



SAINT LAWRENCE PANTHERS

St. Lawrence Catholic School

Lawrenceburg, Indiana

Strategic Plan

2020 - 2025

***Based upon the NATIONAL STANDARDS AND BENCHMARKS for EFFECTIVE CATHOLIC ELEMENTARY
AND SECONDARY SCHOOLS

HISTORY

St. Lawrence School, established in 1869 and operated by Franciscan nuns, has been a cornerstone of the Lawrenceburg community for almost 150 years. In the early part of the 20th century, Father William Kreis took the initiative to build St. Lawrence a modern school. After nine years of fundraising, planning, and construction, the school and convent for the Franciscan nun who would teach the students opened in the fall of 1927. Over the years, the school has been added on several times, most recently in 2003 with the addition of four classrooms and the Father Jack Hartzler multi-purpose room.

St. Lawrence Catholic School is a preschool through 8th grade elementary school with a current enrollment of 154 students (current as of February, 2020). St. Lawrence was awarded the U.S. Department of Education's National Blue Ribbon Award in 2006 and was nominated again in 2012. The student to teacher ratio is 13:1 and the average years of teaching experience for our teachers is 23 years. St. Lawrence is accredited by the state of Indiana.



EXECUTIVE SUMMARY

The development of the Strategic Plan began with a meeting of members of St. Lawrence Catholic School Advisory Team (SAT) members. From this meeting, a Strategic Planning Committee was formed. This committee included Rob Detzel (principal), Steve Stoecklin (SAT president), KC Witte (SAT member), and Father Ben Syberg (Pastor).

The results of all of the research were reviewed and categorized into various elements. These areas included: School Mission and Catholic Identity, Governance and Leadership, Academic Excellence, and Operational Vitality.

St. Lawrence Catholic School places a strong emphasis on its Catholic Identity. As the Committee reviewed the strengths, weaknesses, traditions, and critical issues facing the school, three focus areas surfaced:

1. Academic Excellence
2. Facilities Improvement
3. Marketing/Increase Enrollment

The Strategic Planning Committee developed Action Plans in each of the areas listed to provide for the continued growth and strengthening of the school. What follows are the plans developed by the Strategic Planning Committee.

MISSION STATEMENT

The staff of St. Lawrence School, in active cooperation with its parents and the community, pledges to promote positive academic and spiritual growth of each student. We strive to provide a quality education in a nurturing atmosphere. We are committed to teach as Jesus taught, instilling Catholic values and emphasizing respect for the individual in a caring atmosphere, which fosters a love for learning and continuous growth.

SCHOOL VISION STATEMENT

St. Lawrence Catholic School will continue to strive to be a school of excellence with a strong focus on its Catholic identity and academic distinction. A dedicated and caring staff will be the hallmark of its academic excellence.

St. Lawrence Catholic School will actively work to build strong relationships with its local communities and to encourage support from those communities. It will continue to be a strong spiritually-centered school, living out the Gospel message of Jesus Christ as expressed through worship and service.

St. Lawrence Catholic School will create a positive school culture which ensures the best learning environment for its students. It will endeavor to create a 21st century learning facility in order to offer the best educational experience for its students.

St. Lawrence Catholic School will encourage the support of all of its stakeholders who value the school's strong commitment to academic excellence and spiritual formation.

LEARNING EXPECTATIONS

A school cannot be functional and successful without a guiding principle. St. Lawrence School's implementation of its mission statement into the curriculum, culture, and its service to the community is the most instrumental practice to the school's success. The mission statement plays an important role in the formation of the curriculum.

The curriculum is built to provide a solid foundation that will enable the students to be successful in the classroom and throughout their lives. St. Lawrence continuously updates technology to prepare students for success. As part of the curriculum, the staff guides students to be followers of Christ. By developing a strong knowledge base, critical reasoning processes, and cooperative learning skills, students achieve high academic success and learn how to be contributing citizens both now and in the future.

The school sets high expectations for its students and staff. The students enjoy a safe and friendly learning environment that provides them the opportunity to reach their maximum potential. The time and effort devoted to strong faith formation allows for character development that is founded upon the teachings of Christ. This character development enables the students of St. Lawrence to develop respect for themselves, their studies, and their community.

The teachers use many different strategies and techniques to keep the students engaged and motivated. The school uses rigor, relevance, and engagement throughout the curriculum to ensure student growth and to develop critical skills in the areas of language arts, math, science, social studies, religion, Spanish, and specials. Teachers also lead after-school activities to enhance the learning experience and provide a well-rounded program. Students from the upper grades are partnered with students from the lower grades to serve as mentors and to ensure that the positive culture that has been established will continue to be cultivated. Each semester, the school holds an awards assembly which recognizes students for extraordinary effort, exemplifying Christian qualities, and academic achievements.

