

**SAINT PAUL'S CATHOLIC HIGH SCHOOL
BRISTOL, CT**

**THREE YEAR INTERNAL STRATEGIC PLAN
2007 – 2010**

EXECUTIVE SUMMARY

DEVELOPED COLLABORATIVELY BY:

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Mrs. Sharon Mielcarz, Dean of Academic Life

Mr. Robert Kaminski, Dean of Student Life

Members of the SPCHS Faculty and Administrative Staff

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**FINAL DOCUMENT
NOVEMBER, 2007**

PREFACE

This “internal” Strategic Plan is designed to guide the *school improvement efforts* of the administration and staff of Saint Paul’s Catholic High School (SPCHS), during the schools years, 2007-8; 2008-9; 2009-10. The basis of the plan is rooted in three very specific STANDARDS (see next page) which have been identified as crucial to the school’s continuing success.

Within this document are very specific and measurable *benchmarks*, or critical indicators of success. It is well understood by the administrative team and the teachers that the desired progress and ultimate success of this plan rests with them and their collaborative efforts. In recognition of the importance of the plan and the achievements it represents, a school improvement team model has been implemented in 2007. This model designates small teams of professionals – both administrators and teachers – who are assigned the stewardship of various sections of the strategic plan. Time during the school day has been scheduled for teams to meet and to work together towards the various identified benchmarks.

School Improvement Teams have developed “Operational Plans” to guide work in their specific areas of focus. These operational plans will be updated annually, and are an adjunct to this, the more inclusive, “Internal Strategic Plan.” *Operational Plans are formatted for review, and are available upon request, in the Office of the Dean of Academic Life.* Teams and team members will be held accountable for the planned work outlined in their operational plans. The work of the teams will be monitored by administrators, with *systematic and periodic reporting* of concrete progress required by October 1, February 1, and June 1 of each of the three years. Such progress will be reported on a larger scale to the School Board, Office of Catholic Schools, and the School Community, by the President.

THE OVERARCHING GOAL OF THE STRATEGIC PLAN:

SAINT PAUL’S CATHOLIC HIGH SCHOOL (SPCHS) WILL, BY JULY 1, 2010, PRESENT EVIDENCE OF VIABILITY, BASED ON THE ATTAINMENT OF THREE STANDARDS:

STANDARD #1: *SPCHS will provide evidence of fulfilling its stated mission**, described as:*

- a) to provide a strong college preparatory curriculum;*
- b) to present to students an academic and social environment based on Catholic Christian values;*
- c) to establish high expectations for all students in the Catholic tradition of discipline, responsibility, and achievement;*
- d) to maintain an environment that motivates students to be respectful of themselves, of others, and of the learning process;*
- e) to enable students of diverse religious, ethnic, and socioeconomic backgrounds to develop leadership skills through knowledge, commitment, and service to others.*

****This mission statement was developed in 2004, modified by the “SPCHS Task Force” in 2006, and ratified by the SPCHS Board and Faculty.**

STEWARDSHIP FOR STANDARD #1: SPCHS Administrative Team, Guidance Department, and School Improvement Teams

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STANDARD #2: *SPCHS will present a grades 9-12 student body numbering 500 or more students, large enough to offer excellence in comprehensive Catholic High School programming as shown by research and accepted best practices.*

STEWARDSHIP FOR STANDARD #2: SPCHS Administrative Team

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STANDARD #3: *SPCHS will be financially solvent.*

STEWARDSHIP FOR STANDARD #3: SPCHS Administrative Team

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INDICATORS UPON WHICH SUCCESS

WITH THE STRATEGIC PLAN WILL BE BASED

AND

ACCOMPANYING BENCH MARKS OF PROGRESS

**(indicators established by the SPCHS Task Force in 2006;
benchmarks established by the SPCHS School Administration and Faculty in 2007)**

STANDARD #1: SPCHS WILL PROVIDE EVIDENCE OF FULFILLING ITS STATED MISSION.

