



Holy Family Catholic School

Strategic Plan

2018-2023

With Annual Goals

2020-2021

The Catholic Church of Central Texas

DIOCESE OF AUSTIN

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History of Holy Family Catholic School

Holy Family Catholic School is a regional school located in northwest Austin, and part of the Catholic Diocese of Austin, serving nearly 600 students in grades PreK- 8th grade. The school enjoys a special relationship with seven supporting parishes – St. Albert the Great, St. Thomas More, St. John Vianney, St. Margaret Mary, St. Vincent de Paul, St. William and St. Mary, Our Lady of the Lake. Holy Family is accredited by the Texas Catholic Conference Accreditation Commission and the Southern Association of Colleges and Schools (SACS).

The school operates with a Board of Directors and Advisors and the President/Principal governance model. The role of the Board of Directors and Advisors is identified in the school bylaws. The President oversees both Holy Family Catholic School and St. Dominic Savio Catholic High School, while the Principal serves the Holy Family school community.

Mission

Holy Family Catholic School is a regional school that works with parents to nurture the growth of the whole child – spiritually, intellectually, socially, emotionally, and physically. Our school is Catholic – promoting the teaching of the Church and inclusive of diverse cultures and socioeconomic backgrounds.

Philosophy and Goals

- Spiritual – Fostering a commitment to know, love and serve God and one another
- Intellectual – Encouraging each child to attain his or her fullest potential
- Social – Guiding students to become conscientious, successful members of a global community
- Emotional – Respecting and celebrating each child's individuality
- Physical – Promoting a positive attitude towards a healthy lifestyle

Vision Statement

Challenging the Mind, Inspiring the Heart

Core Values

Holy Family Catholic School embraces a Catholic Identity rooted in Gospel values and is committed to the development of the whole child, service to others and faith formation.

Context for Strategic Planning

The Holy Family Catholic School Leadership Team and Board of Directors/Advisors understand the importance of strategic planning to address both the tremendous opportunities and challenges that face Holy Family over the next 5 years.

Holy Family Catholic School will be guided by our mission statement, philosophy and goals, as well as vision and core values to determine the necessary priorities and strategies to achieve identified goals. The Strategic Plan includes measurable goals, benchmarks and action steps that are realistic and attainable, but challenging.

Holy Family's governance and leadership is a ministry that promotes and protects the responsibilities and rights of the school community. The success of our school mission depends on the key components of effective governance and leadership in planning for the long-term development of the school. We are committed to the principles and practices of excellence, which are essential to ensuring Catholic identity, academic excellence, and the operational vitality of the school.

Strategic Plan Areas of Priority

The format for the Strategic Plan 2018-2023 is modeled after the Texas Catholic Conference of Bishops -Education Department (TCCBED) Self Study document, which focuses on five Domain areas reviewed in our accreditation process. Each Domain standard statement is given in this document and serves as an overarching goal for the area. Along with each Domain Standard, Benchmark statements indicate areas of qualification that clarify elements of successful implementation of that overarching goal. The accreditation standards and benchmarks serve as a guide when determining short or long-range goals. In addition, the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools have served as a resource for school effectiveness that are reviewed when annual goals are identified.

The Strategic Plan 2018-2023 was developed from key resources: school bylaws, TCCB ED accreditation requirements, the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, as well as survey input gathered from faculty, staff, and parents.

The Strategic Plan identifies TCCBED accreditation standards and benchmarks. The school has identified key benchmarks from the accreditation documents that are the focus for annual goals, in each of the following areas:

- I. Catholic Identity
- II. Governance, Administration and Management
- III. Curriculum, Instruction and Assessment
- IV. Student Services, Resources and Activities
- V. Plant and Facilities

For further clarification, symbols are used to reference their original source:

NS – National Standard

AS – Accreditation Standard

NB – National Benchmark

AB – Accreditation Benchmark

I. Catholic Identity

Standard 1: The Catholic school is a unique environment which has as its primary purpose the continued formation of the Christian person. The mission and beliefs of the school shall reflect the integration of Catholic faith and Gospel values and promote a community of believers and learners. Members of the school are a community and are called to unite in prayer, to proclaim the Gospel message and to serve others. (AS 1)

Benchmark 1.1 - The mission statement describes the purpose of the school, its reason for existence, and is rooted in the Catholic faith and Gospel values.

Benchmark 1.2 - The school maintains a relationship with the pastor, school/parish organizations, and the larger Catholic community in promoting Catholic identity within the school.

Benchmark 1.3 - The school provides opportunities for prayer, liturgy, spiritual formation, and service.

Benchmark 1.4 - The school hires faculty/staff that support the mission of the school.

Benchmark 1.1 - The mission statement describes the purpose of the school, its reason for existence, and is rooted in the Catholic faith and Gospel values. (AB 1.1)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
The mission and vision will be reviewed and discussed by all school community members	President, Principal, Assistant Principal, Faculty	The mission and vision will be reviewed and discussed in small groups as part of the 2020-2021 Accreditation Self-Study	Fall 2020 & Spring 2021	School Mission Statement and Vision, Self-Study materials	The Catholic Identity committee, as part of the self-study, met several times in March and April 2021.

