

AdvancED
Accreditation

School Self Study
2017

St. Joseph Catholic
Unit School
Greenville, Mississippi

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St. Joseph Catholic Schools

Continuous Improvement Planning Efforts 2016 Team and Leadership

| Goal | Goal Committee Name and Faculty Members |
|------|---|
| 1- | PURPOSE & DIRECTION Chair B. Speck / M. Bouton / T. Rossen / A. Turnage / M. Williams |
| 2- | GOVERNANCE & LEADERSHIP Chair C. DeAngelo / J. Bley / L. Jackson // C. Jonely / Maddox / B. Strazi |
| 3- | TEACHING & ASSESSING FOR LEARNING Chair J. Hunter / S. Applewhite / C. Bennett / E. Dennis / S. Jones / M. Morales / G. Williams |
| 4- | RESOURCES & SUPPORT SYSTEMS Chair C. Mandolini / B. Artman / L. Bannerman / D. Kent / J. Slay / R. Wong |
| 5- | USING RESULTS FOR CONTINUOUS IMPROVEMENT Chair B. McGaugh / M. Blackstock / W. Chambers / K. Gower / A. Stephens |
| 6- | CATHOLIC BENCHMARKS AND STANDARDS Chair P. Dixon / S. Duthu / D. Mitchell / S. McGaugh / S. Strazi / D. Williams / C. Williams |
| | SCHOOL PRINCIPALS M. Gardiner / P. Artman |

School Profile – St. Joseph Catholic Schools / Greenville, Mississippi

St. Joseph Catholic School System is a coeducational Roman Catholic elementary, middle, and high school that is operated under the auspices of the Diocese of Jackson. St. Joseph is accredited by AdvancED through Southern Association of Colleges and Schools, the Mississippi Association of Independent Schools, and the Mississippi Department of Education. The school welcomes students of all racial, ethnic, and religious backgrounds. The administration, faculty, and staff are composed of lay professionals dedicated to Catholic education.

Catholic education has been a tradition of excellence in Greenville since 1888. This tradition is reflected in our Mission Statement: *The mission of the St. Joseph Catholic School is to provide a Catholic faith-based education offered in a safe, academically challenging, and creative environment.* St. Joseph Catholic School prides itself on the family and faith-based spirit that permeates its academic, cultural, extra-curricular, spiritual, and athletic programs.

The history of St. Joseph Catholic School began with St. Rose of Lima Academy, founded by the Sisters of Mercy. Located next to the St. Joseph Parish Church, St. Rose was the standard for Catholic education in the Delta for sixty-two years. By 1949 the enrollment had exceeded the space of the building, and St. Joseph Elementary and High School was opened in 1950. In 1964, once again the enrollment and needs of the school family called for another facility. A new elementary school, Our Lady of Lourdes, was constructed on Reed Road. St. Joseph became the combined middle school and high school. St. Joseph High School continued to meet the needs of students by adding six classrooms for the Middle School in 1965 and an additional four classrooms in 1994.

Responding to the mandates of our mission statement and the needs of our diverse community, St. Joseph Catholic High School embarked on an ambitious building project in 2005 with the construction of a new 61,000 square foot St. Joseph Middle/Senior High School located on VFW Road. A unified campus housing both Our Lady of Lourdes Elementary School and St. Joseph Catholic Middle and High School was accomplished in 2016. Two new academic buildings were added to accomplish this philosophical and physical move. Our present facility is equipped with the following:

- 11 elementary classrooms
- 9 secondary classrooms
- 2 science labs
- Computer / business lab
- Resource room
- Art room
- Music room
- Media/library center
- Chapel
- Gymnasium
- Cafeteria/auditorium
- Football / soccer, baseball, and softball fields
- Athletic practice fields
- St. Dominic Field House
- Up-to-date computers in each classroom with internet access
- 115 laptop computers, with internet access, for classroom use
- Interactive Mimeo and Smart Boards in classrooms
- Ceiling-mounted projectors for multimedia presentations in classrooms

Initially, the Greenville Catholic School followed the established mission of other Catholic schools in the eighteen-hundred blossoming era of immigrant-dominated America. The concept was to train children of Catholic immigrants in the nurturing confines of the parochial school. Backed by the dedicated teaching and dogged discipline of the Sisters of Mercy, the school's reputation spread through the community. With this came students from Protestant and Jewish faith traditions. Consequently the mission and scope of the institution grew.

Into the early nineteen-sixties, St. Joseph was first to extend educational opportunities to the African-American population. Thus, a new avenue of diversity was introduced in the school and to the community as well. With the advent of Greenville's aggressive and somewhat voluntary public school desegregation, a new wave of patrons discovered Catholic education. Conversely, three private schools were established in the Greenville area strictly as an alternative to the change witnessed within the public schools.

From that point in history, St. Joseph Schools have operated in an educational marketplace environment. This market offers varied characteristics in the realm of educational offerings, socialization aspects, and the overall culture of the school. St. Joseph prides itself in offering a strong, balanced college preparatory and actual in-house college dual instruction. This viable and guaranteed curriculum is backed by a safe, orderly school and welcoming student environment. The parochial school is a strong force in the delta community.

The St. Joseph Catholic School operates under the jurisdiction of the Bishop of the Catholic Diocese of Jackson, Mississippi. The Bishop designates a superintendent to serve as his representative to supervise and work with the educational institutions of the Diocese. The Pastor of St. Joseph Catholic Church provides local canonical and pastoral leadership to the schools and principals provides instructional, spiritual, and managerial leadership. The Pastor is the governing authority of the school. The governing authority has the responsibility of hiring only school administrators. The administrators, in turn, are responsible for all personnel and management issues at the schools. Administrators are responsible for day-to-day operations of the school.

St. Joseph Catholic Schools have a School Advisory Council which sets goals, approves and monitors budgets, initiates development and public relations efforts, advises in the hiring of new administrators, and reviews its own performance and the relationship of the administrator to the Advisory Council. Advisory Councils are governed by a Constitution, developed and written at the local level with Diocesan approval, as well as Diocesan policies and procedures. Policies and procedures are established for the initial and continued training of School Advisory Council members.

St. Joseph School System and its administration are blessed with a number of talented and progressive support teams. These include the Irish Family parent association that supports teaching, learning, and student functions and the Principal's Cabinet that advises the administration on various matters. The school also enjoys active participation of patron groups who provide funding for academic enrichment opportunities. The Athletic Association supports the institution by fully funding the sports program of the school. The St. Joseph Capital Campaign supports the school with the funding and occasional emergency maintenance items associated with a new school facility. St. Joseph Catholic Parish is the dominant benefactor of the school through major annual gifts for the operation of the school and scholarships for students in need.

St. Joseph Catholic School System includes all stakeholders in a continuous improvement process through the Principal's Cabinet. This team includes students, faculty, alumni, School Advisory Council members, school patrons, and parents in regular meetings designed to improve the product and image of St. Joseph. Through our SACS Faculty Teams, work on the Schools' Strategic Plan, and continuous faculty input on new planning concepts, the school remains engaged in a continuing planning process. A year long strategic planning effort has been completed. This work involved the Parish, community, school patrons, and faculty. The Strategic Plan has been passed by the Faculty Committee of the Whole, the St. Joseph School Advisory Council, pastor, superintendent, and other stakeholders. The Strategic Plan is a working plan that is utilized on a daily basis. School improvement efforts are continually coordinated among the faculty, between the Greenville principals, with the St. Joseph School Advisory Council, and among all Catholic Diocese of Jackson principals. An AdvancED / Southern Association of Colleges and Schools review team through the Mississippi Association of Independent Schools visits St. Joseph Catholic School once every five years to review progress on the School Improvement Plan. The Mississippi Department of Education

likewise has a different five year review visit of the school. The principals are charged with guiding the school in developing plans for continuous improvement, addressing internal and external recommendations for improvement, and immediately taking corrective action on any area of school non-compliance.

The administration is well-versed in the moral and ethical considerations in the management of a parochial facility very much in the public arena. These principles guide every business decision. The administration is committed to the creation of collaborative community networks including the hosting of community leadership at the school, active work within the Economic Development Alliance, the Education Committee of Greenville, and the Greenville Higher Education Center, as well as active outreach into the community. All work supports the mission of student service and learning.

The St. Joseph learning environment includes exemplary technology, outstanding student guidance and support services, and a rigorous curriculum grounded in critical thought. Course offerings range from resource to an honors program and traditional coursework to advanced placement curriculum. The school bases its testing standards on nationally normed instruments. Each grade level is administered a standardized test battery annually. The average ACT for the school is 20.1 inclusive of the entire range of student capability.

St. Joseph Catholic Schools encourage citizenship with the Community Service Program in which all students are required to participate. The guidance department also facilitates small group activities that focus on character education. St. Joseph Catholic Schools are active members in the University of Notre Dame Play Like a Champion Today character development program. Instructors promote decision-making skills through varied programs, projects and classroom curriculum. The administration and staff select and encourage students to participate in co-curricular activities such as Student Government, Governor's School, youth leadership programs, and Mayor's Youth Council. The school offers leadership, responsibility, and character-building opportunities with the above activities as well as a variety of sports and clubs. Students are required to complete 100 community service hours in order to meet graduation requirements. Also, students attend Mass/Prayer Service weekly and participate in class retreats. Each class is responsible for a major school function or project. Elementary students are expertly guided by the faculty through many and varied service-learning opportunities.

St. Joseph's community accolades include the Economic Center's "Clean & Green" Award, a district-wide Sportsmanship Award, and the Mississippi Governor's Award for the Outstanding School-Community Partnership. This award was earned for the community's Reading Buddies Program where St. Joseph students serve as mentors for public school elementary children. The school independently earned the Niche Ranking as the Number Four Private School in the State.

To understand the role of this educational institution, one must consider the community as a whole. Reacting to the plight of displaced farm labor, Greenville was one of the

New South's first locations for balancing industry with agriculture. Beginning in the nineteen-fifties, Greenville could boast a strong and diverse economy. Mainstays included the river industry, agriculture, value-added agriculture, scientific agricultural research, finance, retail, medical, and manufacturing. The early nineteen-eighties saw a decline in the river and local financial businesses. The late nineteen-eighties to present signaled difficult times for manufacturing. The recession of two-thousand eight has brought pressure on retail services, while medical services are strengthening. Multiple economic issues have injured the community both economically and demographically (T. Hart, personal communication, October 1, 2009). Census data and computer census models continue to show a population decline in the region and in Washington County, Mississippi (United States Census Bureau, 2010). Through the tracking of school immigration and emigration statistics it is evident that the loss of student population is predicated on families moving out of area, and few families moving into the area.

