

# Vision, Plan, and Results

## Marketing

**Vision:** After reviewing our school profile data and the parent, student, and faculty responses from the 2005 survey and the follow-up 2007 survey, the Blessed Trinity faculty decided that in order to reach full capacity of 900 students, greater outreach measures need to be implemented. Included in the plans for growth is the goal of attracting a more diverse faculty and student body as well as retaining the students and faculty members we have.

**Goal:** Blessed Trinity continuously strives to increase enrollment by attracting qualified new students and minimizing attrition.

### **Objective #1: Increase outreach to parishes within a 16 mile radius of the school.**

**Action Step: Support the current program to bring Fine Arts performances directly to local parishes.**

- Responsibility: Fine Arts Dept. and Fine Arts Association
- Resources: Purchase of portable production equipment, ongoing expense of show production, time
- Timeline: Spring 2008

### **Results #1: Has the school increased the outreach to parishes within a 16 mile radius?**

In the fall of the next school year, the Director of Admissions will conduct a survey evaluating what percentage of enrolled students drive from each parish and compare the results from the previous year. The survey will include a question regarding the impact of the Fine Arts performances in the local parishes. An increase in the percentage of any parish within a 16 mile radius will illustrate the outreach program is a success.

### **Objective #2: Increase outreach to 6<sup>th</sup> and 7<sup>th</sup> graders.**

**Action Step #1: Increase the current athletic department's outreach by developing "nights" ("Queen of Angels Night," "St. Jude Night," etc.) for each of our largest feeder schools at football and basketball games.**

- Responsibility: Athletic and Admissions Departments
- Resources: Time
- Timeline: Fall 2008

**Action Step #2: Host a “Leadership Day” for 6<sup>th</sup> and 7<sup>th</sup> graders from our primary feeder schools.**

- Responsibility: Director of Student Activities
- Resources: Time
- Timeline: 2008-2009 School Year

**Action Step #3: Host an Academic Quiz Bowl for our primary feeder schools.**

- Responsibility: Academic Team and Math Team
- Resources: Time
- Timeline: 2008-2009 School Year

**Results #2: Has the school increased the outreach to 6<sup>th</sup> and 7<sup>th</sup> graders?**

The Director of Admissions will track participation for each school to verify success rate of the outreach program based on attendance. The Director of Admissions will compare the number of students for each school to that of previous years to evaluate effectiveness of the activities.

**Objective #3: Increase diversity within the faculty and student body.**

**Action Step #1: Increase Admissions presence in more diverse parishes.**

- Responsibility: Admissions Director
- Resources: Time
- Timeline: Ongoing

**Action Step #2: Increase awareness of financial aid options.**

- Responsibility: Admissions Director, Archdiocese
- Resources: Time
- Timeline: Ongoing

**Action Step #3: Continue to develop new transportation modes (bus lines) for students who live outside the school’s normal geographic range.**

- Responsibility: Admissions Director, Business Office
- Resources: Time
- Timeline: Ongoing

**Action Step #4: Increase faculty diversity by increasing awareness of job opportunities by attending job fairs and advertising in parish bulletins.**

- Responsibility: Principal
- Resources: Time
- Timeline: Ongoing

**Results #3: Has the school increased the diversity of the student body and the faculty?**

The Principal and Director of Admissions will analyze the current demographics of the faculty and student body to increase diversification through the implementation of these programs. The Principal and Assistant Principals will discuss financial aid opportunities at Open House during their presentations. The Director of Admissions will encourage families of low income to look into Financial Aid opportunities.

The Principal will add a question on faculty applications to determine how the applicant heard of the open position and analyze if the action plans are effective and are drawing from diverse parishes.

**Objective #4: Continue to evaluate, improve, and increase attendance at Open House.**

**Action Step #1: Support and encourage efforts by teachers to create and expand interactive presentations during Open House.**

- Responsibility: Administration and all departments
- Resources: Time
- Timeline: Ongoing

**Action Step #2: Provide a survey for parents and students who visit Open House.**

- Responsibility: Admissions Dept.
- Resources: Printing costs, time
- Timeline: Fall 2008

**Results #4: How will the school measure the attendance at Open House?**

The Director of Admissions will compile and analyze the survey results to improve future open house recruitment and track number of attendees. The Director of Admissions will also question applicants to verify how they learned about Blessed Trinity so the administration can evaluate if Open House or any other outreach program is effective.