Benchmark 1.2 - The school maintains a relationship with the pastor, school/parish organizations, and the larger Catholic community in promoting Catholic identity within the school.

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
	President, Principal, Assistant Principal, Liturgy Coordinator	Collaborate with St. Vincent de Paul parish staff regarding music, liturgy, planning, and religious education	Fall, 2020	Liturgical planning document. No cost	The Liturgy Coordinator worked with the Pastor, Business Manager, and Youth Minister throughout the year to coordinate music, liturgy, special liturgical events, and livestreaming school Masses.
	President, Principal, Directors of Communication and Development	Include parishes and diocesan personnel in the school mailings: school magazines and invitations to development and school events	Fall, 2020 Spring, 2021	\$1000	Parishes and diocesan personnel have received The Sentinel magazine, invitations for development events and the blessing of new buildings
	Principal, Assistant Principal, Middle School Faculty	Contact seven supporting parishes to offer service project of their choice at least once a year	Fall, 2020 Spring, 2021	N/A	Due to COVID protocols, service projects during Catholic Schools

					Week were only possible at St. Vincent de Paul.
	President, Principal, Director of Development, Director of Communication	Invite Pastors, Associate Pastors and Deacons to Clergy Day Prepare information packets, luncheon, tour of new facilities	Spring, 2021	\$1,500	Due to COVID limitations, the Clergy Day will be rescheduled for next school year

Benchmark 1.3 - The school provides opportunities for prayer, liturgy, spiritual formation, and service.

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
The school will develop a COVID reopening schedule that will allow Holy Family students, faculty, and staff to attend Mass virtually and in-person	President, Principal, Assistant Principal, Liturgy Coordinator	Work with and Liturgy Coordinator to develop a weekly schedule that phases in students attending Mass starting with 6th-8th	Fall 2020 Spring 2021	No Cost	A 20 page Reopening Plan was developed, shared with the school community through the e-newsletter and on the school website, and continually updated throughout the 2020-2021 school year.
Provide live-streamed Mass option for	President, Principal, Assistant Principal, Director of	Collaborate with St. Vincent de Paul staff	Fall 2020, Spring 2021	James Longorio- St. Vincent de Paul staff	Live-stream Masses were available every

students learning virtually	Communication, Liturgy Coordinator	to offer live-streamed Mass through the school's Facebook page			week for PK-1st grade students and school families. Holy Communion was brought to the campus and distributed to faculty and staff who were supervising young students.
The school will provide meaningful online retreats and other spiritual experiences for students during the COVID pandemic	President, Principal, Assistant Principal, Grade Level Partners	Grade-level retreats will be adapted by grade level partners so they can be online.	Fall 2020 Spring, 2021	Student devices, teacher devices, speakers	Middle School retreats were offered in person for 6th-8th graders in the fall and spring. Virtual students were given opportunities to participate and to work individually with reflection packets.
The school will provide meaningful online retreats and other spiritual experiences for the faculty and staff under COVID	President, Principal, Assistant Principal	Faculty/Staff retreat will be adapted to be online. The school will provide spiritual books for faculty and staff throughout the year.	Fall 2020; Spring 2021	Speaker for Retreat; Catholic publications, USCCB resources, Catholic book lists, NCEA resources, Austin Diocese;	A virtual retreat was held for faculty and staff in August. . NCEA provided in-service and spiritual activities exclusively for the Diocese of Austin on Monday, October 12th.

Benchmark 1.4 - The school hires faculty/staff that support the mission of the school. (AB 1.4)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
The school will continue to refine and implement a hiring process that sufficiently communicates the school's mission and ensures it's understanding	President, Principal, Assistant Principal	Review of hiring process, adding new requirements from state and Diocese. Incorporate statements related to Holy Family mission and vision	Fall 2020 Spring 2021	School hiring documents, Diocese ; no cost	The school's mission was added to all job postings beginning in the Spring of 2021.
	President, Principal, Administrative Assistant to the President, Athletic Directors	Processing all coaches and substitute teachers as employees, according to new requirements of the Diocese	Fall, 2020 Spring, 2021	Diocesan templates, permission to hire processes; Hiring checklist	The Assistant to the President oversees this process according to Diocesan requirements.
	President, Principal, Athletic Director	Coach training will emphasize importance of mission and vision, Catholic faith and Play Like a Champion in athletics	Fall 2020	PLACT materials \$1,500	The importance of mission and vision was added to all athletic interview and training materials in the Fall of 2020.