While the finances of the school are sound, there are a number of teacher pay, curriculum, and enhancement issues that could be positively addressed with an improved cash flow stemming from more students. It is through the sheer talent of the teaching staff and the utilization of innovation in curriculum alignment that a school this size can offer the coursework it does. There is no doubt that Greenville St. Joseph Catholic Schools have built a strong community legacy since 1888, and will continue to serve well.

St. Joseph Catholic School System
Greenville, Mississippi

STUDENT DEMOGRAPHIC INFORMATION

| | |
|----------------------------|------|
| Pre-K-12 ENROLLMENT | 304 |
| STUDENTS WITH DISABILITIES | 7.8% |
| ELL STUDENTS | 1.4% |
| FREE/REDUCED MEALS | 0 |

| STUDENTS BY RACE | % |
|------------------------|------|
| Native American | .30 |
| Asian | 2.3 |
| Black | 46.7 |
| White | 47.1 |
| Two or More Race | 1 |
| Unknown | 2.6 |
| TOTALS | 100 |
| | |

| STUDENTS BY FAITH | % |
|-------------------------|----|
| Catholic Faith | 39 |
| Other Faith Tradition | 61 |

The vision and mission of St. Joseph Catholic School is the basis for the alignment and allocation of all human, instructional, financial, and physical resources. Data driven decision-making is the basis for all curricular, instructional, and organizational decisions.

Mission

The mission of the St. Joseph Catholic School System is to provide a Catholic faith-based education rooted in Gospel values offered in a safe, caring, academically challenging, and creative environment.

Beliefs

St. Joseph Catholic School System in Greenville, Mississippi, is founded on a tradition of educational excellence since 1888. It is our belief and conviction that every student entrusted to our care can succeed and deserves all our support:

- All students can learn when actively engaged in the learning process and provided with a meaningful context
- Students learn best when they have appropriate opportunities for success and are challenged to increase their performance
- Each student is a valued individual with unique needs and talents

As an educational institution, St. Joseph Catholic School System is committed to cultural diversity and continuous improvement of curriculum and assessment methods:

- Cultural diversity is appreciated and celebrated; it increases a student's understanding and learning experience in the community and in the world
- Diversity in assessment methods provides the students with a variety of opportunities for achievement
- Curriculum reflects a variety of learning activities for the students' unique needs, interests, strengths and weaknesses at various developmental stages

As a community of faith deeply rooted in the Gospel of Jesus Christ and the Catholic Church's tradition, St. Joseph Catholic School System strongly believes that each child and adult should be provided with regular opportunities for prayer, sacraments and reading the scriptures:

- Religious education and Christian formation in the doctrines, values, traditions and teachings of the Catholic Church are an integral part of the school curriculum
- Parents are primary educators of their children, and the school assists them in the process while instilling in students an appreciation of others and a commitment to principles of peace and justice
- Teachers, parents and students all share in the responsibility to be witnesses to the Gospel. As such, religious truths and values infuse all the subjects of the curriculum

Finally, St. Joseph Catholic School System believes in the dignity of every person and the respect of all. Student learning and growth is a major priority of our school which we achieve through a safe, comfortable environment. Our goal is to produce academic learners and future leaders who analyze complex problems, turn data into information, and information into solutions.

Governance and Leadership

St. Joseph School maintains processes to add, remove, and revise governing body policies and procedures for the effective operation of the school. Policies and procedures are reviewed and reinforced through regular updating of the Faculty, Student, and Diocese Handbooks. This is an ongoing process encouraged through participation by faculty, administration, students, the School Advisory Council, and the Pastor. St. Joseph School completed an extensive year-long updated Long-Range Strategic Plan study reviewing all policies and procedures to ensure their alignment with the goals and mission of the school. All stakeholders played an active role in the process.

Building-level processes are in place to ensure school leaders review and plan for implementation and monitoring of governing body procedures on a regular basis. Policies are consulted to support actions and decisions at all levels. The Diocese provides governing policies and procedures for the school. Monthly local School Advisory Board meetings and quarterly Principal's Advisory Cabinet meetings involve all stakeholders in policy review and implementation. Weekly faculty and administrative meetings include regular review of policies. An annual year-end review of the Student Handbook includes extensive input from teachers and non-instructional staff. Responses to ongoing issues of governance and policy are addressed in a timely manner.

Building-level processes ensure equity of learning opportunities, support innovation, and are systematically embedded in the day-to-day function of Saint Joseph School. A comprehensive, collaborative, professional development plan is in place for instructional staff. Professional development regularly includes information on Resource and Special Needs students both as individuals and through informative sessions on specific learning disabilities. St. Joseph is a member of the National Catholic Educators Association (NCEA). The school is represented annually at the NCEA Conference. In 2015, St. Joseph Catholic School joined the Mississippi Association of Independent Schools, which added a new level for interscholastic athletics, activities, and accreditation. Advanced Placement (AP) training and certification is made available to appropriate subject-area teachers. St. Joseph School offers unparalleled dual-enrollment college-level courses. All instructional staff regularly attends professional development in support of innovation in teaching methods.

Catholic schools largely afford building-level autonomy for the principal, allowing and encouraging choices about how to accomplish operational goals. Through ongoing principal evaluation, the Diocese has created structures that support the school site in

aligning operational and academic goals. Hiring and staffing decisions are made by the principal at the building level. The principal maintains regular and consistent oversight of academic structure, planning, and resource allocation. Teacher evaluation is accomplished through a tiered observation and evaluation system. As instructional leader, the principal is a frequent visitor in all classrooms. Building-level leadership regularly

aligns school programs and initiatives with state, federal, or governing body accountability systems.

Lesson plans submitted by instructional staff are required to include objectives aligned with state Curriculum Frameworks and to include provisions for resource and special needs students. Testing and other assessment procedures are adjusted for resource and special needs students. Adoption of ACE Collaborative Curriculum is progressing in conjunction with the University of Notre Dame. Leadership opportunities for staff include department chairmanships; club and organization sponsorships; and leadership opportunities for teaching interns. Principal and guidance intern positions are available on a yearly basis through Delta State University and the University of Mississippi. Membership in professional organizations, state and national subject-specific teaching organizations, and Advanced Placement certification are encouraged. Teacher responsibilities are well defined in the Faculty Handbook.

The Guidance Department provides professional staff development on a regular basis on interpretation of data. A yearly battery of standardized tests is administered, with results interpreted to the full student body and families, with qualitative and comparative data provided to teachers. Professional development includes interpretation of data and systematic analysis of instructional strategies as they pertain to areas of weakness.

School leaders at St. Joseph provide opportunities for students to be a part of the culture of participation, responsibility, and ownership of the school. Students serve in a variety of leadership capacities as an integral part of leadership committees and governing groups both within the school and the Greenville community. St. Joseph's curriculum places special emphasis on service and community involvement, including providing students with a voice in the decision making process of the school. Behavioral expectations and routines are shared and enforced by all.

Students are the focus at St. Joseph through academic, service, moral, and co-curricular modules. Scholarship opportunities are available to students on a needs-assessed basis. Procedures regarding selection and implementation of scholarships are established and followed according to Diocesan Policies. Individual student and parent concerns are immediately addressed by the principal and meetings are documented.

St. Joseph enjoys a unique position in the Greenville area as a school with a culturally, socioeconomically, and ethnically diverse student body. This diversity is seen as one of the school's greatest asset. It is the hallmark of the Catholic school that the needs of all students be met.

Vision, Purpose, and Direction

Established in 1888, St. Joseph Catholic School in Greenville, Mississippi continues to be an institution committed to the facilitation and constant improvement of the educational process and its curriculum. The school community maintains awareness that the teaching and learning process is a collaborative effort between all interested parties, and the faculty and staff of St. Joseph Catholic School has produced the following shared purpose for future direction.

The St. Joseph Catholic School community has identified the many stakeholders, their interests in our school, and their responsibilities. Stakeholders have a vested interest in the formation and development of educated and productive members within a community for the development of culture and good citizenship.

St. Joseph Catholic School maintains on file information pertaining to its diverse student and faculty demographics to measure and assess the effectiveness of its goals and objectives. All demographical information pertaining to students, their families, and the school's faculty members can be accessed and evaluated electronically or traditionally.

St. Joseph Catholic School's Mission Statement and Statement of Beliefs are made public to all stakeholders via the school's website, posted in all classrooms, within the principal's regular updates, and in the annual Parent and Student Handbook. The Mission Statement and Statement of Beliefs guide in the assurance that all students are offered a diversity of educational, cultural, athletic, and spiritual opportunities, in the classroom and in the community.

St. Joseph Catholic School promotes the active engagement of all faculty, staff and students, individually and as a collective body, for the betterment of teaching and learning through the variety of subjects and activities offered. These include, but are not limited to, professional development seminars, diversified teaching techniques in the classroom, and individual tutorials as well as assistance outside class time.

St. Joseph Catholic School's goals are to continuously work towards ensuring that the vision and purpose guide all involved in educating and preparing youth for the future, and to consistently revise, modernize and implement the means and methods through which such preparation occurs. Using an array of assessments and other academic measurement tools, St. Joseph Catholic School is able to refine its vision and re-shape its goals on a continuous basis.

Teaching and Learning

St. Joseph Catholic School follows all State Benchmarks, State Curriculum Standards, and the Notre Dame ACE Collaborative Curriculum. Teachers are held responsible for meeting, at a minimum, the State Benchmarks. The Notre Dame ACE Standards allow St. Joseph students to then pursue learning above the “ceiling” level. The school continues the collaborative process with the University of Notre Dame in the development of a totally new curriculum in all disciplines. Bi-annual and monthly curriculum sessions continually involve all staff in this key process. All courses and teachers remain committed to the curriculum mapping process. Mapping periods are allocated twice annually for all teachers. All curriculum maps are measured for vertical and horizontal effectiveness. All teachers develop updated lesson plans for each class and the plans are posted online on the Friday prior to the week’s instruction. For the sake of student clarity, daily objectives are posted on classroom boards. Curriculum standards are met through multiple assessment procedures in all classes. Teachers are encouraged to pre and post-test students as various methods of testing are utilized (formal and informal). Individual and cooperative student projects are also utilized as an opportunity to appeal to the kinesthetic learner. The school also requires assessment feedback to students and families in a timely manner.