## Academics

**Vision:** After analyzing SAT, ACT, PSAT, ACT Explore, and AP scores, Blessed Trinity believes that by incorporating test preparation techniques and practice test questions into cross-curricular areas, we could better prepare our students for standardized tests.

The Blessed Trinity faculty also sees as one of its action steps the establishment of a core set of study and organizational skills to be taught to the freshmen. The objective is that this core set of skills could be employed by the students throughout their education.

After reviewing the parents and student responses to the two surveys, Blessed Trinity would like our students to continue to feel successful and academically challenged by attending Blessed Trinity. The objective for the next five years is to implement more programs that will increase the frequency and methods in which we recognize student achievement.

In conjunction with our marketing vision to retain students and faculty, Blessed Trinity recognizes that opportunities for professional growth must be present.

**Goal:** Blessed Trinity continues to provide an engaging and rigorous academic program that encourages students to strive towards personal excellence and full preparation for the academic challenges of college.

**Objective #1: Provide more instruction to enhance students' study and organizational skills by creating a faculty designed core set of study skills that each department will incorporate into the freshman curriculum.**

**Action Step #1: Ask the individual departments to answer the following survey question: Which study and organizational skills would you expect to see in a core skills handbook designed to inform the teaching of high school freshmen?**

- Responsibility: Learning Lab, Teachers
- Resources: Surveys, department meeting, and time
- Timeline: Fall 2008

**Action Step #2: Ask the individual departments to submit hard copy artifacts that address study skills, reading strategies, organizational skills, and related topics.**

- Responsibility: Learning Lab, Teachers
- Resources: Surveys, department meeting, and time
- Timeline: Fall 2008

**Action Step #3: Compile a core set of study and organizational skills that meets the faculty's needs and works well across the curriculum.**

- Responsibility: Learning Lab
- Resources: Time
- Timeline: Fall 2008

**Action Step #4: Distribute the core skills document to the faculty for editing and additional recommendations.**

- Responsibility: Learning Lab
- Resources: Core skills document, faculty meeting, and time
- Timeline: Spring 2009

**Action Step #5: Make necessary changes and distribute final core skills document to the faculty.**

- Responsibility: Learning Lab
- Resources: Core skills document
- Timeline: Spring 2009

**Results #1: Has the school administered a variety of tools to enhance freshman study and organizational skills?**

At the end of each school year, the students, with assistance from the Learning Lab personnel, will be asked to demonstrate three new study and organizational skills.. The Academic Council will then provide further feedback on a yearly basis to the Learning Lab personnel.

**Objective #2: Increase recognition of student achievement.**

**Activity Step #1: Broadcast a feature production that highlights the academic achievements of a specific freshman, sophomore, junior, or senior.**

- Responsibility: Video Journalism teacher, students
- Resources: Time
- Timeline: Spring 2009

**Action Step #2: Ask House Directors and Family Mentors to answer the following survey question: How can we best recognize academic achievement within individual houses?**

- Responsibility: Director of Student Activities
- Resources: Surveys, House Directors, Family Mentors, and time
- Timeline: Fall 2008

**Action Step #3: Compile responses to survey question and decide upon the most feasible procedure for increasing academic recognition within individual houses.**

- Responsibility: Director of Student Activities
- Resources: Survey responses, time
- Timeline: Fall 2008

**Action Step #4: Notify House Directors of new procedures for increasing academic recognition within individual houses.**

- Responsibility: Director of Student Activities
- Resources: Procedures, House Directors meeting, and time
- Timeline: Fall 2008

**Results #2: How will the school measure whether there has been an increase in recognition of student achievement?**

The production of student achievement presented by the Video Journalism class will be reviewed by the Director of Student Activities in coordination with the House Directors at the end of the Spring 2008 semester to certify that student achievements are being represented fully. The House Directors will distribute a random survey among students in order to determine if the students feel this is meeting our goal of highlighting student achievement. Any necessary changes will be submitted at that time to the teacher of the Video Journalism class to ensure the changes are built into the curriculum of the class the following semester.

