in and what leads people to describe our community as a family. Among parents and alumnae, the Rosary community was consistently mentioned as one of the things they value most about Sacred Heart. This included many references to the warm, welcoming, nurturing, and safe environment of the school. It is evident from the reflections that the teachers are the essence of what makes the Rosary community a family.

The mission of a Sacred Heart education is in the hands of the educators and administrators at the Rosary. As mentioned in other places in our report and throughout the reflection process, all employees asked for more education and support in learning and sharing the mission. Faculty and staff referred to the “Sacred Heart advantage” and needing an “ongoing plan for educating all members of the community to the charism, mission and heritage of the Society of the Sacred Heart.”

Throughout our reflections, all constituency groups overwhelmingly agreed that the Rosary “promotes the inherent dignity of the human person and strives for relationships characterized by inclusion and mutual respect.” This is demonstrated by the deep care and respect our faculty and staff show each other and to each one of their students. Faculty and staff reported gratitude for the reflection conversations and deep dives into the *Goals and Criteria*. One of the Steering Committee’s goals was to have an inclusive reflection process where every person in the community felt respected and included. With two campuses and three square blocks of real estate, getting to know each individual in the workplace and sharing information across departments and divisions is a challenge. Faculty, staff and administrators requested increased opportunities to build community with the adult community through FAST (Faculty and Staff Time) meetings, retreats, service projects and social gatherings.

A sense of community is manifested in the love and care that our students have for their fellow students and the world around them. This is the result of intentional formation and programming such as advisories, morning meetings, and Goal IV retreats. The Rosary counselors and deans work across the divisions and departments to teach and model language and actions that support a “spirit of peace and reconciliation,” as well as “non-violence and conflict management.” This is a support area that the Rosary plans to continue to prioritize.

Faculty at the Rosary participate in various programs and collaborations with peers in other Sacred Heart schools. During the pandemic, administrators met virtually with Network colleagues to plan and execute online and hybrid learning, sharing the ups and downs of school changes and policies. Faculty lead and participated in summer service projects and programmatic groups, including the exchange groups, Roots program, and SHCOG visiting teams. The Exchange Program at the Rosary is thriving. The 2022-2023 school year brought the most student participation in the school’s history, with fifteen 8th graders, a majority of the freshmen and sophomores, and sixty-eight additional Upper School students exchanging to nine schools in the United States, Canada, Australia, Mexico and five European schools.

While feedback from students and parents tells us that our students and families feel very safe when on campus grounds, recent national and local events have led our school to evaluate, upgrade, and increase security measures.

The Rosary administration commits to regular crisis drills, and the Crisis Go app keeps the safety team engaged with faculty during drills and other emergencies. Our students report feeling safe and knowledgeable about where to go in the event of an emergency. Over the course of the past five years, the Rosary has invested heavily in campus-wide capital improvements that make our learning environment safer, cleaner, healthier, and greener. This includes more exposure to natural light and the outdoors, the replacement of outdated HVAC systems, and LED light conversions.

Students, families, faculty, and staff overwhelmingly indicated that they feel welcomed as part of the Sacred Heart community; however, a number of parents, faculty, and staff expressed the desire that Sacred Heart continue to grow in racial and socio-economic diversity. The Open Hearts and Open Minds Council was formed in 2020 and serves as a safe space for sharing and support around topics of diversity. In 2021, a Diversity Equity Inclusion Coordinator was hired to facilitate the Open Hearts and Open Minds Council and added student Diversity Clubs. In 2023, the school contracted with a DEI consultant to continue the work of diversity, equity and inclusion with a focus on support for current families and recruitment of new families and employees. When presented with the open-ended statement, "what if Sacred Heart," as well as, "my hope for Sacred Heart is," roughly 33% of responses related to the need for more diversity, equity, and inclusion practices. Specific recommendations from parents and faculty include evaluating where and how we recruit students, as well as more transparency around the school's scholarship awards.