Curriculum revisions or additions may be directed from the Mississippi Department of Education, the Catholic Diocese of Jackson Schools Office, or based on local need. Often, individual or school curricula needs will surface that will be addressed by faculty teams. Implementation will follow the discovery of needs within the school. In the case of State or Diocesan mandates, the curricula changes and the new standards will be unpacked by the affected faculty. Unit direction and focus questions will be developed by the faculty. The ACE Curriculum process is also included in all curricula changes.

The Principal and department chairs check lesson plans and curriculum maps so as to ensure effective implementation of the curriculum. The faculty annually has specific input into the direction of the Professional Development Plan for the teaching staff. The Professional Development Plan serves to meet faculty needs in the production of effective teaching and learning. The principal is charged with the development and implementation of the Supervisory Platform and Classroom Observation Plan. Both the principal and department chairs are involved in a regular classroom Walk-through Program and/or the formal Observation / Evaluation Process. Students and parents are strongly encouraged by the administration and staff to frequently check the school’s web-based grade reporting system, PowerSchool, for objectives, lesson assignments and grades. Students are also encouraged to maintain passing grades and achieve academic excellence. St. Joseph School is committed to the development of critical thinkers; thus these skills and learning techniques are incorporated into all curricula disciplines.

Overall, the school’s general curriculum is reviewed and adjusted on an annual basis. Individual course and teacher changes to the curriculum are made by teachers and departments as needed. Staff development periods and departmental meetings are held

weekly in order to discuss the curriculum and problems that have developed. Recognizing classroom performance and the stated needs in follow-up meetings, changes are made where and when needed to student learning and comprehension. Instructors design a variety of assessment instruments which measure learning objectives.

Rubrics are used in all disciplines in order to support the formative assessment process for students. In this manner, students may see the positive and negative aspects of the work products that have been submitted for evaluation. Through this process, students may learn from either their mistakes or profit from the fruits of labor by reviewing the formative assessment. PowerSchool is available to all students and parents for “real-time” assessment assignment and feedback. Formative assessments of a varying nature are used by faculty and staff in a continual fashion to measure performance. In-Service Staff Development meetings are held on a weekly basis to discuss and plan student assessments. Professional association membership and conference participation is encouraged to assist with assessment procedures through the National Catholic Education Association, The National Association of Secondary School Principals, the Association for Supervision and Curriculum Development, the Delta Area Association for Improvement of Schools, the University of Notre Dame ACE Collaborative, the Mississippi Science Teachers Association, the National Science Teachers Association, and the Mississippi Association of Independent Schools. Regular departmental meetings and professional development sessions are offered in order to build upon student assessment and implementation of recommendations.

During professional development sessions, higher order teaching skill methods are taught to the faculty and consequently passed on to the students in all courses. Regardless of the discipline, higher order and critical thinking skills are required in class presentations/discussions and in every assessment utilized by the faculty. Assignments are given to students to integrate various learning styles. Hands-on projects in conjunction with auditory and visual presentations are encouraged in all classes. St. Joseph bolsters higher order thinking skills through the utilization of the school’s vast network of wired and wireless computing assets. The school also has an extensive honors, Advanced Placement, and college dual instruction class offering on the school campus.

Authentic content and context are a valuable part of the curriculum at St. Joseph Catholic School. Family service hours as well as individual student service hours are required on an annual basis and as a requirement for graduation. Art shows, social studies fairs, science fairs, the Book Club, the Film-Tech Club, and a dozen other clubs and organizations allow students to experience authentic exercises as they parallel their academic experiences. The school also promotes authentic learning through Vocations Days in class, field trips, job shadowing, and guest speakers. The school maintains three science labs, a math lab, and a computer lab for the purpose of building opportunities for discovery. Catholic Schools Week, Department of Guidance group activities, yearbook, and class projects allow students to move learning beyond the traditional classroom environment.

All student achievement data is reviewed on a continuous cycle. Input from faculty, staff, and discipline departments prompt adjustments being made for improvement yearly. Current additions to the course offerings reflect this input and change model. These courses include ACT test prep, Accelerated Math, reading, literature, and written communication. Teachers, departments, and often the entire faculty gather to provide the study of and a reflective analysis of student work. Standardized test results are analyzed for student weakness areas as well as instructional weaknesses. The school maintains correlation studies in the standardized test areas of the multi-grade ASPIRE Tests and ACT. All standardized test results are studied annually by the Diocesan Schools, the faculty as a whole, student groups, individual students, and family groups. All meetings are facilitated by the Guidance Office.

St. Joseph teachers continually monitor student needs and progress for the purpose of using this data as an opportunity to re-design instruction methods. The staff is regularly instructed in differentiated teaching techniques. Instructors are encouraged to address instruction to all student learning styles. Most often technology, Newspapers in Education, lab-based learning, field trips, speakers in the classroom, and differing methods of instruction are used to design techniques for the betterment of students. A “whole school” effort centering on protection of instruction time, curriculum mapping, technology usage, critical thinking skillfulness, and bell-to-bell instruction have yielded better teaching and learning. Emphasis is placed on addressing all learning styles and all levels of learning. Differentiation is stressed in Administrative Faculty Meetings and professional development sessions several times a year so that teachers may follow a plan to teach to each student’s learning style. Re-teaching and re-testing is also done to assure the success of each student. Should a student fall behind in work, a grade of “Incomplete” may be afforded a lagging student. If a student is still not successful, their name is put forth to the resource department where testing is done to see if there is a learning disability or another issue at hand to be dealt with such as ADD, ADHD, social or environmental concerns. Tutoring is also offered to students.

A resource room for SLD students is provided. For the entire student population, teachers post times when they are available to provide extra assistance. Additionally, students are offered many opportunities to do research in the library throughout the academic day. Peer learning is encouraged and implemented in all subject areas. Many classes assist in tutorials with Peer Tutors. Cultural learning styles and differences are addressed in faculty meetings and implemented where needed. Due to the outstanding 128 year legacy of St. Joseph Catholic School in the community, teachers realize that expectations for the school run high. Day to day expectations of the school and individual classes are based solely on affording the students, families, and patrons of the school the highest quality instruction and preparation for the future.

The school has a local reputation for a faculty that truly cares for their students and will traverse the extra mile to assist. This too is a legacy of St. Joseph that each teacher must uphold. The special education teacher tests and identifies students who hold an Individualized Education Plan (IEP) or those diagnosed with a Specific Learning

Disability (SLD). These targeted students may take their tests in the resource room and go to the resource lab for additional help. All teacher lesson plans include an objective, materials needed, procedure, and assessments so that individual students obtain the maximum from the teacher's instruction. These plans also address individual learning styles. Remedial and advanced objectives are included in most subject areas. Special Education students are not self-contained. All students are mainstreamed into regular classes, and each teacher works closely with the resource teacher to make certain that the IEP is followed to meet the success of each student. Resource students have access to all technology, learning resources, and all co-curricular activities at the school. Resource students have a study period in the resource room with a resource teacher, computer and printer at their access. The resource department distributes a list of all students with learning disabilities to the teachers at the beginning of each semester. Individualized Education Plans are written and 504 plans are developed for students with learning disabilities as well as other issues, to ensure learning is successful for every student. Teachers, who teach these students, meet with the parents, the resource teacher and administration to develop plans and write the IEP and 504 plans for each student.

St. Joseph Catholic School has set a community standard for serving all students regardless of race, color, creed, or origin. While the school strictly adheres to a non-discrimination policy, it goes far beyond those words alone by truly affording the only racially-balanced school in the Mississippi Delta. Here is a school where a diverse population works side by side and accomplishes things together on a daily basis. Various foreign languages are offered and diverse cultures are taught in Religion classes.

Administrative directive, as well as the curriculum management plan, dictates that teaching and learning go on through the entire class period, bell to bell. Class instructional time is interrupted only in case of an emergency. Announcements and other interruptions are not allowed during class time. Necessary drills are timed and restricted so as to preserve maximum instructional time.

The St. Joseph School community has the privilege of being housed in a new building. Lighting in the school has been upgraded to LED technology, which improves illumination, aesthetics, and energy efficiency. The school continues to maintain a clean, safe, and orderly environment. Backpacks and books must be kept in assigned lockers. There is no eating or drinking allowed outside of the cafeteria, no gum chewing is allowed at school, and all teachers are charged with maintaining published rules. Classroom rules and consequences are posted by all teachers in all classrooms and reinforced by administration. Students know what is expected of them and the consequences if the rules are not followed as addressed in the Student Handbook. Consent and Handbook Forms are read and signed by all students and parents. The school adheres to and addresses several times annually a Hazard Mitigation Plan because prevention is a key component of a safe school. The school works from an exemplary Critical Incident Command Structure in the unlikely event of a disaster. Drills under this plan are conducted at a minimum of fourteen times annually. The school also attempts to maintain a safe environment through an aggressive random alcohol and drug screening

program. At a minimum of four times annually, 20% of the student population is randomly chosen for a drug panel screen. Additionally, at all school dances, 20% of pre-registered attendees are randomly selected and 100% of all walk-in attendees are afforded an alcohol breathalyzer screen.

The Library Media Specialist is certified by the State Department of Education to perform the media functions of the school. This specialist and paraprofessional staff diligently work closely with educators and students to meet media needs. This is inclusive of AV materials, computers, books, periodicals, newspapers and other written media. The Media Center / Library is open to the faculty and students daily per a posted schedule. Teachers and students may request certain materials to be purchased. A list of newly acquired books is e-mailed to teachers on a regular basis for their benefit. All new arrivals are showcased in certain sections of the library. The school also provides Mimeo smart boards, classroom computers with internet access, LCD classroom ceiling mounted projectors, and modern science laboratories. With the state of the art wireless school environment and the more than 175 computers available for use in the building, strict standards for technology usage are maintained and monitored by the technology team. The school is a federal E-rate school and a current technology plan is maintained.