Furthermore, the House Directors will monitor the recognition of achievements within House Families at the end of each semester to determine if the school is reinforcing the success of our students. This evaluation will take place during regularly scheduled meetings of the House Directors throughout the year.

**Objective #3: Provide resources and opportunities to enhance professional development training for teachers.**

**Action Step #1: Create a presentation on the visual-auditory-kinesthetic (VAK) model of learning styles and teaching methods that address these styles.**

- Responsibility: Learning Lab
- Resources: PowerPoint, time
- Timeline: Fall 2008

**Action Step #2: Deliver the presentation to the teachers and relevant staff members.**

- Responsibility: Learning Lab
- Resources: Presentation
- Timeline: Fall 2008

**Action Step #3: Design a break-out session that gives small groups of teachers across the curriculum a chance to brainstorm and share specific teaching techniques that address each learning style.**

- Responsibility: Learning Lab
- Resources: Session materials, time
- Timeline: Fall 2008

**Results #3: How will the school measure whether resources and opportunities have been provided for professional development training?**

At the conclusion of both the presentation and breakout sessions during an inservice, teachers will be provided with the opportunity to provide feedback as to the effectiveness of the material presented through presentation feedback forms. This information will be used to improve future presentations. The need and time to review material with the faculty will be judged by the Learning Lab based on a year to year basis and new information in the field.

**Objective #4: Improve standardized test preparation techniques.**

**Action Step #1: Discuss the feasibility of offering a standardized test preparation course by addressing the following questions:**

- 1. Is a standardized test preparation course needed?**
- 2. Would a certain segment of the student body be required to take the course, or would the course be offered as an elective?**
- 3. What materials are needed for such a course?**
- 4. Who would teach such a course?**
  - Responsibility: Academic Council
  - Resources: Academic Council Meeting
  - Timeline: Fall 2008

**Action Step #2: Compile examples and practice questions for the Explore, PSAT, SAT, and ACT and store them according to category in a centralized location.**

- Responsibility: Learning Lab, Teachers, Test Preparation Publications, Media Specialists
- Resources: Time
- Timeline: Ongoing

**Action Step #3: Instruct Department Chairs to access stored questions and ask teachers to develop relevant test preparation activities for their classes.**

- Responsibility: Principal, Academic Council
- Resources: Example and practice questions, Academic Council meeting
- Timeline: Fall 2008

**Action Step #4: Train work-study students to create PowerPoint presentations that incorporate individual examples and practice questions for classroom instruction.**

- Responsibility: Teachers
- Resources: Work-study students, PowerPoint, and scanners
- Timeline: Fall 2008

**Action Step #5: Organize and store PowerPoint presentations according to grade and discipline in a centralized location on the network drive for use in the classroom.**

- Responsibility: Teachers
- Resources: PowerPoint presentations
- Timeline: Fall 2008

**Results #4: How will the school measure whether standardized test preparation techniques have improved?**

Upon completion of the compilation of practice test questions, Department Chairs will gauge the ease of use and interest of the teachers in their respective departments through a formal survey. This information will be used to determine if additional questions are necessary as well as the accessibility of the stored questions.

The evaluation of the student developed PowerPoint presentations will be the responsibility of the Academic Council. At the end of each year, the Academic Council will re-visit how often and how well the presentations are being utilized in the classroom through a student and faculty survey.

To note improvement in the scores based on test preparation methods, the Guidance Department will compare the scores of the class of 2011 when they take the PSAT in both their sophomore and junior years. The Guidance Department will also monitor the test results of the class of 2010 and compare their scores on the PSAT, which they will take in the fall of their junior year, and to their scores on the SAT, which they will take in the spring of their junior year or the fall of their senior year.

## **Development**

**Vision:** As a result of the 2007 alumni survey, Blessed Trinity has established a goal to increase alumni involvement and alumni communication.

The 2005-2007 surveys noted a decrease in the faculty attendance at the auctions and a decrease in faculty donations to the annual fund. The objective to increase the depth and breadth of giving to the school has been addressed in our long range plan.

In conjunction with our academic vision, the development area includes a plan to educate faculty and staff about educational grants.

**Goal:** Blessed Trinity is an institution that fosters deep relationships with the larger community in an effort to increase giving in order to continue to provide and enhance the school experience for its students.