STANDARD #1a: *Provide a strong college preparatory curriculum.*

INDICATOR #1: *The school curriculum represents the broad array of course offerings that are necessary for the preparation and admission to, most four year colleges.*

FINAL BENCHMARK – JUNE 1, 2010

- 1) Advanced Placement classes are implemented in all subject areas where appropriate. The establishment of AP Courses ensures that the SPCHS curriculum is at least equal to, if not better, than counterpart high schools.
- 2) The SPCHS curriculum includes a varied and competitive course selection, addressing the needs of *all* students, and providing them with the opportunity to succeed academically. Academic success is indicated by each student being adequately prepared for admission to most four year colleges.
- 3) The curriculum includes four tiers of leveled courses in all subjects where appropriate.

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STANDARD #1a: *Provide a strong college preparatory curriculum.*

INDICATOR #2: *All courses of study are based in established standards which clearly indicate what students must “know” or “be able to do” upon successful completion.*

FINAL BENCHMARK – JUNE 1, 2010

- 1) A process is in place that ensures the systematic and periodic updating of standards for all courses.
- 2) Common standards-based mid-year and final exams are administered in all courses.

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STANDARD #1 FINAL BENCHMARKS CONTD.

STANDARD 1a: *Provide a strong college preparatory curriculum.*

INDICATOR #3: *Teachers employ classroom-based authentic performance assessments (based on complex learning tasks) for at least one-third of their major testing.*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) A policy is in place to collect data about the nature of assessment in all subjects, from all teachers.
- 2) The data collected by June 1, 2010 shows that all teachers employ classroom-based authentic performance assessment (based on complex learning tasks) for at least one-third of their major testing.
- 3) In every course, there are exams based on common standards and given four times each academic year. These exams include substantial performance-based assessment.

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STANDARD 1a: *Provide a strong college preparatory curriculum.*

INDICATOR #4: *Teachers judge students' mastery of essential learning standards, primarily through the use of performance assessments, as opposed to primarily through teacher-made non-performance based tests.*

FINAL BENCHMARK – JUNE 1, 2010:

REFER TO STANDARD 1a – INDICATOR #3
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STANDARD #1 FINAL BENCHMARKS CONTD.

STANDARD 1a: *Provide a strong college preparatory curriculum.*

INDICATOR # 5: *Student SAT Scores will reflect:*

- PARITY with diocesan high schools having similar demographics;*
- SUPERIORITY in comparison to public high schools representing communities that do send, or will send, students to SPCHS.*

FINAL BENCHMARK – JUNE 1, 2010

- 1) **A list for internal use only, is established, identifying those diocesan and local public high schools which is used for doing comparative analyses of SAT Scores with SPCHS. This list is periodically and systematically updated as demographics over time demand.**

- 2) **The average SAT Scores for students in the graduating class of 2010:**
 - a) **are equal to or superior to the diocesan high schools on the aforementioned list;**
 - b) **are superior to the public high schools on the aforementioned list.**

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STANDARD 1a: *Provide a strong college preparatory curriculum.*

INDICATOR #6: *Ninety percent, or more of graduating students gain admission to a college of their choice.*

FINAL BENCHMARK – JUNE 1, 2010

Surveys of graduating seniors indicate that 95% or better of the SPCHS seniors in the Class of 2010, have gained admission to a college or university of their choice. This target of 95% is contrasted to the historical level of 90%.

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STANDARD 1a: *Provide a strong college preparatory curriculum.*

INDICATOR #7: *Seventy-five percent or more of graduating seniors gain admission to four year institutions.*

FINAL BENCHMARK – JUNE 1, 2010:

75% of the graduating Class of 2010 will be enrolled, by September 1, 2010, in a four year college program.

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STANDARD #1 FINAL BENCHMARKS CONTD.