Professional development sessions are conducted in the optimal use of Mimeo instructional technology, PowerPoint, PowerSchool, internet usage, and other technological advancements. Neither teachers nor students are allowed to go to social websites or play games on the computers during the school day. All teachers are encouraged to use technology in their teaching methods. Computer classes and updates on various technologies are offered by the school to teachers and support staff throughout the school year. Through the academic year classes are held for parents to gain comfort with the school's technological equipment, and parents have a standing invitation to gain admittance to the school Media Center in order to access technology. Additionally, the staff participates in Diocesan and professional consultant webinars that provide technical assistance, classroom direction updates, and teaching strategy instruction. University produced webinar instruction affords teachers opportunities to master teaching, learning, assessment strategies.

St. Joseph Catholic School

Supervisory Platform Relationship with School

By virtue of the role as principal of St. Joseph Catholic School, the supervisory platform is synonymous with the goals of the school. The school is dedicated to supporting staff as they become the finest of teachers who shall always coax the best out of all students. While evaluation is a necessary part of the instructional plan, we prefer to pursue honest efforts that enhance daily teaching and learning. Evaluation should never become a “gotcha” game, but rather a part of instructional supervision. Instructional supervision is utilized to observe teaching, assist teachers, and collaborate toward the best educational productivity for both teachers and students in our school.

The educational philosophy, and consequently the supervisory effort, reflected at St. Joseph School is a hybrid between Essentialism and Experimentalism. The Experimentalism tact leads to a democratic effort between supervisors and teachers as truths of this time are passed along to a new generation of eager learners. New ideas are encouraged in this community of student learners, teachers, and supervisors. The hybrid nature develops from the standpoint that the principal must be a pragmatic leader. This bent leads to folding in Essentialism into the school and supervisory mix. Essentialism at St. Joseph is reflected in the fact that the school very much mirrors the reality of the day. Within this philosophy, there are absolute truths about the world, teaching, and teachers themselves.

In utilizing Classroom Walk-throughs by department chairs and the principal, St. Joseph maintains an ever-vigilant atmosphere. Both teachers and students understand

that observers and guests could potentially visit any class at any minute of the day. This has become a strong component in classroom knowledge and accountability. With the Walk-through program, a snapshot of the teacher and learning is taken and later converted into a learning prompt for the classroom teacher. Classroom Walk-through data is managed so as to build a composite view of St. Joseph teaching, learning, and school climate. The Classroom Walk-through Form gauges various areas of classroom climate including teaching and learning, depth of knowledge, alignment of materials, instructional strategies, engagement, learner environment, reflective feedback, and Catholic identity.

An additional strength of the St. Joseph supervision program is the professional growth and development effort. The collective professional development program is offered three times monthly from a collaboratively devised plan. Each session is fast-paced, meaningful, and timely. While this program is teacher-directed, another element of professional growth focuses on the individual teacher or small groups. This provision of the supervisory effort allows teachers to pursue professional growth that interests them. Once these professional development elements are completed, recipients and supervisors impart the new knowledge along to other teachers.

While there is an effective Observation Evaluation Program in the school, it is time consuming. This is perhaps the greatest weakness of a supervisory effort. The faculty is apprised at the outset of the academic term regarding the criterion upon which supervisory visits will be based. A pre-observation collaborative visit shall occur

between the supervisor and the teacher. This visit includes a teacher goal-setting component.

The Classroom Supervisory Form includes information regarding the classroom climate at the time of the supervisor's visit, as well as information of a cumulative nature of the teacher's work habits. The Classroom Observation effort involves a supervisor visiting the classroom unannounced at several intervals during the course of the instructional year. Results of the supervisor's visit are then utilized for a Post-observational Collaboration between the teacher and supervisor. This instrument provides a two-way communicative regarding how classroom procedures were followed during the visit and ultimately determining if teacher goals are being achieved.

Specific teacher commendations and recommendations are decided collaboratively through the utilization of the Teacher Post-observational Conference Form. Following the various visits and collaborative discussions, a Plan of Teacher Improvement may be required for the purposes of strengthening instructional efforts and/or preserving a teacher's employment with the institution. The supervisory effort of the school is in place to ensure quality instruction through teachers who continually gain professional development and growth.

Documenting and Using Results

The principal, teachers, support professionals, students, and parents have access to PowerSchool for secondary students. At its most basic level, this web-based student information system fosters communication between parents, students, and teachers about student performance. Teacher access includes demographic data and student progress in individual courses. Through PowerSchool, teachers are better able to evaluate a student's performance and identify weak areas based on grades and attendance records. Administrative access enables the administrator and support professionals to generate reports, disaggregating data on demographic information, academic performance, attendance, and behavior. Results are utilized to improve student performance at an administrative level. However, the school lacks a defined process to select important results, develop interpretations, and evaluate alternative actions.

A complete and accurate student record system is maintained through PowerSchool and permanent records. The PowerSchool system is secured using assigned usernames and individually created passwords. Administrators have access to student and parent usernames and passwords. Student data cards are maintained in the front office. Several authorized users have a key to the permanent records system stored in a secure area. A list identifying all persons authorized to view permanent records is available.

In addition to the continual academic and attendance report generated through PowerSchool, weekly newsletters and monthly school calendars are provided electronically for internal stakeholders such as teachers, parents, and students. External stakeholders, like alumni and community members, receive a monthly principal's report. Colleges and universities receive an annually prepared school profile. Student success is celebrated through these publications as well as classroom and hallway display cases, frequent recognition programs, and local media acknowledgement.

The school administers several nationally normed, standardized tests to analyze instructional effectiveness. Through the American College Testing Program, students in 3rd through 6th grades and 7th through 10th grades take the grade specific ASPIRE Tests, while the 11th and 12th grade takes the ACT. All of these assessment products are ACT products, thus students, families, and the school may project college readiness through a progression years. Teachers and school personnel are able to identify specific areas of weakness using comparisons between gender, race, course enrollment, and historical performance. The staff is also able to compare the school's performance to current national trends. As evident in the school's professional development meetings, results and conclusions are shared with Diocesan officials, staff, students, and parents in separate meetings. The ACT Work Keys Test is administered to 11th and 12th graders and the ASVAB vocational battery is administered to 11th grade students. At both the elementary and secondary level, STAR Reading, STAR Math, Accelerated Math, and Accelerated Reading are utilized.

The measures described above evaluate performance in English Language Arts and Mathematics. However, the school does not track performance in social studies content through all grades. The school has established reliable, valid, and bias free performance measures for two core subjects, but in order for learning expectations to be aligned with the assessments, the curriculum must be based on common standards. The school is currently implementing common standards through a new Notre Dame ACE Curriculum Collaborative. The school uses principal and school advisory council evaluations to determine effectiveness and efficiency in administrative functions. Parents and students complete surveys to help determine effectiveness and efficiency in support functions. In order for the school to perform at an operational level of establishing performance measures, all four core subject areas must be assessed and curriculum standards must align with the assessments.

The principal and support professionals adjust curriculum, teaching assignments, and professional development topics based on standardized test results and academic performance. The guidance department uses test results, historical academic performance, and student preference to make decisions regarding student course selection and pathway to graduation. From the standardized test reports, the school has access to five-year trend data for students at St. Joseph Catholic High School. Upon reviewing student achievement results in the assessment measure over the past three years, regular improvement is seen across all core subject areas. The SAT-10 and ASPIRE score reports demonstrate maintained or improved scores in English Language Arts, mathematics, science, and social studies. The ACT score reports demonstrate maintained or improved scores for gender but not ethnic minority subgroups.

While St. Joseph Catholic has been proficient in gathering and storing student data, the faculty has realized that the school and individual staff members must utilize massive data amounts to the benefit of student achievement. There are two simultaneous efforts designed to benefit the quest for utilizing data. The St. Joseph work centers on 1- The utilization of a Student Data Wall and 2- The establishment of a Culture of Continuous Improvement through Shared Instructional Leadership among the teaching staff. The Student Data Wall has been posted for each student in the school in Power School. Power School is the web-based student information and grading system. Data includes historical standardized test data, current standardized test data, entrance test scores, student observations, and samples of student work. Data entry also includes student informational notes, interventions, and necessary follow up notes. Public Data Walls will also be developed which illustrate student class levels and rankings by scores.

In reference to the Data Wall, there is a designated order to the process:

- Gather data
- Post data
- Analyze data
- Use data to improve instruction
- Use data to individualize student plans
- Data review and input by teachers
- Discussion between teachers
- Ownership of learning

Using data wisely, we must all understand the learning that has taken place, recognize gaps in the learning, provide interventions, and improve practices.

Resources and Support Systems

St. Joseph Catholic School maintains an impressive record for the recruitment and retention of quality personnel. A staff dedicated to the care of students is a hallmark of the school. The school hires only quality candidates who are strong in teaching method, area content, and those who have passed rigorous background checks. All new teachers are assigned mentors at the beginning of the year. One hundred percent of the staff holds proper subject area certification and all are deemed certified as “highly qualified.” Each teacher must demonstrate competency in their content areas and must keep their license renewed through professional development contact in content areas and/or additional college coursework. Professional development is hosted each week within the school.

The current teacher to student ratio at St. Joseph is 1:13, with all teachers providing students and families specifically posted tutorial times. St. Joseph offers special needs students additional support through a resource program. The budget at St. Joseph is set based on the number of students enrolled for each school year. All content departments have budgets from which supplies are purchased. Title I funds are used to ensure resource students are provided with additional support materials for all subject areas. The school system and its finance officer are afforded financial guidance through an annual budget and a monthly reporting system.

The school maintains a clean, safe, and well-functioning facility. The school is continuously monitored and routinely checked for safety issues. Hazard mitigation is a regular professional development discussion, as well as a review of the school’s emergency planning. There are emergency plans, maps, and instructions displayed in each classroom. St. Joseph works with all pertinent area agencies to ensure a safe, orderly, and drug free environment.