### **Objective #1: Increase alumni involvement.**

**Action Step #1: Expand alumni duties to include a new staff member (possibly an alumnus) whose responsibilities will include coordination of alumni relations.**

- Responsibility: Director of Development
- Resources: Time, Cost to be determined
- Timeline: 2008-2009

**Action Step #2: Increase website communications with and among alumni, including but not limited to, notification of alumni events and job listings.**

- Responsibility: Director of Development
- Resources: Time, Website Coordinator
- Timeline: Ongoing

**Action Step #3: Sponsor free events for alumni, including athletic events and class reunions.**

- Responsibility: Development Office
- Resources: Time, Cost to be determined
- Timeline: Ongoing

### **Results #1: How will the school measure whether alumni involvement has been increased?**

A new position, Coordinator of Alumni Relations, will be created. The effectiveness of the position will be measured by tracking the number of new postings to the alumni website and the number of Blessed Trinity sponsored events. A review of the trends concerning website usage and attendance records at Blessed Trinity sponsored events will measure both the effectiveness of the Coordinator of Alumni Relations and alumni involvement. Beginning in the

2008-2009 school year, the Director of Development and the Website Coordinator will establish the baseline for usage of the alumni webpage. Each year the Director of Development and the Website Coordinator will review the trends in the use of the alumni website. Further, the Director of Development will track the attendance at alumni functions, primarily Homecoming activities, by setting up Alumni sign-in stations at Blessed Trinity sponsored events.

**Objective #2: Increase depth and breadth of giving from parents.**

**Action Step #1: Increase emphasis on percentage of parent participation as well as donation amounts.**

- Responsibility: Development Office
- Resources: Time
- Timeline: Ongoing

**Action Step #2: Foster a shift of emphasis from targeted giving to unrestricted giving.**

- Responsibility: Development Office
- Resources: Time
- Timeline: Ongoing

**Action Step #3: Increase auction awareness and participation among faculty and parents.**

- Responsibility: Development Office
- Resources: Time
- Timeline: Ongoing

**Action Step #4: Maintain communication with parents through new parent meetings.**

- Responsibility: Development Office, Administration
- Resources: Time
- Timeline: Ongoing

**Action Step #5: Maintain donor interest in memorial scholarships through mailings and other reminders of important dates.**

- Responsibility: Director of Development, Communications Director
- Resources: Time, Money
- Timeline: Ongoing

**Results #2: How will the school measure an increase in parent donations, in amount and overall participation?**

The Development Office will record parent donations. Each year the donation data will be analyzed to determine the trend regarding the percentage of parents who donate money, the average amount of money donated per family and the distribution of donations between targeted and unrestricted funds.

**Objective #3: Expand the Endowment Fund for school-specific scholarships and projects.**

**Action Step#1: Formally establish a central Endowment Fund for school-specific projects within parameters stipulated by the Archdiocese of Atlanta.**

- Responsibility: Director of Development, Principal
- Resources: Time, Cost to be determined
- Timeline: 2008-2009

**Action Step #2: Provide regular communication to potential donors with respect to memorial scholarships and projects.**

- Responsibility: Director of Development, Communications Director
- Resources: Time, Cost to be determined
- Timeline: Ongoing

**Action Step #3: Develop and launch a major capital campaign with an Endowment Fund component.**

- Responsibility: Director of Development, Principal, Communications Director
- Resources: Time, Cost to be determined
- Timeline: 2009-2013

**Results #3: How will the school measure an expansion of the Endowment Fund for school-specific scholarships and projects?**

Each year, the Development Office will report the balance of funds in the Endowment Fund for school-specific scholarships and projects. The Development Office will record the total annual funds donated to each memorial scholarship and project already established. The Development Office will also record the total funds raised through a major capital campaign for the Endowment Fund component.