Focus Area 1

Ensure Academic Excellence at St. Lawrence Catholic School

Aim:

St. Lawrence Catholic School will:

- Integrate a Christ-centered educational experience based on the school's Mission
- Provide an excellent academic opportunity for its students
- Provide an up-to-date, rigorous, relevant, and dynamic curriculum by ensuring curriculum alignment and engaging the students in their lessons
- Effectively meet the diverse academic needs of students
- Provide for on-going professional development for faculty and staff
- Continue to support and encourage the use of technology throughout the school
- Use the Accreditation findings and data driven decision making as a basis for academic improvement

Summary of All Action Plans for Focus Area 1: Ensure Academic Excellence

Goal A: Achieve and Market Academic Excellence

Summary of the Action Plans for Goal A:

- A. 1 - Acquire and utilize state-of-the-art resources and tools
- A. 2 - Align textbooks and resources with the Archdiocesan curriculum
- A. 3 - Provide meaningful professional and spiritual development for faculty and staff
- A. 4 - Communicate the academic strengths of the school
- A. 5 - Expand resources for student academic enrichment and remediation

Goal B: Cultivate Community Resources

Summary of the Action Plans for Goal B:

- B. 1 - Develop partnerships with local institutions to provide learning opportunities for the students of St. Lawrence and its staff
- B. 2 - Develop partnerships with civic and business communities to provide support for the students' educational experiences

Goal C: Provide a Complete, Rigorous, and Up-to-Date Curriculum

Summary of the Action Plans for Goal C:

- C. 1 - Develop differentiated teaching strategies to address the learning needs of our students
- C. 2 - Identify and implement opportunities for cross-curricular projects
- C. 3 - Utilize assessment data to make instructional decisions
- C. 4 - Incorporate a variety of valid and reliable formative and summative assessments
- C. 5 - Expand access to high-quality instructional materials
- C. 6 - Invest in instructional models that promote deeper, interdisciplinary learning

Goal D: Continue Integrating the Religious, Moral, and Spiritual Dimension of Learning in All Subjects

Summary of the Action Plan for Goal D:

- D. 1 - Integrate the Gospel message into daily lessons through explicit references in teachers' lessons
- D. 2 – Teach and encourage students to become moral problem solvers, critical thinkers, and decision makers



Focus Area 2

Facility Improvements at St. Lawrence Catholic School

Aim:

St. Lawrence Catholic School will:

- Enhance the learning environment for faculty and students
- Enhance the aesthetics of the building and complete updates where needed
- Develop a Master Plan for the development of facilities
- Study the feasibility of starting a capital campaign to meet the needs of the facilities and the improvement of facilities

Summary of All Action Plans for Focus Area 2: Facility Improvements

Goal A: Create a Plan That Will Identify Facility Needs and Upgrades

Summary of the Action Plans for Goal A:

- A. 1 – Improve the aesthetics of the foyer outside the main office to make a better first impression on visitors
- A. 2 – Make improvements to stairways
- A. 3 – Look to add school signage to the property
- A. 4 – Develop and implement strategies to manage space shortages and to address changing needs
- A. 5 – Remodel and update the Computer Lab

Goal B: Ensure a Clean and Safe Environment for Students and Staff

Summary of the Action Plans for Goal B:

- B. 1 – Set clearly defined maintenance procedures and schedules.
- B. 2 – Continue to stay current with safety monitoring technology and communication methods for emergencies

Goal C: Create a Plan to Study the Feasibility of Constructing a New Multi-purpose Playground Space

Summary of the Action Plans for Goal C:

- C. 1 - Identify space or location of existing property that would be suitable for use as a playground
- C. 2 – Research the funding that would be needed to install a suitable playground
- C. 3 – If the project is feasible, develop and implement a public relations/capital campaign to find and cultivate donors



Focus Area 3

Marketing and Increasing Enrollment at St. Lawrence Catholic School

Aim:

St. Lawrence Catholic School will:

- Increase enrollment
- Develop a strategy for pupil retention
- Appeal to a broader student population
- Connect enrollment to marketing

Summary of All Action Plans for Focus Area 3: Marketing and Increasing Enrollment

Goal A: Increase Awareness and Importance about the Catholic Education that is Provided by St. Lawrence Catholic School

Summary of the Action Plans for Goal A:

- A. 1 – Continue to develop promotional materials; such as, brochures, DVDs, etc. about the school
- A. 2 – Recognize and market achievements of St. Lawrence Catholic School through the school newsletter, parish bulletins, the school website, social media, etc.
- A. 3 – Continue to produce School Report Cards to inform the school community and public of the progress of the school
- A. 4 – Market the dedication and expertise of the faculty and staff through biographies on the school website
- A. 5 - Continue to monitor and update the school website

- A. 6 - Continue to establish relationships with local businesses, city groups (police and fire departments, mayor's office), and community foundations that can support and promote the positive aspects of St. Lawrence Catholic School

Goal B: Develop an Understanding of Retention Issues in Order to Retain Students

Summary of the Action Plans for Goal B:

- B. 1 - Develop and implement an exit survey (for example, Survey Monkey.com) with families/students in order to address concerns and issues
- B. 2 – Conduct parent surveys in the spring of each year to provide necessary feedback

Goal C: Increase Enrollment with the Goal of Adding Classes to Grade Levels

Summary of the Action Plans for Goal C:

- A. 1 - Promote the existing academic strengths of St. Lawrence Catholic School
- A. 2 - Promote the Catholic identity and faith formation aspects of the School
- A. 3 – Focus on integrating the preschool students into the kindergarten through eighth grade programs and activities to foster a sense of belonging and kinship
- A. 4 - Continue contacting young families in the parish, especially after Baptism, to inform them about the school
- A. 5 – Create a new family mentoring program with established families acting as mentors

Standards and Benchmarks

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools Rubrics for Benchmarks

Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Benchmark 1.1: The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.

- Level 4 – Exceeds Benchmark

Benchmark 1.2: The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.

- Level 4 – Exceeds Benchmark

Benchmark 1.3: The school leader/leadership team regularly calls together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae) to clarify, review and renew the school's mission statement.

- Level 4 – Exceeds Benchmark

Benchmark 1.4: The mission statement is visible in public places and contained in official documents.

- Level 4 – Exceeds Benchmark

Benchmark 1.5: All constituents know and understand the mission.

- Level 4 – Exceeds Benchmark

Standard 2: An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

Benchmark 2.1: Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese.

- Level 4 – Exceeds Benchmark

Benchmark 2.2: Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.

- Level 4 – Exceeds Benchmark

Benchmark 2.3: Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.

- Level 3 – Fully Meets Benchmark

Benchmark 2.4: The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

- Level 4 – Exceeds Benchmark

Benchmark 2.5: Faculty use the lenses of scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

- Level 4 – Exceeds Benchmark

Benchmark 2.6: Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.

- Level 4 – Exceeds Benchmark

Benchmark 2.7: The theory and practice of the Church's social teachings are essential elements of the curriculum.

- Level 4 – Exceeds Benchmark

Standard 3: An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

Benchmark 3.1: Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.

- Level 4 – Exceeds Benchmark

Benchmark 3.2: Every student is offered timely, regular, and age- appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.

- Level 4 – Exceeds Benchmark

Benchmark 3.3: Every student participates in Christian service programs to promote the lived reality of action in service of social justice.

- Level 4 – Exceeds Benchmark

Benchmark 3.4: Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.

- Level 4 – Exceeds Benchmark



Standard 4: An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

Benchmark 4.1: The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis.

- Level 3 – Fully Meets Benchmark

Benchmark 4.2: The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith.

- Level 4 – Exceeds Benchmark

Benchmark 4.3: The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents/guardians to grow in the knowledge and practice of the faith.

- Level 3 – Fully Meets Benchmark

Benchmark 4.4: All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.

- Level 3 – Fully Meets Benchmark

Benchmark 4.5: Every administrator, faculty, and staff member visibly supports the faith life of the school community.

- Level 4 – Exceeds Benchmark

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

Benchmark 5.1: The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.

- Level 4 – Exceeds Benchmark

Benchmark 5.2: The governing body systematizes the policies of the school's operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.

- Level 4 – Exceeds Benchmark

Benchmark 5.3: The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop's legitimate authority.

- Level 4 – Exceeds Benchmark

Benchmark 5.4: The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the (arch) diocesan Education Office consistent with (arch) diocesan policy pertaining to the recognition of Catholic schools by the Bishop.

- Level 4 – Exceeds Benchmark

Benchmark 5.5: In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue.

- Level 4 – Exceeds Benchmark

Benchmark 5.6: The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities.

- Level 4 – Exceeds Benchmark

SAT PILLAR LEADERS

President: Steve Stoecklin
Secretary: Melissa Lahey
Curriculum & Learning: Cathy Siemers
Facilities: Gary Hammerle
Finance: Julie Terrill
Marketing: Mike Perleberg
PTO: Katie Lainhart
Spirituality: Katie Ohlhaut
Student & Staff Retention: KC Witte
Technology: Joe Hornback
Pastor: Father Benjamin Syberg
Principal: Robert Detzel



Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Benchmark 6.1: The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.