II. Governance, Administration and Management

Standard 2: School Governance and leadership support an educational program of quality with systematic, legal and fiscal responsibilities that support the school's mission. School governance and leadership effectively plan and monitor school growth and viability in all areas. School governance and leadership support an effective and efficient instructional program. (AS 2)

Benchmark 2.1 – The governance structure, (e.g. advisory board, governing council, etc.), supports the mission, vision and/or philosophy of the school.

Benchmark 2.2 – Code of Canon Law 801 states “Religious institutes whose proper mission is education, retaining their mission faithfully, are also to strive to devote themselves to Catholic education through their schools, established with the consent of the diocesan bishop.”

Benchmark 2.3 – Rights and responsibilities of the faculty, staff, students and parents/guardians are explicitly defined in regulatory handbooks.

Benchmark 2.4 - The school demonstrates long range strategic planning to support the school's mission, vision and/or philosophy.

Benchmark 2.5 The instructional program and educational facilities are funded to meet the stated goals of the Long Range Strategic Plan.

Benchmark 2.6 – There is a comprehensive plan for institutional advancement.

Benchmark 2.7 – The school is aware of and responds to the changing needs of the community.

Benchmark 2.8 – School effectiveness is monitored and evaluated by the principal and/or the administrative team.

Benchmark 2.9 – The school provides professional development opportunities for faculty and staff.

Benchmark 2.1 – The governance structure, (e.g. advisory board, governing council, etc.), supports the mission, vision and/or philosophy of the school. (AB 2.1)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Develop a Five Year Financial Plan	President, Board, Principal, Business Manager, Director of Development	Create draft budgets for 2021-2026 school years projecting income and expenses.	Fall, 2020	Historic data affecting income and expenses re: debt schedule, COVID 19 costs, tuition, facility, transportation & personnel.	A Five Year Financial Plan was developed for the loan and will be updated by EOY.
Consider overall needs of the school as tuition is set for the upcoming year.	President, Board, Principal, Business Manager, Finance Committee	Determine income sources from tuition, grants. Determine expenses for salaries and benefits, program needs, and tuition assistance.	Fall, 2020 Spring, 2021	Debt schedule digital template provided by the Diocese; RRISD salary scales, tuition assistance and enrollment history	The school increased tuition to a rate of 7925 for first child, Catholic; a modest rate increase considering the growth in faculty and staff numbers and the increase of 4 buildings being added.
Board to review final planning for Phase III including classroom building, play field, landscape	President, Board, Principal, Business Manager, Finance Committee	Classroom building costs in bond funds: finalize funding options for play field and landscape	Fall, 2020 Spring, 2021 Summer, 2021	Five Year Financial Plan, debt schedule, Finance Committee, Board Review & Diocese, civil engineer	Board has been aware of progress related to Phase III classroom building and playing field

Benchmark 2.2 – Code of Canon Law 801 states “Religious institutes whose proper mission is education, retaining their mission faithfully, are also to strive to devote themselves to Catholic education through their schools, established with the consent of the diocesan bishop.” (AB 2.2)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Promote a greater understanding about a Holy Family education among Diocesan personnel and clergy regarding the school	President, Principal, Director of Communication	Plan for mailing of various HFCS publications to parish priests and personnel: <i>Why HFCS?</i> <i>The Sentinel / Annual Report of Gifts</i>	Fall, 2020 Fall, 2020	\$500 postage \$1000 print/mail	Diocesan personnel and area clergy have been included in the mailings for Why Holy Family? And The Sentinel
	President, Director of Development	Mail invitations to parish priests and Diocesan personnel for development activities	Spring, 2021	\$500	Priests have been invited to Run with the Angels and Gala, as well as blessing of the buildings

Benchmark 2.3 – Rights and responsibilities of the faculty, staff, students and parents/guardians are explicitly defined in regulatory handbooks. (AB 2.3)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Updating Crisis Management Plan to include Standard Reunification Method	President, Principal, Asst. Principal	Edit content to include SRM	Fall, 2020	Crisis Management Plan, SRP & SRM documents	The Family and Faculty Handbooks were updated over the 2020 summer to include Standard Reunification information for both parents and faculty/staff.
	Principal, Asst. Principal	Train faculty and staff	Fall, 2020	Texas School Safety Center, local agencies	Faculty and Staff were introduced to updated SRM plans during the September 15th Faculty Meeting.
	President, Principal, Assistant Principal, faculty and staff	Practice SRM plan at relocation sites	Fall, 2020	No cost, transportation to relocation sites	Due to COVID protocols, only administrators were able to practice and discuss SRM plans on July 31, 2020.

Meet with Round Rock ISD to explore options and create SRM. Visit SRM sites to plan in conjunction with Holy Family	President, Principal, Assistant Principal, Savio representatives	Do a site visit to Kelly Reeves Stadium to do a walk through with Round Rock ISD Personnel.	August 2020	Round Rock ISD Personnel, Round Rock ISD facilities	Principal, Assistant Principal, and Administrators from Round Rock ISD completed a site visit to Kelly Reeves Stadium on July 31, 2020.
The school will review existing policies and programs for bullying	Principal, Assistant Principal, Counselor	Review policies in a faculty meeting, including the use of Stop It App	September, 2020	StopIt app; <i>Faculty Handbook, Student Handbook</i>	Policies and programs for bullying prevention were discussed during the October 6th Faculty Meeting.