In reflection, one Rosary parent eloquently shared: "Adding racial diversity to the Sacred Heart community is imperative. Both in the faculty and in the student body. I've seen so many families of color leave over the years. And having teachers who look like the children they teach - at all grade levels - is crucial to retention. And having my daughter see other students that look like her sitting in class beside her, is crucial for her development. Sacred Heart is a warm and wonderful place that I know wants only the best for all of its students, this I am certain of. It has been a truly wonderful place for my daughter. And as a parent of a minority student, more diversity among teachers and students is the only thing I could wish for."

"Be humble, be simple, and bring joy to others." - Madeleine Sophie Barat, RSCJ

Commendations

1. The Rosary's spirit of community is palpable and cited as one of the most distinguishing parts of our school experience.
2. The Rosary is celebrated for the deep and respectful relationships it fosters among students and faculty and for the school's safe and nurturing environment.
3. The Rosary has a long history of engaging and collaborating with the Network of Sacred Heart Schools and schools abroad. That engagement strengthened during the global pandemic will continue to flourish as the Rosary's global education curriculum builds.

Recommendations

1. The Rosary is fortunate to have a long history and a strong spirit of tradition. However, it is apparent from the reflections and surveys that an organized and effective Formation to Mission program is desired and needed to enable all stakeholder groups to engage more deeply in our mission.
2. Hiring and retaining a diverse faculty and staff across all divisions is important to build a more diverse community.
3. Faculty and staff recognize the growth that has been made with the addition of the Open Hearts and Open Minds Council and would like more opportunities for professional development in areas related to Diversity, Equity, and Inclusion.
4. With the recent commitment in hiring a DEI consultant, all constituent groups at the school would like a concrete plan for recruitment, retention, and support of prospective families, faculty and staff.
5. Attention needs to be given to how the Rosary builds cohesion, community and belonging across divisions and with employees who are not part of one of the four academic divisions. There is a desire and need for a building of community across both the Mater and Rosary campuses as well as among divisions on each campus so that the little ones see themselves as the "big girl" in Lower School and for the older girls to both model and build community with Lower and Middle School students.

6. There is consensus that cohesion and communication is strong within divisions but significantly lacking at the school-wide level.

Goal V

Schools of the Sacred Heart commit themselves to educate to personal growth in an atmosphere of wise freedom.

“Sacred Heart does a wonderful job of educating the whole child and allowing the girls to find their way. We've seen her grow so much academically, spiritually, and personally, and we believe that is because she feels safe to grow and take risks at school.” – Rosary Parent

All constituent groups concurred that the Rosary wholeheartedly commits to formation that is vital to the education of young women of courage, confidence, and integrity. There is a strong consensus among all groups that the curriculum work is collaborative, and the faculty strive to know and recognize each individual's strengths and challenges by allowing students to learn from mistakes, exercise resilience, and develop new skills. This has been aided by the addition of two state of the art innovation labs, a place on each campus where faculty design learning opportunities or lessons for student engagement through wise freedom.

Each Division Head regularly communicates to faculty, which is reported as effective and informative. The Head of School sends out a weekly email to faculty, staff and administration that highlights events and information important to the community. While the faculty and staff have several all-school meetings (FAST meetings), they report that those meetings could be more informative and purposeful in an effort to inform faculty and staff about the state of the school and upcoming policy changes.

Parent and alumnae groups expressed their appreciation for the Head of School's invitation to meet one on one in a timely manner to address areas of concern and opportunity. However, parents expressed a desire for a clear all-school communication plan for emails and newsletters. They also shared that there are several communications for each department/division, and a streamlined process would allow for more accurate information throughout the school.

Students in Middle and Upper School shared that they feel they have opportunities for direct communication with the Head of School and have met with her about a wide range of topics including opportunities for performances in dance, ideas for sustainable projects on campus, guidance on challenging academic situations, and well wishes before state sports events. While students on the Mater Campus see the Head of School at events on Mater Campus, they do not have as many opportunities to meet in small groups or one on one. Students in Upper School shared that they feel confident in communicating with the faculty and administration and would like additional opportunities to provide feedback to the Division Head and Dean of Students.