**Objective #4: Provide resources to involve faculty and staff in grant programs.**

**Action Step #1: Provide resources to develop/increase faculty awareness of grant writing procedures and national grant opportunities.**

- Responsibility: Development Office, Administration, Business Office
- Resources: Time, Cost to be determined
- Timeline: Ongoing

**Action Step #2: Develop departmental lists of needs, organized by estimated cost, which can be matched to potential grants.**

- Responsibility: Department Chairs
- Resources: Time
- Timeline: 2008-2009

**Action Step #3: Provide opportunities for faculty to participate in proposal writing for grant opportunities that match their departments' needs.**

- Responsibility: Development Office, Faculty
- Resources: Time
- Timeline: Ongoing

**Results #4: How will the school measure whether resources for faculty and staff for grant programs are provided?**

The Development Office will keep annual records on the total number of and monetary value of grants applied for. The Development Office will also record the number and value of the grants awarded to Blessed Trinity faculty and staff. Further, the Development Office will track the number of faculty and staff members who apply for resources from grant programs and the total amount of money appropriated. The records will be reviewed to determine if the grant resources applied for and awarded increase or decrease over time.

## **Facilities and Equipment**

**Vision:** In support of Blessed Trinity's vision for growth and retention, we are including in our long range plan improvements to the Fine Arts facilities.

The 2005 survey reflected an extremely positive response by the parents and students regarding Blessed Trinity having a safe campus. In an effort to maintain such high satisfaction rates, we envision ongoing improvements to the interior and exterior of the school building and campus.

**Goal:** Blessed Trinity is a facility that provides optimal conditions for higher learning while maintaining a secure campus where faculty and students feel safe.

### **Objective #1: Improve the Fine Arts facility by building band facilities separate from the main building.**

#### **Action Step #1: Raise the necessary capital to build the new band facility.**

- Responsibility: Principal, Director of Development, Fine Arts Department Chair, and Band Director
- Resources: Time, Cost to be determined
- Time line: 2009 – 2010

#### **Action Step #2: Create the plans and hire a company to build the new band facility.**

- Responsibility: Director of Finance and Operations and Catholic Construction Services, Inc., Fine Arts Department Chair and Band Director
- Resources: Time, Cost to be determined
- Timeline: 2009 - 2010

#### **Action Step #3: Build the new band facilities.**

- Responsibility: Director of Finance and Operations and the CCSI Project Manager, Fine Arts Department Chair and Band Director
- Resources: Time, Cost to be determined
- Timeline: 2009 - 2010

### **Results #1: Has the school monitored and assured the completion of a band facility separate from the main building?**

Before the estimated completion date of 2009-2010, the Principal and Director of Development will determine that the necessary capital to build the new facility has been raised. The Director of Finance and Operations will ensure the plans have been created and the building company has been hired. At the end of the 2010 timeline, the band facility will be inspected by the plant manager to make sure the building has been completed and contains the proper facilities.

**Objective #2: Improve the Fine Arts facility by adding a black box theater and increasing storage space.**

**Action step #1: Transform the old band room into a black box theater by painting the walls, adding curtains, and constructing a platform stage.**

- Responsibility: Director of Operations and Finance, Fine Arts Department Chair, and Drama Teacher
- Resource: Time, Cost to be determined
- Timeline: 2010-2011

**Action step #2: Determine the resources and limitations to the project.**

- Responsibility: Director of Operations and Finance and Fine Arts Department Chair, and Drama Teacher
- Resource: Time
- Timeline: 2010-2011

**Action step #3: Complete the project.**

- Responsibility: Director of Operations and Finance and Catholic Construction Services, Inc.
- Resources: Time, Cost to be determined
- Time: 2010-2011

**Results #2: Has the school completed the Fine Arts facility expansion?**

Before the estimated completion date of 2010-2011, the Director of Finance and Operations will make sure the walls have been painted, curtains have been hung, a new platform stage has been constructed, and storage space has been increased. By the end of the timeline, the facility will be inspected by the plant manager and drama teacher to make sure all necessary changes have been made to better the Fine Arts facility.

**Objective #3: Continue to increase security to protect the school grounds and students.**

**External Security**

**Action Step #1: Control entry/exit access to property; install swinging metal gates at Westwind Boulevard, Woodstock Road, and Hardscrabble Road (extended).**

- Responsibility: Facilities and Maintenance Staff
- Resources: Fence Company, Roswell Police Department, Cost to be determined, Time
- Timeline: 2008-2013

**Action Step #2: External Security Cameras (add and improve)/ install high resolution, low light cameras at strategic points on building and campus to deter crime or serve as support to local prosecuting authorities.**

- Responsibility: Facilities and Maintenance Staff
- Resources: Electronic Security Company, Roswell Police Department, Cost to be determined, Time
- Timeline: 2008-2013