Benchmark 2.4 - The school demonstrates long range strategic planning to support the school's mission, vision and/or philosophy. (AB 2.4)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
The school will ensure that stakeholders are included in long range strategic planning	President, Board	The President will seek review and input of Strategic Plan Draft documents by board members	October, 2020	Strategic Plan Draft, no cost	Board members are kept informed of all aspects of the school identified in the Strategic Plan. Monthly meetings and discussions, as well as a period of formal review and

	President, Principal	Will seek input from families about the needs of the school	October, 2020	Strategic Plan Draft, no cost	approval of the plan, ensure that the board has opportunities for input.
	President, Principal	Will seek review and input of the Strategic Plan Draft documents by faculty and staff Will work with the faculty and staff to initiate the annual goals	Fall, 2020 Spring, 2021	Strategic Plan Draft, no cost	Regular parent communications and numerous surveys have been used to obtain parent input regarding the needs of the school to be identified in the Strategic Plan. Public posting of the plan occurs in the fall. The Strategic Plan was sent to all faculty and staff and placed in the October 29th, November 5th, and November 12th e-newsletters. Strategic Plan annual goals were placed on the calendar and discussed at faculty meetings and division level meetings throughout the school year.

	President, Principal	Will incorporate input from board, parents, students, faculty & staff into final Strategic Plan document	November, 2020	Strategic Plan Draft, no cost	A review of all information is considered prior to finalizing the Strategic Plan document
The school will ensure that annual surveys for parents, board, faculty and staff are conducted	President, Principal, Assistant Principal	Fall surveys will be conducted to obtain information that can be reviewed and considered for implementation during the current school year. Survey will use Harvard's Universal Question "How Likely is it that you would recommend our school to others?"	October, 2020	Survey document and results; no cost	School survey was sent to parents, board, faculty, and staff in October and kept open until Thanksgiving.

<p>The administrative team will facilitate the process of creating the Self Study document to be used for accreditation visit in 2021-2022</p>	<p>President, Principal, Assistant Principal, faculty and staff</p>	<p>Provide essential information for accreditation categories: Catholic Mission, Governance, Curriculum/Instruc., Student Services, Facilities.</p>	<p>Fall, 2020</p>	<p>Self-Study document; no cost</p>	<p>Self Study training was given to all Faculty and Staff during August in-service; a review was held on January 4th.</p>
	<p>President, Principal, Assistant Principal</p>	<p>Obtain input from faculty, staff, board, parents and MS students</p>	<p>Fall, 2020</p>	<p>Survey document and results; no cost</p>	<p>Committees for each of the Self Study domains were created in February 2021. Most committees met at least twice in March and April. The Accreditation visit was confirmed for March 1-4, 2022.</p>

Benchmark 2.5 The instructional program and educational facilities are funded to meet the stated goals of the Long Range Strategic Plan. (AB 2.5)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
The school will ensure long range strategic resource management of budgets and facilities	President, Board, Principal, Business Manager, Finance Committee	A Five Year Financial Plan will be created to include anticipated income and expense needs from 2021-2026 school years	November 2020	Financial data including projections for income and expense; review of historic info	A Five Year Financial Plan was created in May, 2020 prior to the construction loan being secured and will be updated in June 2021
	President, Board, Principal, Business Manager, Finance Committee	Personnel needs to be determined through the 2025-2026 school year.	Fall, 2020	RRISD Salary Scales	The school was able to raise teacher salaries to 89% of prior year RRISD for the 2021-2022 school year
	President, Board Principal, Business Manager	Instructional program needs will be determined through the 2025-2026 school year.	Fall, 2020	Survey information related to curriculum and instruction, programs and student activities	The growth of the third section through the 7th grade in 2020-21, has guided the board and administration on the personnel and instructional budget requirements for the future of the school. Estimates have been included in the Five Year Financial Plan.

	President, Board Principal, Business Manager	Facility needs will be determined through the 2025-2026 school year.	Fall, 2020	Survey info obtained from staff, facility advisors, and vendor interviews regarding facility needs	Planning for Phase II and Phase III construction has helped to determine facility needs for the school, and support future budget planning
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Benchmark 2.6 – There is a comprehensive plan for institutional advancement. (AB 2.6)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
The school will combine multiple plans for communication, development and admission into one Advancement Plan	President, Directors of Admission, Communication and Development	Review existing documents, prepare to combine	Fall, 2020	NONE	An Advancement Plan was created for the areas of Admission, Communication and Development. It identifies subset areas of focus with each category, along with annual goals, costs and evaluation.
		Determine key areas of focus and prioritize action steps	Fall, 2020		To be completed in June 2021