The Rosary has introduced many new initiatives, and the adult community reflected on the number of priorities, which create a challenge to balancing an education career. All employees are able to use the fitness room on campus, but with busy schedules, only few are taking advantage of this benefit. The school recognizes the rise in cost of living and has provided salary increases annually, a tuition remission program, and increases in the school contribution to insurance premiums. Employees expressed the desire to have more options for short term disability, in particular maternity and paternity leave options. In July of 2023, the school introduced a new short term disability program for all employees.

During the reflection process, faculty and staff shared that the number of advances in technology often keeps them tied to the device and support is needed to model and practice responsible use of technology. The deans, counselors, and technology educators in PK-12 have engaged in intentional planning of curriculum and a speaker series to support students and families in making decisions on cellphone usage, screen time, and social media access. With the advancements in artificial technology, the technology department and Upper School are reflecting on wise freedom in order for students to make ethical and responsible decisions in regards to technology.

With a restorative justice model as the basis for the disciplinary programs, each division has a clear program of accountability for students. However, the faculty and staff have expressed a desire to have a human resources department to support the handbook policies of employees. In addition to students reporting a feeling of respect, they also spoke of the number of ways they are taught to address conflict resolution and the invitation to respectfully

dialogue with the adults in the community without fear of negative consequences.

Post-pandemic young people are being challenged by more anxiety and pressure, and the Rosary is committed to provide opportunities to support students, parents, and faculty to examine ways to aid students with balance. The Mater Campus invested in professional development in Responsive Classroom for grade PK-5 teachers, which provides a framework for support in social and emotional learning and the advisory program.

When surveyed, Sacred Heart Alumnae, currently in college, reported that they feel more prepared than their peers in life skills and decision making. They credit teachers from Little Hearts through Upper School in preparing them to leave the gates, pursue their passions, and change the world.

As students move through the divisions at the Rosary, they feel respected, encouraged, and supported. Student leaders grow in courage and confidence while journeying through the Mater Campus as Little Hearts, Preschool, and Lower School students and as they transition to the Rosary Campus as Middle and Upper School young women. Students and parents report that Goal V is the area in which they see the most growth in their daughters.

“What is the good of teaching various subjects, of wasting time in learning them, if at the same time we cannot teach children the words of life and touch their hearts and their consciences?”
- Madeleine Sophie Barat, RSCJ

Commendations

1. The faculty and staff work collaboratively with each other and students to know and recognize each individual's strengths and challenges by allowing students to learn from mistakes, exercise resilience, and develop new skills. With the addition of a second Innovation Lab and two additional full-time educators, the Rosary has made “a profound and honest commitment” to student and faculty personal growth.
2. Students and parents feel supported and report personal growth as the area of most improvement this year, citing the example of leadership opportunities that build courage and confidence.
3. With a restorative justice model as the basis for the disciplinary programs, each division has a clear program of accountability for students. Each divisional handbook and the employee handbook are reviewed annually and adjustments are made to provide clarity in policies and procedures.
4. Our Head of School is in her third year and encourages direct communication with parents, students, faculty, and staff. At the beginning of the 2023-2024 school year, a grievance form was added to the Employee Handbook in order to help resolve any issues that faculty, staff, or administration may have with colleagues.
5. Technology advancements not only provide employees and students with state of the art equipment but also support and educate to model, practice, and teach safe, ethical and responsible use of technology.

Recommendations

1. The school has committed to monthly administration meetings to help disseminate information to departments and each division will continue to have weekly divisional and department meetings. We acknowledge that there are several communications for each department/division and a streamlined process would allow for more accurate information throughout the school.
2. Several in the adult community reported a desire for a human resources employee who provides a confidential space to support employees throughout the school.
3. We would like to examine ways to support faculty and staff in the number of technological advances that often keep them tied to devices and provide ways for all to model and practice responsible use of technology.
4. As in the rest of the country, the demand on educators is high and balance is challenging. The annual faculty Mind, Body, and Spirit retreat is a day for resetting and creating time and space for balance. We are committed to offering increased opportunities during the year for pause, reflection, and fun for the whole community.