### **Internal Building Security**

**Action Step #3: Open door detection alarm; install a system that has an open door detection alarm to warn the front office which door is open/ajar for proper response.**

- Responsibility: Facilities and Maintenance Staff
- Resources: Electronic Security Company and Roswell Police Department, Cost to be determined, Time
- Timeline: 2010-2011

**Action Step #4: Open Door “Badge” system; install a system that will use “badges” for all faculty/staff to unlock doors and simultaneously turn off the alarm system. This system will also keep a computerized record of which faculty/staff have accessed the building.**

- **Responsibility:** Facilities and Maintenance Staff
- **Resources:** Electronic Security Company, Roswell Police Department, Cost to be determined
- **Timeline:** 2010-2011

**Action Step #5: Continuing Education; enroll selected personnel in security prevention seminars, emergency response training, and other related educational courses to enhance security awareness and knowledge; assist key personnel in pursuing and achieving credentials related to security and professionalism issues with the security field.**

- Responsibility: Facilities and Maintenance Staff
- Resources: Director of Finance and Operations, American Society of Industrial Security and Roswell Police Department, Cost to be determined, Time
- Timeline: On going

### **Results #3: How will the school evaluate the efforts to increase security and protect the school grounds and students?**

The Facilities and Maintenance staff will verify that additional external security cameras have been added to deter crime and support local prosecuting authorities. The Plant Manager will inspect the security camera feedback to guarantee that the correct locations have been monitored.

Before the estimated completion date of 2010-2011, the Facilities and Maintenance staff will assess that the open door detection alarm has been installed in order to warn the front office of open doors. The Facilities and Maintenance staff will also verify the completion of the open door “Badge” system and utilize local resources to stay current on security features.

**Objective #4: Monitor the implementation and development of a 2000 square foot athletic facility by the soccer field and tennis courts. This facility will incorporate restrooms, locker rooms (home, visiting team and referees), concession stand and storage area for equipment.**

**Action Step #1: Raise the necessary capital to build the athletic facility.**

- Responsibility: Director of Operations
- Resources: Director of Development, Principal, Athletic Director, Cost to be determined
- Timeline: 2009-2010

**Action Step #2: Create the plan and hire a company to build the new athletic facility**

- Responsibility: Architect, General contractor, Project Manager, Director of Operations, and The Superintendent of Schools
- Resources: Athletic Director, Cost to be determined
- Timeline: 2009-2010

**Action Step #3: Build the new athletic facility by the soccer field and tennis courts.**

- Responsibility: Director of Finance and Operations, CCSI Project Manager, Athletic Director, General Contractor
- Resources: Athletic Director
- Timeline: 2010-2011

**Results #4: Has the school monitored the progress and assured the completion of the construction.**

By 2010, the Director of Operations will strive to raise the necessary capital to build the athletic facility with the support of the Principal and the Athletic Director. The Athletic Director will implement the plans to begin the new building and present these plans to the CCSI Project Manager. By the end of the completion date in 2011, the Director of Finance and Operations will prioritize the completion of the building. He will verify that the building includes restrooms, a locker room, a concession stand, a storage area, and a secondary training room.

## Organizational Structure

**Vision:** The 2007 survey reflected a high level of student satisfaction regarding whether or not Blessed Trinity has the necessary facilities and resources made available to them in order for them to achieve excellence in education. They also had a high level of satisfaction with the services provided in the Guidance Office.

The 2007 survey recorded a high level of parent satisfaction with the quality of the Media Center as well. In order to continue this level of satisfaction with the desired increase in student enrollment, a vision was created to assess the organizational structure of the Guidance Office and Media Center and to broaden the scope of the Learning Lab.

After reviewing the profile data, in an effort to reduce the number of Saturday school disciplinary infractions, an objective has been established to better introduce and explain general school procedures and expectations at each grade level.

**Goal:** Blessed Trinity maintains an organizational structure that allows for the school to operate effectively creating the best possible learning and teaching environment.