Benchmark 2.7 – The school is aware of and responds to the changing needs of the community. (AB 2.7)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
The school will offer quarterly surveys related to school effectiveness in order to evaluate the experience of online and in person learners	President, Principal, Directors for Admission, Communication and Development	Review results, categorize information for sharing with faculty and staff; integrate instructional practices as needed	Oct., 2020 Jan., 2020 March, 2021 May, 2021	Handbooks, best practices for instruction; no cost	Surveys were sent to parents in October 2020 and January 2021. The Diocesan Office of Catholic Schools sent a survey to all Diocesan families in May 2022.
	President, Principal, Directors for Admission, Communication and Development	Review results, categorize information for sharing with faculty and staff; integrate instructional practices as needed	Fall, 2020	Technology resources; ASCD Activate through Diocesan license – webinars, ebooks, instructional videos	A continual yearlong review of instructional practices by the faculty, especially related to the hybrid learning model, was used to adjust instructional technology and availability of instructional materials.
The school will monitor tuition assistance needs throughout the year	President, Business Manager, Finance Committee	Respond to parent requests for tuition assistance, noting total funds required to support the need	Fall, 2020 Spring, 2020	FACTS applications and budget	Total tuition assistance for 2020-21 is \$660k, representing 13% of gross tuition income
The school will implement and monitor safety protocols due to COVID	President, Principal, Director of Facilities, TX2 Security		Fall, 2020 Spring, 2020	Number of positive COVID cases on campus; continuation of in-person/online	Safety protocols were continually reviewed and updated throughout the school year and in

				instruction as well as activities	coordination with the Diocese of Austin's Catholic Schools Office, Williamson County Health District, and local physicians.
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Benchmark 2.8 – School effectiveness is monitored and evaluated by the principal and/or the administrative team. (AB 2.8)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Determine the effectiveness of curriculum and instruction in multiple subject areas	Principal, Assistant Principal	Review results of prior year data from IOWA Assessments	Fall 2020	Iowa Assessment data	The Iowa Assessments were not given in the Fall 2020 due to COVID restrictions and many students still learning virtually.
Determine areas of curriculum impacted by modified instruction in Spring 2020 caused by pandemic	Principal, Assistant Principal, Faculty	Review TEKS Resource System document in grade level meetings that identifies impacted objectives	Fall 2020 & Spring 2021	TEKS Resource System	The expanded Resources tab in the TEKS Resource System was introduced and discussed in August in-service. Impacted objectives were removed from TEKS Resource System in the Spring 2021.

Benchmark 2.9 – The school provides professional development opportunities for faculty and staff. (AB 2.9)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Identify professional development areas of need	Principal, Assistant Principal, Faculty	Review end of year faculty needs for professional development	Summer 2020	End of Year documents	Additional Teams training was given to faculty and staff in July 2020. Additional professional development identified for social/emotional learning, reading, and educational technology.
Identify professional development opportunities for targeted areas	Principal, Assistant Principal, Faculty	Gather information regarding PD options in the areas of Social Emotional Learning, Technology Integration, and Gifted and Talented	Fall 2020	TAGT, Second Step, ASCD, NCEA, TCEA	Virtual professional development opportunities were shared with faculty throughout the school year.

III. Curriculum, Instruction and Assessment

Standard 3: The purpose, design and implementation of the curriculum represent the school's mission. A Catholic atmosphere, which is shared as well as understood by the teachers, students and parents, permeates all areas of the curriculum. Instructional decisions support the schools' academic goals, objectives and priorities. Evaluation of curriculum is continuous and responsive to the student needs. (AS 3.1)

Benchmark 3.1 – The curriculum content and instructional program are rooted in Catholic teachings, traditions and values.

Benchmark 3.2 – Curriculum (objectives to be taught) and instruction (what is actually taught) are explicitly aligned.

Benchmark 3.3 - There is evidence of the use of current technology in the instructional program.

Benchmark 3.4 – Individual student needs are met through programs of instruction.

Benchmark 3.5 – The library provides resource and media support to the school's instructional program.

Benchmark 3.6 – The administrative team and faculty review and analyze student achievement information and test results to plan program effectiveness.

Benchmark 3.1 – The curriculum content and instructional program are rooted in Catholic teachings, traditions and values. (AB 3.1)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Identify “online-ready” cross curricular activities that support Catholic identity	Principal, Assistant Principal (Religion Coordinator), Middle School Religion Teachers	Set aside time during division meetings to discuss how to identify Catholic virtual resources	Fall 2020	Curriculum documents; OSV Textbook resources; NCEA National Standards, Benchmarks & Rubrics; no cost	Education in Virtue and Sophia Institute shared with teachers during Tech Tuesday on September 29, 2020.