Section IV

Foundational Principles





- 8th Grade Alumnae Project
- Sustainability Initiatives
- St. Rose Philippine Duchesne Global Play
- Implementation of Global Education Curriculum



- Lower School Math Pilot Program
- Très Bien Society
- Rosary Service Day
- 2nd Prep Goal Retreat
- Mater Campus Complex: Nims Fine Art Center & Front Courtyard Grand Opening



- ASH Beyond the Gates Pandemic Campaign
- Google Meets
- Virtual Classes
- Class of 2020 Yard Signs
- Sacred Heart Educator Appreciation Yard Signs



- Drive By & Delivery Closing Ceremonies
- Traditional Graduation Postponed
- Little Hearts-Fourth Grade Summer Learning Program





I. In the *Goals and Criteria*, the Society of the Sacred Heart defines the mission of the schools as part of the Society’s educational mission in the Catholic Church.

Academy of the Sacred Heart is New Orleans's only Catholic, independent, college preparatory school for girls from age 1 through grade 12. Founded in 1867, and affectionately known as the Rosary, the school has a long history that is rooted in the spiritual charism of the Society of the Sacred Heart. Sacred Heart acts at the permission of the Archbishop of New Orleans as a Catholic School and complies with the appropriate non-parish school policies as set forth by Office of Catholic Schools. The Rosary commits to religious education at every grade level in classroom instruction, faith formation, service according to gospel values, and the moral and ethical teachings of the Catholic faith.

II. Each school is accountable to the Society of the Sacred Heart Commission on Goals for its adherence to the *Goals and Criteria*.

The Rosary in New Orleans, both Mater Campus and Rosary Campus, takes pride in educating our faculty, staff and student body to the *Goals and Criteria*, purposefully planning programming with the criteria in mind. We participate in the Sacred Heart Commission on Goals through the self-study process with an open mind and open heart to share and learn from reflection and contemplation. The *Goals and Criteria* are the “roadmap” for educating young women of faith, scholarship, service, community and personal growth. All written materials and publications are aligned with the *Goals and Criteria*. Annually, the Rosary sends faculty and staff to the Network’s Roots program to educate our faculty and staff on the roots of the Religious of the Sacred Heart and their mission to make known the heart of Christ through the mission of education. The Board of Trustees and administration promote and participate in programs hosted by the Network, including online, collegial groups for academic and spiritual growth.

III. Each school’s Board of Trustees and Administration establish and uphold policies that are consistent with the *Goals and Criteria*.

The Board of Trustees remains focused on supporting our Head of School with a desire to strive for continuous improvement in academic rigor and athletic/extracurricular activities, while remaining committed to a personal and active faith in God. The Board of Trustees begins each school year with a Board Retreat on a Saturday in August. In 2023, it was focused on a deep dive into the *Goals and Criteria* and the responsibilities of the Board of Trustees. Each meeting begins with a prayer that reminds us of the importance of rooting decisions in the *Goals and Criteria*. This year, we have four Trustees (Board Chair included) and our Head of School set to attend the Annual Trustee Education to Mission Conference in St. Louis. For the past year, we have also taken a portion of each Board of Trustees meeting to review one of the *Goals and Criteria* in depth as led by our Head of School.

Diversity on the Board of Trustees is a critical component of a healthy organization and the Board is constantly looking for opportunities to add Trustees and committee members from diverse backgrounds and with diverse skill sets to better serve the Rosary. We are fortunate to have two very engaged RSCJs as current Trustees, and they are invaluable leaders who also help keep the *Goals and Criteria* at the core of all decisions.