Classroom space at St. Joseph is based on student count and final enrollment along with class assignments. Each wing of the school building houses laboratories and classrooms suited to specific learning goals. These assignments are flexible and change as the faculty and need for classes change. The science classrooms at St. Joseph are permanent rooms that are equipped with sinks and laboratory closets for proper storage of materials, as well as emergency showers.

The Critical Incident Command Structure for St. Joseph Catholic School is a highly functional document that covers the eventuality of most possible disastrous situations. All teachers understand lock-down procedures. Students and teachers are well versed and practiced through regular drills. All outside doors to the school building are in a gated area or remain locked during the instructional day and visitors must use an intercom system to get into the school via the front office. Parents are informed of school emergency procedures during parent meetings by the administration and through the student handbook.

The school employs School Messenger instant parent notification system to keep families advised during times of emergency need.

St. Joseph has a caring environment for the mental and emotional health of the students. The counseling office is staffed with a certified guidance and vocational counselor and a graduate student intern. The Counseling Office will refer students to outside counseling services when necessary. Without breaching confidence, guidance staff informs the staff regarding any information that may affect the student's performance in class.

The Guidance Office promotes educational and career planning by several methods. St. Joseph hosts an annual College Fair for all St. Joseph students and the upper grades for the school's Local Educational Agency, Western Line Schools. Bi-annually, the Guidance Office hosts a Reality Fair, designed to prepare students for completing educational experiences and navigating the world as a graduate. The Counseling Office promotes a Career Day for high school students. School counselors also produce an annual TestFest for purposes of either providing or preparing students for the school's appraisal system. Counselors continually assist students in all facets of preparation for college.

St. Joseph Catholic Unit School has a Resource/Special Needs Education Department consisting of two certified full time and one part time certified specialists. The school serves students with learning disabilities. The department provides all classroom teachers with a list of the students and their modifications, as well as access to their individual educational plans. Classroom teachers follow student modifications well. Individual Educational Plans are checked and updated yearly through meetings of the resource teacher, classroom teachers, counselors, parents, students, and members the LEA.

Stakeholder Position – St. Joseph Catholic School / Greenville, Mississippi

St. Joseph Schools and its administration are blessed with a number of talented and progressive support teams. These include the Irish Family parent association that supports teaching, learning, and student functions and the Principal's Cabinet that advises the administration on various matters. The school also enjoys active participation of patron groups who provide funding for academic enrichment opportunities. The Athletic Association supports the institution by fully funding the sports program of the school. The St. Joseph Capital Campaign supports the school with the funding and occasional emergency maintenance items associated with a new school facility. St. Joseph Catholic Parish is the dominant benefactor of the school through major annual gifts for the operation of the school and scholarships for students in need.

St. Joseph Catholic School includes all stakeholders in a continuous improvement process through the Principal's Cabinet. This team includes students, faculty, alumni, School Advisory Council members, school patrons, and parents in regular meetings designed to improve the product and image of St. Joseph. Through our SACS Faculty Team, work on the School Strategic Plan, and continuous faculty input on new planning concepts, the school remains engaged in a continuing planning process. A year long strategic planning effort has recently been completed. This work involved the Parish, community, school patrons, and faculty. The Strategic Plan has been passed by the Faculty Committee of the Whole and the St. Joseph School Advisory Council. The Strategic Plan is a working plan that is utilized on a daily basis. School improvement efforts are continually coordinated among the St. Joseph Faculty, between the Greenville principals, with the St. Joseph School Advisory Council, and among all Catholic Diocese of Jackson principals. An AdvancED / Southern Association of Colleges and Schools / MAIS review team visits St. Joseph Catholic School once every five years to review progress on the School Improvement Plan. The Mississippi Department of Education likewise has a different five year review visit of the school. The principals are charged with guiding the school system in developing plans for continuous improvement, addressing internal and external recommendations for improvement, and immediately taking corrective action on any area of school non-compliance.

The administration is well-versed in the moral and ethical considerations in the management of a parochial facility very much in the public arena. These principles guide every business decision. Principals are committed to the creation of collaborative community networks including the hosting of community leadership at the school, active work within the Economic Development Alliance, the Education Committee of Greenville, Delta Council Education Committee, and the Greenville Higher Education Center, as well as active outreach into the community. All work supports the mission of student service and learning.

The St. Joseph learning environment includes exemplary technology, outstanding student guidance and support services, and a rigorous curriculum grounded in critical thought. Course offerings range from resource to an honors program and traditional coursework to advanced placement curriculum. The school bases its testing standards on nationally

normed instruments. Each grade level is administered a standardized test battery annually. The average ACT for the school is 20.7 inclusive of the entire range of student capability.

St. Joseph Catholic School encourages citizenship with the Community Service Program in which all students are required to participate. The guidance department also facilitates small group activities that focus on character education. Instructors promote decision-making skills through varied programs, projects and classroom curriculum. The administration and staff select and encourage students to participate in co-curricular activities such as Student Government, Governor's School, youth leadership programs, and Mayor's Youth Council. The school offers leadership, responsibility, and character-building opportunities with the above activities as well as a variety of sports and clubs. Students are required to complete 100 community service hours in order to meet graduation requirements. Also, students attend Mass/Prayer Service weekly and participate in class retreats. Each class is responsible for a major school function or project.

St. Joseph's community accolades include the Economic Center's "Clean & Green" Award, the State Activities Association's Sportsmanship Award, and the Mississippi Governor's Award for the Outstanding School-Community Partnership. This award was earned for the community's Reading Buddies Program where St. Joseph students serve as mentors for public school elementary children.

Currently, St. Joseph Catholic School has a consistent student census of one hundred and seventy in grades seven through twelve. Likewise, the primary feeder elementary school, Our Lady of Lourdes, has a similar student census serving three-year-old Pre-Kindergarten through sixth grade. While the finances of the school are sound, there are a number of teacher pay, curriculum, and enhancement issues that could be positively addressed with an improved cash flow stemming from more students. It is through the sheer talent of the teaching staff and the utilization of innovation in curriculum alignment that a school this size can offer the coursework it does. There is no doubt that Greenville St. Joseph Catholic School has built a strong community legacy since 1888, and will continue to serve well.

St. Joseph Catholic School is committed to the highest quality of two way communication so as to fully be a vital part of the greater community and to learn from stakeholders the attributes desired in an effective school. St. Joseph has a wide range of opportunities for the community to become and stay engaged in student learning. The Administrative Office maintains mailing lists of parent addresses, addresses for prospective students, community organizations, alumni, diocesan contacts, and individual classes. Lists for community health organizations, counseling referrals, post-secondary opportunities, and newcomer materials are also maintained.

The Principal's Update, a weekly newsletter, is emailed to all families, students, staff, media, and community resources in order to keep all abreast of the events and opportunities at the school. A monthly newsletter is electronically and physically distributed to school patrons, the public, and the media. Alumni News is published and distributed monthly in both electronic and printed form. The Principal's Monthly Report details school business for a calendar month. This report is distributed to the Diocese, School Advisory Council, area Parishes, and school staff. The school employs School Messenger as an instant contact email and/or telephone service for emergency and regular update contact to parents and community resources. The Irish Family, St. Joseph School Parent Association, lends an effective helping hand in supporting the school. From luncheons to fundraisers, this organization of St. Joseph families assists the school at every turn and builds community support for the school.

The school maintains a list of churches in Greenville and the surrounding area that frequently cooperate with St. Joseph High School. No matter the denomination, the churches will band together to help St. Joseph in any event or activity. St. Joseph maintains a strong relationship with the local Catholic Parishes in particular. Weekly bulletin messages for St. Joseph Catholic Church and surrounding Parishes make certain that school needs are expressed and cooperation is sought. One of the largest outreaches to community churches is held annually through St. Joseph School's Pastor Appreciation Prayer Service and Breakfast. Everyone in the community is welcome to attend and each student has the opportunity to individually invite his/her pastor to this event.

With the many opportunities the community has to be involved at St. Joseph School, the students are likewise encouraged to give back to the community. As a requirement for graduation, students must complete 100 hours of community service and provide reflection as to how their service has helped both their spiritual lives and the community as a whole. Additionally, classes and various school organizations work to serve the community through more than 50 community special events and funding opportunities. Both the elementary and high school support active scouting programs.

Stakeholders have many and varied opportunities to express ideas and comments regarding the institution. Each month, the principal communicates through a newsletter containing notifications of upcoming events and ways in which the community can help support the school. Again, all general communications are afforded the Diocese, School Advisory Council, other schools, students, families, the media, and community at large. These newsletters contain additional information regarding suggestions as to how parents can help build responsibility in their children, how students can establish test-taking skills, and how students can stay safe during extracurricular activities. If anyone has any questions or concerns which need to be addressed, and not answered by standard communication efforts, anyone may attend the Question and Answer Session opportunities that are periodically held with the principal. The school also employs a web-based survey system that is utilized to strategically poll students, families, patrons, faculty, and community regarding our schools.

Parents, students, and faculty are also kept informed through the web-based PowerSchool system. Parents may see their children's grades, attendance, and assignments at any point in "real-time." As parents check on their children's progress in each class on a regular basis, parents have instant access for teacher contact. In order for the faculty to be accessible to parents at all times, parents are made aware of the teachers' email addresses and phone numbers through the St. Joseph Catholic School website, beginning-of-the-course syllabi, and letters distributed by the faculty. Lesson plans are made available via the school's website so as to keep students, parents, and community members up to date on the day-to-day lessons for each class.

St. Joseph attempts to utilize the knowledge and skill sets of stakeholders so that the school's work is optimally enhanced. Each Wednesday, professional development sessions are held for all faculty members. Professional development is a collaboratively established plan which pursues the purpose of improving student learning as identified in the School Improvement Plan. The topic for each meeting has been established by the Professional Development Committee consisting of faculty, department chairs, the School Advisory Council president, school administration, and Diocesan curriculum planners. Communication between staff members does not stop at committee meetings, however. There is an internal telephone system that links all teachers, classrooms, and administrative portions of the school building. Every teacher, as well as front office personnel, is easily accessible through the phone system. If a person happens to be out of the room when a call comes in, a voicemail can be left for that person. Community stakeholders also contribute to the school as field trip hosts, judges for science fairs, and speakers who are brought into the classroom setting for enhanced learning opportunities.