STANDARD 1a: *Provide a strong college preparatory curriculum.*

INDICATOR #8: *At least one-third of the graduating seniors is admitted to colleges on a list to be determined as “the most competitive.”*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) A list has been established and annually updated, showing the fifty most competitive colleges to which seniors graduating from all Hartford Archdiocesan high schools have been admitted.
- 2) 33% of the graduates in the SPCHS of 2010 have gained admittance to colleges on the aforementioned list or their equivalent.

STANDARD 1a: *Provide a strong college preparatory curriculum.*

INDICATOR #9: *Followup studies of graduates who attend college, indicate that they were well prepared by SPCHS.*

FINAL BENCHMARK – JUNE 1, 2010:

A policy is in place, and fully implemented, that systematically applies the results of regular followup studies of SPCHS graduates to academic and other school improvement efforts. The followup studies are done in intervals of one and four years after graduation. By July of 2010, the analyses and recommendations from the studies done on the class of 2006 will be reported.

STANDARD 1a: *Provide a strong college preparatory curriculum.*

INDICATOR #10: *Followup studies of graduates indicate that of those in college, 90% stayed there for at least one full year after high school graduation.*

FINAL BENCHMARK – JUNE 1, 2010:

A followup study on the graduating classes of 2007, 2008, and 2009 indicates that 90% of more from each class, remained in college for at least one full year.

STANDARD #1 FINAL BENCHMARKS CONTD.

STANDARD 1b: *Present to students an academic and social environment based on Catholic Christian values.*

INDICATOR #1: *Prayer is a vital component in the daily life of the school.*

FINAL BENCHMARK – JUNE 1, 2010:

Refer to benchmark for Standard 1d-Indicator #1

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STANDARD 1b: *Present students an academic and social environment based on Catholic Christian values.*

INDICATOR #2: *The school provides an opportunity for the development of each student’s individual spirituality.*

FINAL BENCHMARK – JUNE 1, 2010

A spiritual calendar for High Masses, Latin Masses, and culturally and spiritually based events is published on a timely basis, and is available to students, faculty, and staff at the beginning of each academic year.

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STANDARD 1b: *Present to students an academic and social environment based on Catholic Christian values.*

INDICATOR #3: *All faculty and staff members are systematically informed of and understand, those facts they must have to be accountable for teaching and upholding Catholic principles.*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) Faculty regularly and systematically receive appropriate and relevant information, and training where needed, about current and core principles and issues regarding the Catholic faith.**
- 2) A continuous process is in place that ensures the review and selection of specific Catholic issues, topics, and principles to be integrated into both everyday classroom teaching and school life.**
- 3) A process is in place that guides administrative monitoring of the integration of Catholic issues, topics, and principles, both within classrooms, and in other aspects of school life.**

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STANDARD #1 FINAL BENCHMARKS CONTD.

STANDARD 1b: *Present to students an academic and social environment based on Catholic Christian values.*

INDICATOR #4: *The school provides a variety of opportunities for students to engage in service activities.*

FINAL BENCHMARK – JUNE 1, 2010:

Each freshman class at SPCHS officially “adopts” a regional charitable organization, promising a four year commitment of support. Class officers and designated student committees coordinate with the appropriate representatives of the adoptive organizations, relative to work hours, fundraising efforts, lobbying activities for state and federal funding, and other similar activities. The resultant service benefits to the adoptive organizations, as a result of the efforts of SPCHS students, are publicized through the SPCHS Advancement Office, as well as on the school web site.

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STANDARD 1c: *Establish high expectations for all students in the Catholic tradition of discipline, responsibility, and achievement.*

INDICATOR #1: *The gospel message is effectively taught in all phases of the Religion program.*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) The formal Religion Program reflects current “Archdiocesan Guidelines” in the teaching of the Gospel message.
- 2) The formal Religion Program includes both curricular and extra-curricular opportunities for every student to hear and live the Gospel message.

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STANDARD 1c: *Establish high expectations for all students in the Catholic tradition of discipline, responsibility, and achievement.*

INDICATOR #2: *The gospel message is an integral part of school life.*

FINAL BENCHMARK - JUNE 1, 2010:

REFER TO STANDARD 1d – STANDARD #1

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STANDARD #1 FINAL BENCHMARKS CONTD.