Benchmark 3.2 – Curriculum (objectives to be taught) and instruction (what is actually taught) are explicitly aligned. (AB 3.2)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Ensure that the minimum science lab curriculum requirements comply with the recommendations of the National Science Teachers Association	Principal, Assistant Principal; Science Teachers	Facilitate meetings with science teachers by Division to review NSTA lab requirements Consider NSTA conference attendance for multiple science teachers	Fall 2020 & Spring 2021	TEKS Resource System, NSTA requirements and conference, Savio Science contacts	Both of these items were curbed because of COVID constraints, especially in classroom lab settings.
Coordinate with Savio teachers to ensure alignment of core subjects	Principal, Assistant Principal	Work with Savio principal to set up meetings and format with teachers	Fall 2020	Vertical alignment documents within the TEKS Resource System; No cost	Conversations with the Savio principal discussed meetings. Plans made for collaboration meetings during

					August 2021 in-service
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Benchmark 3.3 - There is evidence of the use of current technology in the instructional program. (AB 3.3)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Evaluate technology curriculum used in elective classes	Principal, Assistant Principal, Technology Teacher	Create a Pacing Chart based on the TEKS standards for grades 2 – 8; evaluate options for national standards	Fall 2020 & Spring 2021	TCEA, TEKS	<p>Conversations with the Technology Teacher were started in the Fall 2020. Progress was started but not completed on a Pacing Chart.</p> <p>The school has three separate leases in order to provide the most current technology for students, faculty and staff. These leases rotate with one requiring updating each year. Typically leases are for a 3 year term, but a 4 year term is being considered</p>

Benchmark 3.4 – Individual student needs are met through programs of instruction. (AB 3.4)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Explore instructional strategies that reflect best practices for student mastery	Principal, Assistant Principal, Learning Support Coordinator, Faculty	Increase teacher led best practices in division level meetings	Fall 2020/Spring 2021	TEKS Resources System, ASCD webinars, NCEA webinars	A teacher-led discussion of best practices was held for faculty on the April 6, 2021 Faculty Meeting.
Evaluate additional instructional services to accommodate student's individual needs	Principal, Assistant Principal, Learning Support Coordinator, School Counselor	Investigate expanded role of Counselor beyond two days a week	Fall 2020	Consider budget for additional time for Counselor on campus	School Counselor will begin full time for the 2021-2022 school year.
Provide students with remediation opportunities	Principal, Assistant Principal, Learning Support Coordinator, Faculty	Reserve time in division level meetings to discuss remediation strategies for reading and math	Fall 2020 & Spring 2021	ASCD articles, NCEA articles, TEKS Resource System	Katie Berry, Learning Support Coordinator, addressed learning strategies for reading and math at the September 15th and March 2nd faculty meetings. She also supported DIBELS benchmarking in both reading and math throughout the school year.
Provide students with enrichment opportunities	Principal, Assistant Principal, Faculty	Send faculty to Texas Gifted and Talented Conference	December 2020	Student grades, teacher comments	Conference not held due to COVID restrictions.

Benchmark 3.5 – The library provides resource and media support to the school’s instructional program.

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Evaluate current print and electronic resources to determine the extent to which they support the instructional program of the school.	Principal, Librarian, Assistant Principal,	Clarify process for adding new books to library collection	Fall 2020	Library World, Handbooks	A new librarian began this process, but with the delay in the completed library, the process has not been completely rolled out.
Evaluate current print and electronic resources to determine the extent to which they support the instructional program of the school.	Principal, Librarian, Assistant Principal Faculty	Refine communication procedures between Librarian and Teachers to support subject area topics	Fall 2020/Spring 2021	Microsoft Teams, TEKS	The new librarian has used surveys and frequent email communications to enhance the collaboration between the library and the classroom teachers.

Benchmark 3.6 – The administrative team and faculty review and analyze student achievement information and test results to plan program effectiveness. (AB 3.6)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Revise Second Grade report card to align to early childhood standards	Principal, Assistant Principal, Second Grade Teachers	Revise Second Grade report card to reflect S, N, and U instead of number grades	Fall 2020	FACTS/SIS, Diocese of Austin	Second grade teachers revised the report card and shared the new format with parents during the Back-to-School Night. They also focused on the new format during Parent/Teacher conferences in October.
Develop a benchmarking process for student growth using test data	Principal, Assistant Principal, Learning Support Coordinator	Provide PD for DIBELS Math, Reading and Lexia Reading. Set benchmarking dates for three times a year.	Fall 2020	DIBELS, Lexia, federal funds	The Learning Support Coordinator trained teachers on the use, reading, and reporting of the DIBELS benchmarks during the October division level meetings. She also provided strong support throughout the year to assist teachers in the process.

IV. Student Services and Activities

Standard 4: Student services enhance the curriculum and are an integral part of the learning process.

Benchmark 4.1 – The school plans, implements and documents a comprehensive counseling and guidance program for students.

Benchmark 4.2 – The school plans, implements, and documents the need for student academic assistance.

Benchmark 4.3 – The school provides support to new families and students on the campus to ensure success.

Benchmark 4.4 – The school provides additional services and resources to meet student needs.