### **Objective #1: Review structure and procedures of teacher/student support system in Guidance, Media Center and Learning Lab.**

**Action Step #1: Consider addition of another counselor in Guidance and redistribute organizational structure of counselors when student enrollment reaches 900.**

- Responsibility: Administration
- Resources: Time, cost to be determined
- Time line: To be determined by student population

**Action Step #2: Assess Media Center support for student/teacher research and hours of operation.**

- Responsibility: Media Specialist, Faculty
- Resources: Time, Cost to be determined
- Timeline: Ongoing

**Action Step #3: Determine criteria for Learning Lab services and broaden strategies for teaching learning styles in different subject areas.**

- Responsibility: Learning Specialists, Academic Council
- Resources: Time, Cost to be determined
- Timeline: Ongoing

**Results #1: Has the school reviewed the structures and procedures of the teacher and student support system in the Guidance Department, Media Center, and the Learning Lab?**

In order to maximize an efficient structure while maintaining effective school counseling the Administration will assess the Guidance Department program using evaluation tools congruent to the current guidance model developed by The American School Counselors Association. To determine the effectiveness of the Media Center and create a valid assessment, the administration can utilize information from the American Library Association to construct evaluation tools. To evaluate the Learning Lab, faculty surveys can be developed that evaluate such parameters as usage, time, modes of instruction, grade improvement, and need for modification. One suggestion for creating such a tool would be the formation of a faculty committee to create a means for evaluation.

**Objective #2: Reduce the number of discipline referrals by defining and explaining general school procedures to students and parents.**

**Action step #1: Clearly define and explain all school policies to all students at the beginning of each school year separately by grade level.**

- Responsibility: Administration
- Resource: Time, Student agenda, School calendar
- Timeline: Within first week of each school year, Yearly

**Action step #2: Clearly review all policies and procedures for the 9th grade at parent presentation night.**

- Responsibility: Administration
- Resource: Time, Student agenda, School calendar
- Timeline: Within the first two weeks of the school year, Yearly

**Results #2: Has the school reduced the number of discipline referrals?**

The Administration will compare discipline referrals yearly and address areas which need improvement in the student and parent presentations.

## Spiritual Life

**Vision:** The retreat structure approval rating had regressed from the 2005 to the 2007 surveys so the Campus Ministry department reevaluated and changed the retreat structure before the start of the 2007-2008 school year.

In support of Blessed Trinity's Mission Statement and fundamental core of our purpose as a school, objectives have been established to broaden the scope of the Faculty Faith Formation Committee, to improve the Catholic look of the school, and to incorporate religious and spiritual elements school wide.

**Goal:** Blessed Trinity integrates the Catholic faith throughout all aspects of school life and encourages its students to embrace and live their Catholic faith and identity.

**Objective #1: Broaden the scope of the Faculty Faith Formation Committee in order to better serve the faculty of Blessed Trinity.**

**Action Step #1: Assess the current scope of the Faculty Faith Formation Committee.**

- Responsibility: Faculty Faith Formation Committee
- Resources: Time
- Timeline: Ongoing

**Action Step #2: Commit regular time for the Faculty Faith Formation Committee to brainstorm changes and the addition of new activities.**

- Responsibility: Faculty Faith Formation Committee
- Resources: Time
- Timeline: Ongoing

**Action Step #3: Implement changes to scope of Faculty Faith Formation Committee.**

- Responsibility: Faculty Faith Formation Committee
- Resources: Time
- Timeline: Ongoing

**Results #1: Has the school improved the scope of the Faculty Faith Committee?**

The committee will measure the attendance at these new programs. The faculty will be surveyed regarding the faculty retreats and the surveys will be evaluated.

**Objective #2: Enhance the Catholic appearance and spiritual atmosphere of the school by developing a budget and time frame for systematically obtaining and placing religious art, icons, and sculptures throughout the school.**

**Action Step #1: Assess the needs of the school and what steps would help improve the spiritual atmosphere of the school.**

- Responsibility: Theology Department, Campus Ministry
- Resources: Time, Cost to be determined
- Timeline: Ongoing

**Action Step #2: Display new religious art, icons, and sculptures on school campus.**

- Responsibility: Principal
- Resources: Theology Department and Campus Ministry
- Timeline: Ongoing

**Results #2: Has Blessed Trinity improved the Catholic appearance and spiritual atmosphere of the school?**

By the end of the school year, 2013, the Theology Department along with the Campus Ministry will display various new religious art icons, statues, sculptures, paintings and devotional items throughout the Blessed Trinity building and campus. As a yearly assessment, the Principal, the Theology Department and Campus Ministry will survey the parents, students, and faculty to determine the effectiveness of any changes.