STANDARD 1c: *Establish high expectations for all students in the Catholic tradition of discipline, responsibility, and achievement.*

INDICATOR #3: *The school has high expectations and standards for school behavior in all academic and extracurricular activities.*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) Evidence of high behavioral expectations for all students in the Catholic tradition of discipline and responsibility is evident, based on the results of surveys that show:
 - a) 90% of students and faculty believe that students are generally compliant with school rules;
 - b) 90% of students and faculty believe that faculty consistently upholds school rules;
 - c) 90% of students and faculty believe that administration consistently enforces school rules.

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STANDARD 1c: *Establish high expectations for all students in the Catholic tradition of discipline, responsibility, and achievement.*

INDICATOR #4: *Teachers and students treat one another with respect.*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) There is a program in place that systematically teaches and fosters mutual respect amongst all members of the school community.
 - 2) A survey shows that 90% of students and teachers perceive that all members of the school community, regardless of their racial, ethnic, religious or socioeconomic orientation, are consistently treated with respect.
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STANDARD #1 FINAL BENCHMARKS CONTD.

STANDARD 1c: *Establish high expectations for all students in the Catholic tradition of discipline, responsibility, and achievement.*

INDICATOR #5: *The achievements of each individual student are valued, and are supported through differentiated instruction, peer mentoring, and academic and discipline review boards.*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) There is a structure in place through which the administration systematically assesses the school’s success in providing support for the specific needs of *individual* students.
- 2) The guidance department has a mechanism in place that keeps teachers informed of the various modifications of instruction and assessment required to ensure the success of individual students for whom such modifications are appropriate.
- 3) There is a program in place that systematically recognizes the achievement of individual students, both in academics and in other areas of school life.

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STANDARD 1d: *Maintain an environment that motivates students to be respectful of themselves, others, and of the learning process.*

INDICATOR #1: *The Catholic traditions of charity, compassion, respect for life, and kindness are readily evident in the everyday life of the school.*

FINAL BENCHMARK – JUNE 1, 2010:

Each academic year the Spiritual Life Committee determines an annual theme that has been endorsed by the school. Among likely topics for annual themes may be “tolerance;” “the rights of the unborn;” and “the physically and mentally challenged.” The Spiritual Life Committee is charged with the implementation of theme-related programs that may consist of special cultural events, speakers, and outreach programs that develop a heightened sense of inner-awareness, and an awareness of a Catholic’s obligation to mitigate human suffering.

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STANDARD #1 FINAL BENCHMARKS CONTD.

STANDARD 1d: *Maintain an environment that motivates students to be respectful of themselves, of others, and of the learning process.*

INDICATOR #2: *The school environment is safe and clean.*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) The school has undergone a professional safety audit, and recommendations from that audit have been implemented.
- 2) There is in place, a regular and systematic program of school inspection for safety and cleanliness.
- 3) Adequate adult personnel are in place for the supervision of the school and campus after school hours, when school is in session.

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STANDARD 1d: *Maintain an environment that motivates students to be respectful of themselves, of others, and of the learning process.*

INDICATOR #3: *Students honor the Catholic tradition upon which SPCHS is based.*

FINAL BENCHMARK – JUNE 1, 2010:

REFER TO STANDARD 1c – STANDARD #4

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STANDARD 1e: *Enable students of diverse religious, ethnic, and socioeconomic backgrounds to develop leadership skills through knowledge, commitment, and service to others.*

INDICATOR #1: *People of a diversity of racial, ethnic, religious, and socioeconomic backgrounds are represented in the SPCHS community.*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) A definition of “appropriate diversity” has been established for SPCHS, and periodically and systematically reviewed and updated.
- 2) The SPCHS Community does at all times, reflect the racial, ethnic, religious, and socioeconomic diversity consistent with the school’s ongoing “definition” of such.