IV. The school allocates its resources to support each Goal and its Criteria.

To accomplish the Board’s goals of continuous improvement while maintaining an inclusive student body, the Board of Trustees makes every effort to keep tuition affordable for our families. Fundraising is also critical to the School’s success, and 100% Trustee participation in annual giving is expected. The Trustees are viewed as ambassadors for the school who all must play a role in fundraising efforts. This also means that Trustees attend numerous school events each year and are actively engaged in both committee meetings and board meetings. The Rosary completed a capital campaign this past school year with improvements campus wide and are in the early stages of launching another campaign.

The Board of Trustees last completed a formal strategic planning process in 2017 and have developed a set of priorities for the Board of Trustees this year, but expect to start a new strategic planning process in the near future. The priorities identified this year are focused on addressing significant deferred maintenance projects, an upcoming bond maturity, and developing a comprehensive renovation plan for the Rosary campus.

V. The school is in compliance with professional standards as stated by accrediting agencies.

Promoting the highest professional and ethical standards of educational excellence is a top priority at the Academy of the Sacred Heart. The Rosary maintains accreditations with the Network of Sacred Heart Schools, Independent Schools Association of the Southwest, the Archdiocese of New Orleans, and the State of Louisiana. The Little Hearts Early Learning Center is also fully licensed by the State of Louisiana.

Section V

Commendations

2020-2021



ONE Heart & ONE Mind
IN THE HEART OF JESUS
ACADEMY OF THE SACRED HEART
ASHTRIMMAY.SD.GE

- Return to School with Distancing Protocols
- Implementation of Lower School Math In Focus
- Open Hearts, Open Minds Council
- Virtual Masses
 - PJs Pop Up
 - Sustainable Hearts
- Volleyball State Champions
- ASH Online Cabaret Show
- 1st Prep Goal Retreat
- MS Soccer NOAL Champions
- Drive-Thru Christmas Basket Drop-off
- Diversity, Equity & Inclusion Coordinator Hired
- 4th Grade Visit to Middle School
- Upper School Mock Trial
- Virtual Congé
- Shot Put State Champion
- 2nd Prep Poetry Café
- Little Hearts Parent Playdate
- Two Senior Graduations Both Live Streamed
- Athletic College Commits

With Open Hearts, Open Minds and Open Will, We Pray!

God of our longing,
God of our **HOPE**,
God who is with us,
God of our **JOURNEY**,
You call us to reach **the frontiers**, to set sail,
To go with others.

You call us to live more humanly,
To be at the **service of life**.
You call us to create **silence**,
To listen to your **word** in the world.

You call us to be **and act as one body**, To live in **solidarity**.

Unite us in our **tasks** and in our searching, **inspire us** with your Spirit.

May we live our educational mission to make known the **face** of your Sacred Heart.

AMEN

ACADEMY OF THE SACRED HEART
ASHTRIMMAY.SD.GE

1. The Rosary is committed to preparing our students for an increasingly globalized world and the expectations that this presents. Beginning in pre-kindergarten, students begin to build competencies allowing them opportunities to investigate the world, recognize and value diverse perspectives, communicate with agility, and take responsible action that promotes peace and justice. The global education initiative extends into middle school and upper school as students participate in a variety of service and exchange opportunities. The Rosary has a long history of engaging and collaborating with the Network of Sacred Heart Schools and schools abroad, which strengthened during the global pandemic. Aligned with and driven by Sacred Heart’s mission, Global Education continues to flourish as an avenue to mobilize our mission in our curriculum, classrooms and beyond in an even more purposeful way.
2. The Innovation Lab and global education programs serve as sources of educational innovation for students and teachers. With the addition of a second Innovation Lab and two additional full-time educators, the Rosary has made “a profound and honest commitment” to student and faculty growth to promote curiosity, collaboration, critical thinking, and problem solving. That innovation has produced tangible results.
3. Since 2021, the Rosary has seen an annual increase in the number of National Merit Finalists and Commended Scholars. Standardized test scores in general are steadily increasing in all grades and students are consistently named to academic honor societies and admitted to top universities with a 100% college acceptance rate for the senior class.
4. Our strong Catholic faith identity compels the Rosary to fully commit to accepting accountability for the care of God’s creation. As one of three Green Ribbon Schools in the New Orleans area and the only independent school with this distinction, the Rosary has developed partnerships and programs that educate and put into action the importance of recycling, repurposing, and limiting waste on both campuses. These

practices encourage all members of the community, from the youngest students to the adult members, to be active stewards of the earth and its resources and help them to live out their faith in a meaningful way.