Benchmark 4.5 – The school sponsors extracurricular activities, including athletics and student organizations, to meet the special interests of the students.

Benchmark 4.1 – The school plans, implements and documents a comprehensive counseling and guidance program for students. (AB 4.1)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Evaluate additional instructional services to accommodate student’s individual social/emotional needs	President, Principal, Assistant Principal, Learning Support Coordinator, School Counselor	Investigate expanded role of Counselor beyond two days a week	Fall 2020	Consider budget for additional time for Counselor on campus	School COounselor will be full time beginning with the 2021-2022 school year.
Counselor to begin to teach Middle School Guidance classes (6-8)	Principal, Assistant Principal, School Counselor, Middle School Religion Teachers	Counselor will plan lessons for monthly guidance classes based Second Step curriculum	Fall 2020	Second Step, Religion curriculum	The School Counselor began working with middle school classes on monthly guidance lessons.

Benchmark 4.2 – The school plans, implements, and documents the need for student academic assistance. (AB 4.2)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Identify and evaluate the current responsive services that the school offers to students requiring academic assistance outside of the classroom.	Principal, Assistant Principal, Learning Support Coordinator, Faculty	Learning Support Coordinator will meet with each teacher in August to discuss accommodations for identified students	August 2020	Ren Web accommodation, Accommodations folders	The Learning Support Coordinator met with each teacher in August to discuss accommodations for identified students. She also met with teachers throughout the year to offer additional support as needed
Review benchmarking results three times a year in reading and math	Principal, Assistant Principal,	Review results at school level; identify areas of focus for future programming	October 2020, January 2021, early May 2021	DIBELS benchmarking materials	Reviewed DIBELS school results with Learning Support Coordinator in February 2021 and May 2021.
	Principal, Assistant Principal, Grade Level Partners	Review results at grade level; identify areas of focus for future programming	October 2020, January 2021, early May 2021	DIBELS benchmarking materials	Grade level results were also reviewed with the Learning Support Coordinator in February 2021 and May 2021.
	Principal, Assistant Principal, Learning Support Coordinator, Faculty	Review results at student level; identify remediation and enrichment needs	October 2020, January 2021, early May 2021	DIBELS benchmarking materials	DIBELS student growth scores were shared with parents at Parent/Teacher conferences in April.

Benchmark 4.3 – The school provides support to new families and students on the campus to ensure success. (AB 4.3)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Expand options for Ambassador Program for incoming students and parents	Principal, Assistant Principal, Director of Admission	Work with Parent Association to determine best options for supporting incoming families	Fall, 2020	Parent Association	This program will be expanded in the future as on campus visits increase after COVID

Benchmark 4.4 – The school provides additional services and resources to meet student needs. (AB 4.4)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Evaluate the interest/need for summer program offerings	President, Principal, Assistant Principal, Director of Facilities	Prepare survey and distribute by email to students and parents	Fall 2020	Faculty, student and parent surveys: no cost	With COVID restrictions still in place throughout the year, summer programs are still limited in scope.
Explore options for providing outside services to students within the school day	President, Principal, Assistant Principal, Learning Support Coordinator	Identify possible locations within the campus	Fall 2020 & Spring 2021	Campus maps and new construction plans	With the delay in construction, possible locations were identified but not utilized.
		Identify learning needs that could be supported by outside services	Fall 2020 & Spring 2021	Round Rock ISD, Academic Language Therapy Association	The Learning Support Coordinator has created a list of outside services that can be utilized by

					parents, mostly after school with some ability to support during the school day.
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Benchmark 4.5 – The school sponsors extracurricular activities, including athletics and student organizations, to meet the special interests of the students. (AB 4.5)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Evaluate student activity options within the school	Principal, Assistant Principal	Parent survey to identify current areas of interest	Fall 2020	N/A	School survey was sent to faculty, staff, parents, and Board Members in Fall 2020.

V. Plant and Facilities

Standard 5: The physical plant/facilities and safety practices of the school promote a safe environment conducive to student learning.

Benchmark 5.1 – The physical facilities and indoor/outdoor area(s) of the school are designed for their functions.

Benchmark 5.2 – The school maintains a safe environment for the school community.

Benchmark 5.3 – The school community is informed and aware of safety practices.