- Level 4 – Exceeds Benchmark

Benchmark 6.2: The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.

- Level 4 – Exceeds Benchmark

Benchmark 6.3: The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.

- Level 4 – Exceeds Benchmark

Benchmark 6.4: The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

- Level 4 – Exceeds Benchmark

Benchmark 6.5: The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.

- Level 4 – Exceeds Benchmark

Benchmark 6.6: The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school.

- Level 4 – Exceeds Benchmark

Benchmark 6.7: The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.

- Level 4 – Exceeds Benchmark

Standard 7: An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark 7.1: The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

- Level 3 – Fully Meets Benchmark

Benchmark 7.2: Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

- Level 4 – Exceeds Benchmark

Benchmark 7.3: Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

- Level 4 – Exceeds Benchmark

Benchmark 7.4: Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

- Level 4 – Exceeds Benchmark

Benchmark 7.5: Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

- Level 4 – Exceeds Benchmark

Benchmark 7.6: Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

- Level 3 – Fully Meets Benchmark

Benchmark 7.7: Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

- Level 3 – Fully Meets Benchmark

Benchmark 7.8: The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

- Level 4 – Exceeds Benchmark

Benchmark 7.9: Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

- Level 4 – Exceeds Benchmark

Benchmark 7.10: Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

- Level 4 – Exceeds Benchmark

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmark 8.1: School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

- Level 4 – Exceeds Benchmark

Benchmark 8.2: School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

- Level 4 – Exceeds Benchmark

Benchmark 8.3: Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

- Level 4 – Exceeds Benchmark

Benchmark 8.4: Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

- Level 4 – Exceeds Benchmark

Benchmark 8.5: Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

- Level 2 – Partially Meets Benchmark

Standard 9: An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

Benchmark 9.1: School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.

- Level 4 – Exceeds Benchmark

Benchmark 9.2: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

- Level 3 – Fully Meets Benchmark

Benchmark 9.3: Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

- Level 4 – Exceeds Benchmark



Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

Benchmark 10.1: The governing body and leader/leadership team engage in financial planning in collaboration with experts in nonprofit management and funding.

- Level 4 – Exceeds Benchmark

Benchmark 10.2: Financial plans include agreed-upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards.

- Level 4 – Exceeds Benchmark

Benchmark 10.3: Financial plans define revenue sources that include but are not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities' assistance, foundation gifts, entrepreneurial options and other sources not listed.

- Level 4 – Exceeds Benchmark

Benchmark 10.4: Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects.

- Level 4 – Exceeds Benchmark

Benchmark 10.5: Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs.

- Level 4 – Exceeds Benchmark

Benchmark 10.6: Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.

- Level 4 – Exceeds Benchmark

Benchmark 10.7: The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.

- Level 4 – Exceeds Benchmark

Benchmark 10.8: The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices as a means of providing good stewardship of resources.

- Level 4 – Exceeds Benchmark

Standard 11: An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.

Benchmark 11.1: Human resource programs are professionally staffed at the appropriate level (i.e central office, school office) and ensure full compliance with human resource policies.

- Level 4 – Exceeds Benchmark

Benchmark 11.2: Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement.

- Level 4 – Exceeds Benchmark

Benchmark 11.3: Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.

- Level 4 – Exceeds Benchmark

Benchmark 11.4: Human resource policies ensure that institutional planning includes investment in personnel growth, health care and retirement.

- Level 4 – Exceeds Benchmark

Standard 12: An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

Benchmark 12.1: The school's facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.

- Level 3 – Fully Meets Benchmark

Benchmark 12.2: The school's budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.

- Level 4 – Exceeds Benchmark

Benchmark 12.3: The school's purchasing, and physical and technological improvements are, by design, done in alignment with the mission and the school's planning and curricular goals, and consistent with environmental stewardship.

- Level 3 – Fully Meets Benchmark



Standard 13: An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

Benchmark 13.1: The communications/marketing plan requires school leader/leadership team and staff person(s) to insure the implementation of contemporary, multiple information technologies to reach targeted audiences, and to establish reliable and secure databases and accountability to stakeholders.

- Level 3 – Fully Meets Benchmark

Benchmark 13.2: The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups.

- Level 3 – Fully Meets Benchmark

Benchmark 13.3: The development plan requires school leader/leadership team, in collaboration with the governing body, to insure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate.

- Level 3 – Fully Meets Benchmark