Section VI

Recommendations

2021-2022 



1. The Rosary is fortunate to have a long history and a strong spirit of tradition. However, it is apparent from the reflections and surveys that an organized and effective Formation to Mission program is desired and needed to enable all stakeholder groups to engage more deeply in the charism of the Religious and the faith life of an Educator of the Sacred Heart of Jesus so that all are able to “discover and reveal God’s love in the heart of the world through the service of education.”
2. As in the rest of the country, the demand on educators is high and balance is challenging. It became evident during the reflection process that employees desire increased opportunities to support them professionally, to streamline onboarding and to effectively communicate so all stakeholders feel valued, respected and informed. The school commits to reviewing and streamlining these practices and processes to build community schoolwide.
3. Faculty and staff reiterate the desire to expand our DEI resources and programming, and feel that our community does not reflect the racial or socio-economic diversity of the community. While the Open Hearts and Open Minds Council was formed in 2020 and a full-time DEI coordinator put in place in the Fall of 2021, the move of the DEI coordinator to a faculty position left an opening in the position and on the Council for which the school is actively recruiting.

Section VII

Self-Study Process

2022-2023



**JOURNEY
of
HOPE**

- Phase 1 of Rosary Renewal Project Complete
- Global Education Center and Classroom Dedicated
- Mater Campus New Lunch Program
- SHCOG Reflection Year: Nat Wilburn Visits Rosary Inservice
- SHCOG Steering Committee

- 1st Academic Exchange Trip to Canada
- Archbishop Aymond Leads Mater Liturgy
- SHCOG Day for Faculty
- People of Color Conference
- Très Bien Boutique Opens
- La Petite Boutique Opens
- Sustainability Team

- Divisional & Departmental SHCOG Reflections
- All School Community Day
- SHCOG Surveys & Goal Groups for Families
- Cheer/Dance Team March in Parade
- 4th Prep Domestic Exchange Returns
- Two Day on Campus Congé
- GEBG Conference Presenters

- Academic Games Nationals
- Athletic College Commits
- European Exchange
- Roots Network Conference
- Summer Service Programs
- EE Ford Grant Completion
- Formation to Mission Plan

As we journeyed through our reflection year, the words “space and grace” seemed to rise to the forefront. The Steering Committee met frequently and designed opportunities for all constituent groups to have space for reflection and grace in learning the new criteria and the mission of our school. We took every opportunity to meet with students, families, faculty, staff, alumnae, and friends of Sacred Heart and immerse ourselves in a deeper understanding of how we are living the *Goals and Criteria* and how we can strengthen our relationship and understanding of the mission and vocation of being a Sacred Heart educator. Our overarching goal was to create space for reflection and grace in learning and teaching the *Goals and Criteria* to all constituent groups at the Rosary. In our process, we strived for it to be inclusive and thoughtful, and one where every person felt their voice mattered and was valued.

Our reflection began with a visit from Nat Wilburn, Head of Conference of Sacred Heart Education in North America, which provided an overview of the *Goals and Criteria* and mission of the Network. The Steering Committee began meeting as soon as the year began and worked together to build a reflection process that would be inclusive of all members of the community. We familiarized ourselves with the SHCOG documents and started planning for our launch day in October. The education to mission session in August with Nat Wilburn and a spirited launch day brought excitement for the year ahead.

The committee quickly realized that some constituent groups needed education and formation in addition to reflection. Micheline Dutil introduced the SHCOG process to the Board of Trustees at the first meeting of the year. At this meeting, Mrs. Dutil realized the need for more education on the goals and new criteria and designed a plan to unwrap a goal at each meeting for the year. This allowed the Trustees the space and grace to open their hearts and minds to a deeper understanding of the mission of Sacred Heart education.