At St. Joseph, volunteer service hours are a high priority for students. Likewise, volunteer service hours are vital and required by St. Joseph family members. For parents and the interested community, there are many volunteer opportunities at St. Joseph. The opportunities include but are not limited to volunteering as a substitute teacher, helping with the Parish Fair, trimming and cutting the grass on campus, working at the Mardi Gras Fling, completing small repair work, maintaining the prayer gardens, working with the Irish Family, and assisting with institutional development efforts.

The new St. Joseph facility was constructed largely due to the community's interest, financial support, and commitment, as well as the magnificent vision of patrons and administration. Stakeholders play a large role in making additions to and in the upkeep of the physical plant. In the summers, St. Joseph stakeholders paint areas of the building that need a fresh look. Without community and parental involvement, St. Joseph could never assume and maintain the favored reputation it holds in the community. Likewise, the school's high expectations of teaching and learning and staff and students are regularly portrayed to the community stakeholders.

When secondary students sign up for classes each year, they pick from a variety of courses, the description of which can be found in St. Joseph's Curriculum Guide. The courses vary from core classes, such as English and Algebra I, to electives like French II,

journalism, and internet research. Also offered at St. Joseph Catholic School are honors courses and advanced placement courses for those students who yearn for extra challenge. If high school students so desire, they may also take college classes provided on the St. Joseph campus through the Dual Enrollment/Dual Credit Program and earn up to forty college credits while still in high school. Courses offered in this program include the following: Composition I and II, World Civilization I and II, Art Appreciation, and College Algebra. The community is constantly reminded and is well apprised of the school's strong curricula offering. There are regular advertising and in-house public relation campaigns which extol the benefit of the school's college-level course achievements.

During the first days of school, students and parents review the handbook and sign required forms acknowledging handbook content. Parents and students agree to participate in school events and adhere to school rules and policies. They also agree to appear in photographs and videos that support and promote St. Joseph High School and authorize the school to release educational information to schools, school officials, counselors, physicians, psychiatrists, psychologists, or other medical providers if the need arises. In addition, each teacher hands out syllabi to each student. Syllabi outline the materials that will be needed for the class and what will be expected from the students in the class. Lesson plans for each class are uploaded each week onto the St. Joseph High School website where students and parents alike can view them. Also located on the website is the monthly calendar where holidays and exams are listed, as well as major events at the school. Policies regarding grades are stated in the handbook. Student grades are reported daily via the web on PowerSchool, quarterly in printed form, and at quarterly Report Card Nights at the school. Parent-Teacher Conferences are highly encouraged. Teachers are instructed in professional development sessions as to the professional manner through which one must host a Parent Conference. Outcomes for each session are recorded, copied, and maintained as a record of the Conference. The school takes great pains to keep parents, students, and vested community members informed on academic progress of the St. Joseph students.

St. Joseph Catholic School has an excellent relationship with the local newspaper *The Delta Democrat Times* and all electronic media outlets, which makes the community aware of the various events and accomplishments at the school. The school affords the media daily updates and photos of school happenings. Regular news stories, briefs, and photos appear in local and regional newspapers, magazines, and electronic media endeavors. One of the many community comments often relayed to the school administration is in regards to the importance of our school in the community, especially as portrayed in the local media. Annually, the local Reader's Choice Community Awards have been quite good to St. Joseph as the school is a regular winner of Best High School and Best Principal. Again in 2011-2012, *The Delta Democrat Times*, Reader's Choice Awards overwhelmingly chose St. Joseph Catholic School as the best high school in Greenville with St. Joseph principal, Paul Artman, as the best principal. Our Lady of Lourdes, St. Joseph elementary feeder school, fared well in the community poll by being

selected as the best elementary school. The independent Niche National Rankings rated St. Joseph at the Number Four Private School in Mississippi.

The school administration is often called upon by local media to be featured on educationally related news stories. To this end, the school has developed a Media Resource Guide. This guide features St. Joseph teachers, coaches, support staff, and Advisory Council Members who list their individual hobbies, talents, and academic skills so the local media has a name, number, and email for valuable resources as they build future news stories. St. Joseph Catholic School promotes community involvement through regular advertisements on local radio, television, and electronic billboards. The school also utilizes a regular print advertisement program in local newspapers and magazines. Student success stories, standardized test results, open house opportunities, special events, learning resource information, and other topical information is featured in school advertising. As wonderful things regularly unfold at St. Joseph Catholic School the media is kept informed.

“We are a FAMILY”

**Faith-Academics-Mission-Integrity-Love-You
ST. JOSEPH CATHOLIC SCHOOLS**

**The Long-Range Strategic Plan
2017**



**“We must respond to challenging times
with faith, vision, and
the will to succeed because the
Catholic school’s mission is vital
to the future of our young people, our nation,
and most especially our Church.”**

REVIEWED, COMMENTED, AND EDITED BY:

| | |
|---|-----------------|
| St. Joseph Catholic School Faculty Committee | 01/04/16 |
| St. Joseph Catholic School Principal's Cabinet | 01/13/16 |
| Father Bill Henry, Pastor | 01/15/16 |
| St. Joseph Parish Pastoral Council | 02/09/16 |
| St. Joseph Schools' Advisory Council | 03/07/16 |
| Our Lady of Lourdes Elementary Faculty | 03/09/16 |
| St. Joseph Catholic School System Visioning | 04/19/16 |
| Diocese of Jackson Superintendent of Schools | 05/06/16 |
| Reviewed and updated all schools' faculty | 01/18/17 |
| Updated following AdvancED Visit | 02/25/17 |

ST. JOSEPH CATHOLIC SCHOOLS
The Long-Range Strategic Plan
2017

INTRODUCTION

The Long-Range Strategic Plan is an updated, comprehensive, and visionary plan for the Greenville St. Joseph Catholic Schools. This is a guide for those decision-makers working to advance the school for the next five years. Key decisions must be made now to assure future growth and vitality as the school positions itself to undertake key changes in the future. This is a vibrant and dynamic plan – identifying many challenges the school faces, deciding what needs to be accomplished, and then proposing specific directions and strategies that will help the school advance its vision. The Long-Range Strategic Plan is also a working plan in that the implementation should come from many areas.

The Long-Range Strategic Plan revolves around nine key areas, which incorporates every aspect of the St. Joseph Catholic Schools' mission:

- Planning Area A: Catholic Identity
- Planning Area B: Student Life
- Planning Area C: Faculty and Staff
- Planning Area D: Academics
- Planning Area E: Technology
- Planning Area F: Athletics
- Planning Area G: Administration and Finance
- Planning Area H: Development and Marketing
- Planning Area I: Buildings and Grounds

This Long-Range Strategic Plan is the culmination of over one year of work by many people from the civic community, our supporting parishes, and the St. Joseph Catholic Schools. Input and recommendations were also solicited through surveys, Planning Area Team meetings, and a Planning Convocation. The Strategic Work Flow includes:

The Long-Range Strategic Plan

Planning Document - 2017

PLANNING AREA A: CATHOLIC IDENTITY AND MISSION

Purpose Statement

The purpose of the Catholic Identity and Mission Planning Area is to create a plan that will emphasize and enhance the true meaning of Catholic spirituality by promoting and enhancing our Catholic identity, which will facilitate a permeating and abiding sense of God in all aspects of SJCS, thus providing spiritual growth experiences.

Challenges

A-1: How do we enhance our reputation and enrolment as we promote Catholic identity?

Strategic Solutions:

- Continue to implement and monitor Catholic Schools' Benchmarks and Standards
- Be more visible in the community through service projects.
- Preferences of the Parish CCD Program need to move back toward the Catholic schools.

A-2: How do we get families more involved in the process of Catholic education?

Strategic Solutions:

- Hold parents/guardians accountable in being involved in our school.
- Correlate a start of school Mass with school registration.
- Meet with the parents to explain the values and expectations during Mass, meetings, registration, etc.
- Have parents attend or know they are invited to RCIA.
- Seek church involvement opportunities for families.

A-3: How do we maintain a Catholic presence within the staff?

Strategic Solutions:

- More involvement of faculty with Masses, prayer services, adoration, retreats and bible studies.
- Provide spiritual growth opportunities for faculty and staff.

- Highlight examples of faculty who are living the Catholic faith with Servant of Faith recognition Awards.
- Build capacity with Catholic colleges and encourage studies to officially visit and consider enrollment in Catholic colleges and universities.
- Provide theological teaching tools.

A-4: How can service projects be more child-driven and meaningful to community?

Strategic Solutions:

- Provide pre and post discussions and evaluations on the purpose and outcome of school service projects.
- Establish a more direct campus ministry.
- Continue to implement theological themes in summer camps.
- Establish a school chapter of Catholic Athletes for Christ.
- Create a student committee to organize student service projects.
- Involve parents and children in service projects.

A-5: How do we maintain a consistent priestly presence in our schools?

Strategic Solutions:

- Create a stronger Priestly presence on campus and at school events.

A-6: How can we strengthen our sense of community through our Catholic Identity?

Strategic Solutions:

- Establish faculty/staff Masses, retreats and bible studies (facilitate guest speakers).
- Participate in more dual school service projects with local parishes.
- Host a Christmas Play and other Christ-based programs.
- Bring scripture into everyday life through Saint Feast Day activities.

A-7: How do we implement retreats across the board in Catholic education?

Strategic Solutions:

- Utilize our campus ministry to lead the students.
- Survey the students and parents regarding retreats and spiritual needs.
- Create a scripture based-retreat with fun activities and prayerful activities.
- Take students prayerful places.

Planning Area A Goals

- 1- Continue to implement, monitor, and communicate the National Catholic Schools' Benchmarks and Standards.
- 2- Develop and implement a plan to gain more theological involvement by parents and teachers.
- 3- Implement Friday Stations of the Cross during religion class periods.
- 4- Implementation of the Catechesis of the Good Shepherd Program in the elementary school. This also requires the development of classrooms atriums.

PLANNING AREA B: STUDENT LIFE

Purpose Statement

The purpose of the Student Life Planning Area is to create a plan that helps students develop character, tolerance, appreciation of others and an understanding of their own gifts and talents. This effort seeks to further develop the uniqueness and diversity of each student by encouraging a lifelong commitment to their Catholic faith, leadership and service, fostering special talents, and instilling self-respect, self-esteem, school pride and discipline – making SJCS the school of choice in this region.