**Objective #3: Continue to incorporate religious and spiritual elements into the House System.**

**Action Step #1: Assess the current ways that spirituality and religious elements are evident in the House System.**

- Responsibility: Student Activities Director, House Directors, Family Mentors, Student Leaders
- Resources: Time
- Timeline: 2008-2009

**Action Step #2: Student leaders will use assessment information and brainstorm potential activities for incorporation into the House System.**

- Responsibility: Student Activities Director, House Directors, Student Leaders
- Resources: Time
- Timeline: Ongoing

**Action Step #3: Implement recommendations to bring more spiritual and religious elements into the House system.**

- Responsibility: Student Activities Director, House Directors
- Resources: Time
- Timeline: Ongoing

**Results #3: Has Blessed Trinity increased the number of religious and spiritual elements into the House System?**

From the fall of 2008 to the spring of 2011 the Student Activities Director, House Directors, Family Mentors and Student Leaders will assess the effectiveness of the implementations through a student survey.

## Student Life

**Vision:** In support of one of the four pillars of our Mission Statement, Blessed Trinity envisions the establishment of an Honor System, with a committee of students and faculty members.

In accordance with the marketing goal to retain current students and in an ongoing effort to keep parent and student satisfaction with Blessed Trinity as high as reported in the 2007 surveys, another school wide priority is to increase positive interaction among all students in all grade levels.

**Goal:** Blessed Trinity strives to use the four pillars (academic excellence, artistic sensibility, athletic achievement, and spiritual formation) of the mission statement to assist students in clearly defining and developing skills and personality traits that a Blessed Trinity graduate should possess.

### **Objective #1: Develop a school wide honor system.**

#### **Action Step #1: Research current literature and best practices on a school wide honor system.**

- Responsibility: Faculty committee
- Resources: Time
- Timeline: Fall 2008

#### **Action Step #2: Interview responsible parties at St. Pius X and Holy Innocents', Walker, Wesleyan, and Westminster Schools where the honor system is in place.**

- Responsibility: Faculty committee
- Resources: Time
- Timeline: Fall 2008

#### **Action Step #3: Based on the data obtained from research and interviews, develop an honor system for Blessed Trinity.**

- Responsibility: Faculty committee
- Resources: Time
- Timeline: Fall 2008

#### **Action Step#4: Educate Faculty Advisors from the new Honor Council as well as the students that are selected to serve.**

- Responsibility: Faculty committee, students
- Resources: Time
- Timeline: Spring 2009

**Action Step #5: Implement Honor System.**

- Responsibility: Faculty committee, students
- Resources: Time
- Timeline: Fall 2009

**Results #1: Has the school implemented an honor system?**

At the end of the 2009-2010 school year the faculty and student committees will compose and conduct a survey to evaluate the efficacy of the honor system. The survey will be completed by students, faculty, and administration. The faculty and student committees will also analyze the statistics regarding the infractions students accumulate and note any trends that should be addressed in a possible revision of the honor system. The faculty and student committees will then make changes to the system accordingly, and the administration will be responsible for adding new guidelines to the student handbook.

**Objective #2: Utilize the House System to increase positive interaction among students of all four grade levels.**

**Action Step #1: Have each house sponsor a service project.**

- Responsibility: House Director, Family Mentors
- Resources: Students, time, parent, volunteers
- Timeline: Ongoing

**Action Step #2: Develop a core set of family meeting topics.**

- Responsibility: Student Activities Director, Family Mentors, Student Leaders
- Resources: Time
- Timeline: Ongoing

**Action Step #3: Survey students annually to uncover their likes and dislikes in the current system.**

- Responsibility: Student Activities Director
- Resources: House Directors, Family Mentors
- Timeline: Ongoing

**Results #2: Has the House System increased positive interaction among students?**

At the end of each school year the Student Activities Director, House Directors and Student Leaders will meet to discuss the results of the student survey and implementation of suggestions from students and faculty. The Student Activities Director and House Directors will also determine the need for ongoing service projects by surveying students after completing projects, evaluating projects already in progress, and studying projects used by other schools with house

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