SHCOG launch day on October 7, 2022 began with Goal III activities around the New Orleans area and ended with a competitive game of SHCOG Jeopardy and *Blooket* matching game to familiarize everyone with the criteria. We followed up this day with each faculty member choosing a goal for the focus of our next gathering.

Each of the Steering Committee members led reflections with divisions and departments throughout the first semester. Notes were collated and themes emerged. We followed the smaller group sessions with surveys to students, faculty, staff, parents and alumnae. The committee also formed a Community Day planning group for a surprise congé day for all students, faculty, and staff.

For the first day back at school in January 2023, the committee planned a day of community with a goal focused prayer service, dancing, timeline-building activity, Sacred Heart Family Feud, cache cache, goûter, and an all around “ethos of joy.” Students were put in teams and participated in activities linked to the *Goals and Criteria* to support their understanding of the goals and the revised criteria. All-school activities were held and data was gathered through surveys from the various grade levels. Feedback was used in collating the commendations and recommendations for all *Goals*. During our community day, we asked students, faculty, staff, and administration to build a community timeline that was collated and included in our reflection report.

Parents and grandparents were invited to join a “Coffee on the Mission of the Sacred Heart” with the Head of School. Six dates were provided, both morning and evening, in order to accommodate the large number of people who came forward to learn about the *Goals and Criteria*. Parents who are alumni were obviously knowledgeable and communicated that this learning opportunity solidified their desire for their daughters to grow and develop in this same way. Grandparents were especially pleased to learn about the mission and openly expressed their admiration for this well laid out plan of development.



A special learning session was created for the Alumnae Board and for any alumnae who wished to join. This meeting included a review of the *Goals and Criteria* as well as several examples for each division. Older alumni were able to identify connections to their learning at Sacred Heart, but communicated that they had never been exposed to the *Goals and Criteria* as they are presented now. This propelled the administration to visit alumni groups all over the region and to give talks similar to the one given at school. Overall, the alumnae were thrilled to be immersed once again in the mission and reiterated how this influenced their lives beyond the Rosary.

At the end of the year inservice, an update provided faculty with the themes that emerged from all of the reflections, surveys and sessions. The committee spent the summer refining the reflection report, which was shared with all faculty and staff at the August pre-service. At this session, faculty and staff were asked to read a goal reflection of their choice and give the committee feedback and edits. This provided the space for all who participated to feel included and valued as members of the Rosary community.

During the reflection year, the Board of Trustees participated in five workshops to educate the Trustees on the importance of the *Goals and Criteria* in relation to the duties of the Board. After the members participated in the unwrapping of the *Goals and Criteria*, Trustees expressed a much better understanding and a commitment to a deeper understanding of the mission of Sacred Heart. The Board agreed that increased education for new and existing members of the Board will allow for better alignment between decision-making and the mission.

At the beginning of the 2023-2024 school year, Micheline Dutil introduced the faculty, staff, and administration to a revised Formation to Mission Plan. With this plan, every stakeholder will be provided with an opportunity to learn about the mission and to deepen their understanding of the *Goals and Criteria*. Nat Wilburn was invited to the August 2023 Board Retreat to work with trustees for a deeper understanding of the educational mission and the way the *Goals and Criteria* are vital in helping the Board with decision-making, strategic planning, and fiduciary responsibilities.

As part of the annual Formation to Mission plan, faculty and staff formation presentations are scheduled to allow seasoned Sacred Heart educators to share their expertise and experience and engage the faculty and staff in interactive activities to enhance a strong understanding of the *Goals and Criteria*. These presentations will change annually but will include the history of the Society, the Provinces, the Network of Sacred Heart Schools, and the philosophy articulated by Madeleine Sophie Barat and distinguished Religious of the Sacred Heart. Presentations will also be shared with the Board, Alumnae, and all constituent groups as we make a commitment to a deeper understanding of the educational mission of the Religious of the Sacred Heart.

2023-2024 

A C A D E M Y O F T H E



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