Challenges

B-1: How do we improve school pride and spirit?

Strategic Solutions:

- Continue with elementary “pride” events.
- Create new spirit opportunities like Diamond Girls.
- Establish other sports pep rallies.
- Provide special activities at each grade level.
- Create a student buddy process.
- Educate students on history and tradition in a non boring manner.
- Invite Alumni to give testimonials.
- Start Student Voice Counts
 - Lunch with principal monthly – 20 random students
- Facilitate class reps getting info from each classroom for school pride suggestions and take to meetings with principal.
- Better stock school spirit items in a school store and virtual site.
- Improve spirit:
 - Homecoming parade
 - Local parades
 - Talent Shows
 - Grade-level landscaping of grounds

B-2: How do we get parents more involved with Student Life?

Strategic Solutions:

- Invite parents to begin a club of “their expertise” to meet regularly.
- Implement “Parent Appreciation” events.
- Create Student Life events at elementary level and include sport clubs.

- Develop parent social events – class parties with families.
- Establish family mentors for new families.
- Create a Parent on-line “help wanted” page.
- Create a “Get to Know Families” feature in communication pieces.

B-3: How do we improve the student image in community?

Strategic Solutions:

- Have kids do community service as a class project – during school time.
- Invite community to an “open house” to show off student work.
- Host “shows” for community – open house:
 - Art show
 - Talent show
- Outreach to community service.
- Publicize volunteer hours provided by our students.
- Assist community elderly.
- Seek media placement for student opportunities to be featured on morning television shows.

B-4: How do promote the Student Life of SJCS to ensure the future viability of SJCS?

Strategic Solutions:

- Invite the media at “student of month” dinner.
- Invite media at “All A’s” dinner.
- Publicize service projects.
- Send newsletters electronically to all – current families of schools, alumni, and church families.
- Invite press to student of the month and student of the year celebrations.
- Establish Student of the month voted on by teachers and based on service, attitude, school spirit... and presented monthly the student of the year picked from those.

B-5: How can we keep and retain the “generations” here or get them back?

Strategic Solutions:

- Honor a “generational” family of the year at an event (sporting) other than football. (Involve all persons of that family that graduate from SJCS)
- Honor families of generations in school now.

- Honor all families of 3 or more generations that have been through SJCS or coming – or are here.
- Create Alumni directory with births, marriages, etc.
- Share exit interview reasons with faculty and school board.

B-6: How do we recognize family legacy?

Strategic Solutions:

- See B-5
- Invite all “legacies” to volunteer time at SJCS – not just always parents of current students.
- Establish a “parent – student” lunch.
- Recognize legacy of the year.

B-7: How do we involve community ambassadors in the mission and vision of SJCS?

Strategic Solutions:

- Reach out to realtors, recruiters, etc to involve SJCS as they recruit people to Greenville and the region.
- Conduct community events at school campuses.
- Organize a community Open House.
- Publicize school mission and vision during Catholic Schools’ Week.
- Have faculty, staff, students and parents attend community events.
- Serve lunch by SJS students to realtors, editors, etc.
- Afford student presentations to city government, realtor associations, hospital workers, fire, police, etc.

Planning Area B Goals

- 1- Build a greater atmosphere of school spirit through better utilization of alumni, parents, faculty, and student talents.
- 2- Develop and publicize a multi-generational data base of alumni, families, and current students.
- 3- Foster a new identity, mission, and focus within students and teachers for more meaningful school clubs organizations.
- 4- Integrate upper elementary (Grades 5-6) into the Student Government Association.

PLANNING AREA C: FACULTY AND STAFF

Purpose Statement

The purpose of the Faculty & Staff Planning Area is to create a plan that will nurture faculty and staff well-being and motivation, sustain a viable plan for faculty and staff salary and benefits, and provide for professional development, growth and evaluation while encouraging collaboration and academic excellence.

Challenges

C-1: How can we create a proven Enrollment Management Plan to attract and retain Catholic students?

Strategic Solutions:

- Decrease practicing Catholic children's tuition; maintain tuition for non-Catholics.
- Establish an Enrollment Management Team.
- Create and implement an effective Marketing Plan.
- Understand the value of Customer Service.
- Create Ambassador Teams: Faculty, Students, Parishioners and Alumni.
- Utilize the power of electronic media.
- Understand the value of Customer Service and implement Customer Service professional training.

C-2: How do we recruit and retain new and effective SJCS faculty and staff?

Strategic Solutions:

- Encourage certified St. Joe graduates to return and teach at St. Joe by offering incentives – i.e. helping to defray student loan cost.
- Offer annual cost of living pay increases.
- Continue to seek teacher interns from DSU and other colleges.
- Solicit recommendations from present staff, e.g. retiring public school teachers and student teachers. Look into student teachers from Catholic universities who will teach to pay back loans.
- Illustrate faculty needs to SJCS community – *the value of a quality Catholic education.*

C-3: How can we develop a salary scale that does not “cap out” at 25 years?

Strategic Solutions:

- Develop a committee to revise present capped salary scale.
- Work closely with the administration on a viable salary scale.

- Include salary scale with contract.

C-4: How can we increase parental involvement and support?

Strategic Solutions:

- Require all parents to purchase or sell all fund-raising items or tickets or add amount for these items to the tuition bills.
- Organize annual Parent Listening Sessions.
- Conduct Parent Satisfaction surveys and respond to parental needs.
- Show appreciation to elementary and high school parents for their service.
- Require parents of scholarship recipients to perform service hours for school related activities or be fined.

C-5: How can unity between the two schools – OLOL & SJS -- be developed?

Strategic Solutions:

- Continue joint retreats.
- Organize a joint Christmas Party.
- Organize a back-to-school “bash” for teachers at both schools.
- Continue true collaboration: academics, finance, and development.
- Conduct joint faculty meetings.
- Share resources and innovation with all departments.

Planning Area C Goals

1. School principals and faculty shall work together to create ongoing means to facilitate positive attitudes regarding a unified campus.
2. Between Parish, schools, and community develop and implement an incentive plan that includes teacher salary increases.

PLANNING AREA D: ACADEMICS

Purpose Statement

The purpose of the Academics Planning Area is to create a K-12, vertically-aligned plan that will evaluate academic standards and curricula, ensure the academic growth of our students, through innovation and improvement to communicate academic issues and successes, thus promoting the uniqueness and quality of the instruction, that produces well rounded, well-balanced students as lifelong learners.

Challenges

D-1: How do we ensure that teacher expectations and student performance reflect higher order thinking and that all voices are heard in decision making?

Strategic Solutions:

- Encourage teachers to provide more information to student about real-life applications for subject matter being studied in all areas.
- Fully utilize Google Chrome Books.
- Continue to develop and implement the Notre Dame ACE Curriculum Collaborative.
- Establish a culture of continuous improvement through shared instructional leadership utilizing new evaluative instruments.

D-2: How can we continue to improve academic achievement as measured in part by standardized tests and post-secondary success?

Strategic Solutions:

- Provide professional development that models actual strategies to teach specific relevant concepts and includes support (mentoring) for teachers on an ongoing basis.
- Utilize teacher evaluations at each session to determine value and future direction of PD.
- Amend professional development schedule to allow for ½ day per month, instead of once a week. Use the other days for common subject-area planning at the high school and possibly some for common grade-level planning.
- Reinstate an ACT prep course in the regular curriculum.
- Give teachers the opportunity to observe in depth in a highly successful school.
- All subject areas need to incorporate ACT – type questions.

D-3: How can we meet or exceed the needs of all students?

Strategic Solutions:

- Expand after-school tutoring (21st. Century Tutoring).
- Research and use technology to assess student needs and learning styles.
- Provide students with hands-on learning experiences.
- Continue to develop, implement, and evaluate the new Notre Dame Curriculum through our ACE Collaborative Effort.

D-4: How do we ensure that our resources (staff and materials) are being used as efficiently and effectively as possible?

Strategic Solutions:

- Cut down on copying by utilizing blackboard system for assignment sheets, handouts, etc.

D-5: How do we keep up with technology?

Strategic Solutions:

- Implement a web-based student access system such as Google Classroom.
- Transform the libraries into media centers staffed with media specialists.

D-6: How do we develop a true partnership with students, parents and schools working together toward academic excellence?

Strategic Solutions:

- Begin school year with parent orientation/training/technology assistance.
- Provide resources for parents – scholarship, test prep, college planning, etc.
- Implement specific process where parents learn about how curriculum is developed.

Planning Area D Goals

1. Enhance Professional Learning Communities so that they shall develop a scope and sequence in curriculum so as to ensure continuity of skills and vertical curricular alignment. **AdvancED Improvement Priority**
2. Bring school average ACT Test scores to national average and ASPIRE Test scores above a fiftieth percentile.
3. The elementary, middle, and high school shall meet quarterly to discuss and analyze all student data.
4. Build the art and drama curriculum to further promote academics and public relations.
5. Strengthen the schools' literature and writing programs, including handwriting.
6. Develop a core team and strategy that will study how to make Advanced Placement coursework more successful.
7. Organize and catalog all Title I and II Fund materials and manipulatives.
8. Review and revise all school programs and curriculum so as to prepare all students for their next level of attainment.
9. Teachers must ensure additional student-centered learning experiences.

PLANNING AREA E: TECHNOLOGY

Purpose Statement

The purpose of the Technology Planning Area is to create a plan that addresses the continual need for ongoing technology training, maintenance and updating of all equipment, providing adequate staffing, and budgeting for future needs and insures the implementation of the Technology Plan – allowing SJCS to utilize technology as a marketing tool.

Challenges

E-1: How can our schools acquire funds to enhance, improve, and maintain our technology program?

Strategic Solutions:

- Research leasing programs for continual upgrading of technology and/or create an endowment designated specifically for technology and innovation.
- Secure funding through endowment, grant, leasing program, or fundraising to acquire two iPad carts for elementary students
- Offer an after school computer lab for students and families who do not have these resources at home or the technology skills.
- Place new computers in all elementary classrooms.
- Place Smart boards in all elementary classrooms.
- Enlist and involve corporate sponsors from the Delta and beyond.
- Establish a tiered fee system for technology for families.
- Utilize an experienced grant writer to secure funding for technology.