Benchmark 5.1 – The physical facilities and indoor/outdoor area(s) of the school are designed for their functions. (AB 5.1)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
School will continue transition to LED lights for interior	President, Principal, Director of Facilities	Continue installation of LED interior lights for current buildings and new construction	Fall , 2020	\$1,500	The school continues to replace old bulbs with LED bulbs
School will finalize new construction of 3 buildings - Administration, Music and PreK	President, Principal, Director of Technology, Dir of Facilities, Board	Finalize details for phone lines, bell system, technology installation	Fall, 2020	Aries Buildings	Pavilion was completed in May 2021 and the three buildings are expected to be complete in June, 2021.
	President, Principal, Assistant Principal, Director of Facilities	Finalize needs re: cabinets, furniture, equipment, supplies, AV, boards, library, work rooms, lounge, janitorial, offices, library, classrooms,	Fall, 2020	Local suppliers, contractors	The capital needs of the new buildings have been considerable including bulletin boards, white boards, office furniture, library furniture, music and

		storage racks			PreK building furniture; in addition to costs for security, bells and clocks
School will finalize plans for Phase III construction: Classroom Building 10 classrooms 12,000 SF	President, Principal, Assistant Principal, Board, Director of Technology	Finalize details for demolition, design, construction	Fall, 2020 Spring, 2021	Included in bond financing	Satellite Shelters was hired by Diocese in December. Plans to begin in spring, 2021 were delayed by City of Austin approvals. Plans for construction are complete and under consideration with the COA.
School will plan for move and set up in new Classroom Building	President, Principal, Assistant Principal, Director of Facilities	Finalize needs re: furniture, equipment, supplies, AV, boards, library, work rooms, lounge, janitorial, offices, classrooms, storage closets, Science Lab	Spring, 2021	Budget 2020-21	With the completion of Phase II buildings coming so late in the school year, a summer move is planned.
School will finalize plans for construction and set up for Pavilion	President, Principal, Assistant Principal, Business Manager, Director of Facilities	Finalize AV plans, installation of bleachers and athletic equipment, lunch tables	Spring, 2021	Budget 2020-21 Fund A Need	Prior Fund a Needs funded new library furniture, cafeteria tables, refrigerator

School will finalize plans for design and creation of play field behind Charity	President, Principal, Assistant Principal, Business Manager, Director of Facilities	Finalize design and contractor for new play field	Spring, 2021 Summer, 2021	Budget 2020-21 Fund A Need	Fund a Need in May 2021 raised 62k for an art kiln, technology room tables and the construction of a playing field behind Charity
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Benchmark 5.2 – The school maintains a safe environment for the school community. (AB 5.2)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
Continue with the I Love You Guys Foundation- Standard Reunification Method (SRM)	President, Principal, Assistant Principal	Multiple reunification locations have been identified: Kelly Reeves Stadium, St. Vincent de Paul Catholic Church and St. William Catholic Church	August 2020	I Love You Guys Foundation Trainer, Mr. John-Michael Keyes; Kelly Reeves Stadium map; St. William Catholic Church map	SRM plans were discussed on-site at Kelly Reeves Stadium in July 2020. St. Vincent de Paul was contacted and confirmed as an SRM location as well.
Modify Crisis Management Plan to include SRM information. (BM 2.4)	President, Principal, Assistant Principal, School Nurse	SRM Plan is under construction with St. Dominic Savio	Fall 2020	RRISD personnel; Kelly Reeves Center; St. William Catholic Church	Several SRM planning meetings were held in the summer and fall 2020 with Savio administrators and Round Rock ISD safety personnel.

Comply with Foundation Memorandum of Understanding to inform all first responder groups of the use of SRP and SRM.	President, Principal, Assistant Principal	Letters to be sent/contact/meetings to be held with law enforcement, fire departments, EMS, County and/or City Emergency Managers	Fall, 2020	Current Emergency Management Manual, SRP and SRM materials, Texas School Safety Center	RRISD has confirmed in writing that HF and SDSCHS; they prefer to use their safety personnel to assist in set-up and process for SRM. In June, HF principal will review SRM plans with new RRISD Police Chief, and seek his direction on other local responders needing the information

Benchmark 5.3 – The school community is informed and aware of safety practices. (AB 5.3)

GOAL	RESPONSIBLE	ACTION STEPS	TIMELINE	RESOURCE/COST	EVALUATION
The school will provide students with training on the SRM at least once each year.	President, Principal, Assistant Principal	Review SRM with faculty, staff prior to student training	October 2020	I Love You Guys Foundation material and website	SRM details were provided to faculty and staff during the October 6th faculty meeting.
The school will drill	President, Principal,	Students will be taught and practice	Fall 2020	I Love You Guys	Limited drills were available to students

each of the actions of the SRM	Assistant Principal	actions of the SRM and SRP drill procedures		Foundation material and website	due to COVID restrictions. Focus was on in-class instruction of drills. Review of drills was reiterated in March 2021.
The school will provide parents with information about the I Love You Guys Foundation, SRP and SRM, online references and/or print.	President, Principal, Assistant Principal	Parents will be detailed information about the SRP and SRM within the Parent Handbook	Fall 2020	I Love You Guys Foundation material and website	The Family Handbook has been revised to include updated SRP and SRM information.

Summary and Conclusion

The Strategic Plan provides a valuable opportunity for ongoing evaluation of program and school needs. The document serves as a general guideline for planning and decision making and can be modified as new information becomes available. We look forward to the opportunities that our goals and action steps provide, and we look forward to enjoying the progress that can be made in a growing and ever-evolving school.