STANDARD #1 FINAL BENCHMARKS CONTD.

STANDARD 1e: *Enable students of diverse religious, ethnic, and socioeconomic backgrounds to develop leadership skills through knowledge, commitment, and service to others.*

INDICATOR #2: *Students and adults representing all racial, ethnic, religious, and socioeconomic groups are welcomed and challenged.*

FINAL BENCHMARK – JUNE 1, 2010:

REFER TO STANDARD 1c – INDICATOR #4

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STANDARD 1e: *Enable students of diverse religious, ethnic, and socioeconomic backgrounds to develop leadership skills through knowledge, commitment, and service to others.*

INDICATOR #3: *The uniqueness of each individual student is emphasized and celebrated.*

FINAL BENCHMARK – JUNE 1, 2010:

REFER TO STANDARD 1c – STANDARD #5

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STANDARD 1e: *Enable students of diverse religious, ethnic, and socioeconomic backgrounds to develop leadership skills through knowledge, commitment, and service to others.*

INDICATOR #4: *Students are encouraged to develop and demonstrate leadership.*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) A definition of “leadership” has been established for SPCHS, and is periodically and systematically updated.
- 2) “Leadership” is a part of all school activities.
- 3) “Leadership” seminars for students occur on a continuing basis.

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**STANDARD #2: SPCHS WILL
PRESENT A GRADES 9-12 STUDENT
BODY NUMBERING 500 OR MORE
STUDENTS.**

STANDARD 2: *SPCHS will present a grades 9-12 student body that is large enough to offer excellence in comprehensive Catholic High School programming, as shown by research and best practices.*

INDICATOR: *The enrollment at SPCHS, as of September 1, 2010, will total at least 500 students.*

FINAL BENCHMARK – JUNE 1, 2010:

The enrollment of SPCHS is at least 500 students, having evolved from at least 339 by 6/1/08; and from at least 408 by 6/1/09.

STANDARD #3: SPCHS WILL BE FINANCIALLY SOLVENT.

STANDARD 3: *SPCHS will be financially solvent.*

INDICATOR #1: *The budget for SPCHS, as of July 1, 2010, will show that expected revenues for the 2010-2011 school year will cover projected expenses for that year.*

FINAL BENCHMARK – JUNE 1, 2010:

The approved budget for 2010-2011 requires no extraordinary support from the Archdiocese of Hartford.

STANDARD 3: *SPCHS will be financially solvent.*

INDICATOR #2: *By July 1, 2010, SPCHS will have a comprehensive marketing plan.*

FINAL BENCHMARK – JUNE 1, 2010:

There has been developed and implemented, a comprehensive marketing plan incorporating all Saint Paul constituencies.

STANDARD 3: *SPCHS will be financially solvent.*

INDICATOR #3: *By July 1, 2010, all SPCHS fundraising is coordinated through the Office of Advancement.*

FINAL BENCHMARK – JUNE 1, 2010:

- 1) There is 100% adherence to the fundraising policy and procedure as stated in the SPCHS Staff and Faculty Handbook.
 - 2) With the budget now balanced, SPCHS supports through its fundraising efforts, special projects as endorsed by the governing body of the school.
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STANDARD #3 FINAL BENCHMARKS CONTD.

STANDARD 3: *SPCHS will be financially solvent.*

INDICATOR #4: *By July 1, 2010, SPCHS will have a viable and active Alumni Program.*

FINAL BENCHMARK – JUNE 1, 2010:

SPCHS has an active alumni program that is in parity with other Archdiocesan high schools with similar demographics. Demographics to be compared are the participation rate of annual giving, event attendance, and the willingness of members of the SPCHS Community to accept leadership roles.

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STANDARD 3: *SPCHS will be financially solvent.*

INDICATOR #5: *By July 1, 2010, SPCHS will be engaged in an active and successful Capital Campaign.*

FINAL BENCHMARK:

SPCHS is in the process of a three year Capital Campaign that will raise \$5 million.

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