E-2: How do we have a cohesive technology plan between both schools?

Strategic Solutions:

- Utilize technology coordinator to train staff.
- Utilize webinars or other online training.
- Provide opportunities and the means for continuing education for technology coordinator and staff.
- Design an innovative K-12 plan for technology enhancements, upgrades and maintenance.

E-3: How can we have a full technology curriculum and leverage that as marketing advantage?

Strategic Solutions:

- Showcase SJCS as a technology leader.
- Have students make presentations to community groups.
- Utilize school computer labs for adult education using professionals in the field.
- Develop a means for a one-to-one technology environment.

E-4: How can we provide ongoing technological training for our staff?

Strategic Solutions:

- Allow the technology coordinator/administrator to train staff.
- Utilize webinars or other online training.
- Provide opportunities and means for continued education for technology coordinator and staff.
- Utilize tech-clubs at St. Joe to help mentor staff and other students.

Planning Area E Goals

1. Develop an updated Technology Plan for the school.
2. Develop widespread teacher / classroom utilization of mobile devices.
3. Create a Technology Endowment and seek to fund one-to-one device purchases through an increased technology fee.
4. Form a Technology Committee that will build technology innovation and capacity for both schools.
5. Revamp school libraries more in line with twenty-first century technologies and purge acquisition stacks.

PLANNING AREA F: ATHLETICS

Purpose Statement

The purpose of the Athletics Planning Area is to create a plan that will further advance athletic opportunities and encourage the development of discipline, integrity and commitment and promote teamwork and sportsmanship, fostering self-esteem and a lifelong attitude of wellness. In addition, the plan (LRSP) must promote and expand the marketing and financial benefit of athletics to SJCS and broaden the involvement of the community.

Challenges:

F-1: How do we increase involvement in athletic associations?

Strategic Solutions:

- Mandate parents assist at athletic events.
- Hold a minimum of three, well attended Athletic Association meetings annually.

F-2: How can we foster and expand alumni involvement in SJCS athletics?

Strategic Solutions:

- Keep alumni informed of athletic events through email or newsletter.
- Recognize athletic classes (e.g. Class of 95, 89, etc.)
- Have alumni participate in games activities.

F-3: How do we involve Our Lady of Lourdes students in athletics at St. Joseph School?

Strategic Solutions:

- Promote Punt Pass Kick, Hoop Shoots, archery, etc. contests at halftime for OLL.
- Ask elementary participate in high school sport hype.
- Establish junior league sports.

Planning Area F Goals

1. Develop strategies that will make the Athletic Association a more member-driven and sport specific organization.
2. Establish a pee-wee athletic program for grades 4-6.
3. Facilitate faculty attendance and work at school athletic events.

PLANNING AREA G: ADMINISTRATIVE AND FINANCE

Purpose Statement

The purpose of Administration and Finance Planning Area is to ensure the financial transparency and viability of St. Joseph Parish, St. Joseph School and Our Lady of Lourdes.

Challenges

G-1: How do we create and ensure the success and professionalism of the SJCS Office of Development?

Strategic Solutions:

- Maintain a Development Director.

G-2: How do we have financial transparency?

Strategic Solutions:

- Publish annual financial statements
 - Church
 - OLOL
 - St. Joe High School
- Have an annual audit performed by a CPA.
- Audit and budgets are published which breaks down revenue sources.
- Budget will be published on each school website and St. Joseph Church website.

G-3: How do we develop a sustainable funding model for OLOL & SJCS?

Strategic Solutions:

- Increase the contributions in the current endowment fund to at least 5 million dollars through parishioner, alumni, and community support.
- Consider innovative models in place on a national level.
- Invite parishes to support Catholic schools.
- Seek income from many sources: Parishioners, alumni, grandparents, businesses and friends.
- Create and sustain strong development efforts.

G-4: How do we ensure and sustain a strong sense of mission and purpose?

Strategic Solutions:

- Hire as many Catholic teachers -- especially those with theology degrees.
- Build success and excellence around key areas:
 - ✓ Catholic Identity
 - ✓ Academic Excellence
 - ✓ Financial Stability
 - ✓ Enrollment Growth

G-5: How do we foster passion and commitment for OLOL & SJCS from parents, parishioners, alumni, friends and faith community?

Strategic Solutions:

- Work to strengthen participation of parents, alumni, parishioners, friends, and the community.
- Utilize Development Office.

G-6: How do we re-evaluate tiered tuition rates and family discounts?

Strategic Solutions:

- Evaluate tiered tuition rates to see if they would be equitable.
- Maintain tuition that is aligned with the local market ability to pay.

Planning Area G Goals

1. Create a "Think Tank" of school stakeholders, who will study and implement a School Leadership Succession Plan. AdvancED Improvement Priority.
2. Increase the schools' endowment to a minimum of five million dollars.
3. The Schools' Finance Council shall publish regular tuition information and regular financial reports to our stakeholder communities.

PLANNING AREA H: DEVELOPMENT AND MARKETING

Purpose Statement

The purpose of the Development & Marketing Planning Area is to create a plan that will encourage and promote the meaningful involvement and engagement of people in the SJCS mission and vision for the future through innovative development efforts, clear and consistent communication through an enrollment management plan and the building and sustaining of mutually-beneficial relationships that invigorate, excite and energize the entire community.

Challenges

H-1: How can we sustain the Office of Development?

Strategic Solutions:

- Attempt an in-house director.
- Create a clear job description with desired outcomes and evaluation.
- Work closely with the Development Core Team and involve teachers.

H-2: How can we create and implement an Enrollment Management Plan that will increase enrollment?

Strategic Solutions:

- Focus on Catholic families – survey parents.
- Offer incentives to existing families.
 - Multi-child
 - Loyalty incentive
- Recruit from birth.
- Establish an inclusive Enrollment Management Team.
- Create and implement a varied Marketing Plan.
- Reach out into the community to any who can help bolster enrollment.

H-3: How can we get more alumni, parents, grandparents and friends involvement in the mission and vision of SJCS?

Strategic Solutions:

- Host a series of fun alumni events and activities.
- Better promote the Alumni Association.
- Create an Alumni Business Directory and offer business discounts.

- Bring alumni speakers on campus to promote better role models.
- Better utilize young (with 10 years of graduation) alumni

H-4: How to implement effective and constant media relations program?

Strategic Solutions:

- Have one person designated to contact the media.

H-5: How to get parishioners more involved?

Strategic Solutions:

- Develop time and talent list of volunteers who can assist the school.
- Allow parishioners to teach school seminars or be a sponsor for a student project such as the science fair.
- Personal contact.

Planning Area H Goals

1. Grow the Enrollment Management Committee in membership numbers and scope of work.
2. Investigate the creation of an OLOL Nursery / Preschool for the day care of younger children.
3. Create an in-house Alumni Utilization Team that will suggest methods of strengthening relationships with the school and other alumni.

PLANNING AREA I: BUILDINGS AND GROUNDS

Purpose Statement

The purpose of the Buildings and Grounds Planning Area is to create a facilities plan that allows for the future growth, ongoing maintenance and upkeep of the facilities. This plan should emphasize a safe, secure, learning and working environment that allows for technology growth and maximizes the proper utilization of all buildings and grounds.

Challenges

I-1: How do we develop and prioritize a Master Plan to provide for future growth of the SJCS campus infrastructure?

Strategic Solutions:

- Develop a Master Plan document for the entire campus.
- Athletic (Track & Field).

I-2: How do we increase regional appeal to attend SJCS because of a quality campus?

Strategic Solutions:

- Promote facility inspection/review.
- Utilize volunteer groups – parents/students.
- Plant trees.
- Higher street visibility of Prayer Gardens, Grotto, etc.
- Maintenance Plan and plan for funding.

I-3: How do we provide a safe and secure campus?

Strategic Solutions:

- Fund security cameras inside and outside the buildings.
- Erect driveway direction signs for the unified campus.
- Work to pave rear drive area.

I-4: How do we make do with what we have -- better use/flexibility of facilities?

Strategic Solutions:

- Energy conservation strategies
 - Motion Sensors.
 - Develop a more efficient HVAC system.
 - Roofing repairs.
 - Plumbing evaluation.

Planning Area I Goals

1. Create, in house, a School Site Master Plan, which includes elementary playground expansion, track & field area, the planting of trees, creation of Prayer Gardens with a street view, and the addition of a large storage building.
2. Plan, fund, and construct loft and storage shelving in Prekindergarten and Kindergarten classrooms.
3. Develop and continually update a Maintenance Needs Assessment and funding estimate for all academic, athletic, and service areas, including desks, chairs, tables, and shelves.

AdvancED Administrative Response Following QAR Team Exit

St. Joseph Catholic School

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February 16, 2017

Many thanks for the magnificent manner in which so many students, families, alumni, patrons, community members, and staff contributed to the St. Joseph Catholic Unit School AdvancED / SACS-CASI / MAIS Accreditation work and visit. You are great!

The Accreditation Visit yielded a “Recommendation for Accreditation” to the AdvancED Accreditation Board

Comments from our Reviewing Team centered on:

- 1- The St. Joseph Gospel-values Mission and the manner it is truly exhibited and experienced through everyone encountered
- 2- The overwhelmingly positive climate and culture of the school community
- 3- How the school utilizes and stretches its resources
- 4- The exciting teaching and learning taking place in our classrooms
- 5- The enthusiastic and mature manner in which our students engage adults
- 6- The effectiveness of the faculty and the perceptions of academic freedom
- 7- The support and effectiveness of school leadership

This visit culminates five years’ of study and work from our learning community, which continuously strives for this affirming “recommendation.” Naturally, we now embark on the next phase of study, work, and continuous school improvement. As a result of our self-study and the visiting Review Team, we have amended our Strategic Plan to reflect on our opportunities and priorities for improvement as a learning community.

The areas for improvement include:

- 1- The review of programs and curriculum so as to ensure students are totally prepared for the next level
- 2- The production of more opportunities for student-centered learning experiences
- 3- An increased utilization of Professional Learning Communities, specifically focused on vertical curricular alignment

Again, thank you and may God bless.