

Diocese of Knoxville Catholic Schools Strategic Improvement Plan

2016-2021

STRATEGIC PLAN

DEFINE STRATEGY: A PLAN OR ACTION TO PROVIDE FOR THE FUTURE VIABILITY OF THE SCHOOL FOR THE CHILDREN OF THE NEXT GENERATION.

THE STRATEGIC IMPROVEMENT PLAN IS DESIGNED TO PROVIDE A BLUEPRINT FOR THE SYSTEM TO REALIZE ITS VISION OF EXCELLENCE IN CATHOLIC SCHOOL EDUCATION. THE PLAN IS A “LIVING PLAN”. THEREFORE, THE VISION IS MORE IMPORTANT THAN THE DOCUMENT. IT WILL BE REVISITED AND REWRITTEN AS NECESSARY AS TIME GOES BY.

JEREMIAH 29:11

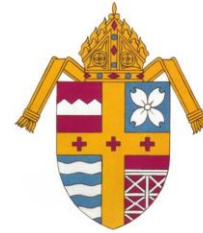
“FOR I KNOW THE PLANS I HAVE FOR YOU,” DECLARES THE LORD, “ PLANS TO PROSPER YOU AND NOT TO HARM YOU, PLANS TO GIVE YOU HOPE AND A FUTURE”.

1. Introduction

In the spring of 2010, Bishop Richard Stika arranged meetings to complete a situational analysis of the strengths, weaknesses, opportunities, and threats (SWOT) pertaining to the Catholic schools of the diocese. The first session included the principals of the schools and the second session included the pastors of the diocese. Between the two groups many common areas emerged as areas to be addressed. As an example, Catholic identity and community support of the schools emerged as a strength for all of the schools. Financial funding of the schools was a major area of concern. A coordinated marketing plan promoting the advantages of a Catholic education was seen as an area needing improvement revealing an opportunity for growth.

The Superintendent, at that time, worked with school leaders to develop a strategic plan for the Catholic schools in the Diocese of Knoxville. Building on the work completed in 2010, the AdvancED Steering Committee consisting of school administrators, teachers and diocesan leadership, began meeting in the fall of 2014 to determine readiness for AdvancED system accreditation. Once the Diocese of Knoxville was accepted as a candidate for district accreditation, the Catholic Schools’ Office created an Executive Improvement Committee adding at least two additional school leaders or teachers from each school to the existing Steering committee. The Executive Improvement Committee met over the course of two years to gather input from stakeholders, analyze student performance data, and to complete internal self-studies of each school and the diocese as a whole.

The 2021 Strategic Improvement Plan provides a common roadmap for direction and guidance for the future success of the Catholic schools in the Diocese of Knoxville. This plan includes the diocese’s Mission, Vision, Strategic Goals, Objectives, Strategies, and Activities. This plan is designed to be a living document by on-going review by diocesan and school leaders.



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The Strategic Improvement Plan identifies goals and objectives in two distinct areas: 1. Marketing and advancement 2. Student academic performance improvement. For each element, strategic objectives have been developed which, combined, express the vision for the future of the school. Goals and objectives for each area have been identified to guide specific action planning. Annual action plans will be developed by diocesan leaders and school leaders. Strategic planning is fluid, iterative process, and as such, the Strategic Improvement Plan will continue to be evaluated and updated.

2. Historical Context

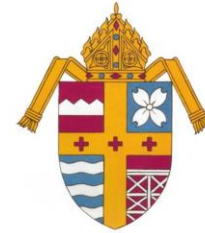
The roots of Catholicism run deeper in East Tennessee than many may imagine. In 1540, Catholic Spaniards with Hernando de Soto's expedition were the first Europeans to visit East Tennessee. De Soto traveled north from what is now Florida to explore the deeper recesses of the New World. It is known that in June 1540 de Soto's party camped near Lookout Mountain and that Mass was celebrated at that encampment. In all likelihood this was the very first Mass offered in what would become the state of Tennessee some 256 years later.

By the start of the 19th century, many Catholics had settled along the Ohio River, and in 1808 a diocese was established at Bardstown, Kentucky. (In 1841, the See of Bardstown was moved to Louisville, Kentucky.) This diocese covered an immense area from present day Chicago to the southern border of Tennessee. During this same period, the Diocese of Baltimore became an archdiocese. Overseeing this vast diocese was the remarkable Bishop Benedict Flaget. Bishop Flaget sent missionaries out to spread the Gospel, witness to the faith, and serve those Catholics scattered from the Ohio River to the Gulf of Mexico.

The first priest ordained in the United States, Father Stephen Badin came to Knoxville in 1799 to dialogue with Governor John Sevier about the establishment of a Catholic settlement of approximately 100 families in East Tennessee. It is estimated that in that same year that there were but 100 Catholics in all of Tennessee. Father Flanigen, Diocese of Nashville historian, noted that there are indications in the historical record that Governor Sevier, if not actually Catholic, had attended Mass in other cities. Knoxville was, at that time, the state capital.

The 1800's witnessed a number of technological innovations that would alter Tennessee forever. Chief among these was the coming of the railroad. Railroads were laid out lining Nashville, Knoxville, and Chattanooga with Atlanta, Richmond, and Louisville. Impoverished Catholics from Europe, now laborers and workmen for the railroads and the industries it enabled, began to arrive in the hills and mountains of Tennessee. In 1837 the Vatican took note of the physical impossibility of having a single bishop to service such vast areas as the Diocese of Bardstown and created three new dioceses, with the Diocese of Nashville as one of the newly created. The Diocese of Nashville grew under the faithful leadership of Bishop Richard Pius Miles from 100 Catholics to more than 12,000 members. The first parochial schools in the state of Tennessee were established during this time.

The first Catholic elementary school in East Tennessee was established in downtown Knoxville at Immaculate Conception Church in 1874 and named St. Mary's School and Convent. This school served students for 100 years. Virtually all materials and labor for Immaculate Conception Church were donated by members of the parish. Men who had labored all day in the nearby marble quarries or the railroad gave up their evenings and weekends to build a house for the Lord and a school for their



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children. The symbol on the Diocese of Knoxville Coat of Arms honors the Irish railroad workers who brought the Catholic faith to the region.

During the same time, south of Knoxville, the Catholic community in Chattanooga was growing. A school was established to serve Saints Peter and Paul Parish sometime between 1854 through 1888. Then in 1874 Notre Dame High School was established. Father Patrick Ryan served as pastor of Saints Peter and Paul Parish from 1872 to 1878. He suffered a martyr's death when yellow-fever epidemic hit Chattanooga and he worked tirelessly with the sick until he succumbed to the disease. His case has been presented by the Diocese of Knoxville for consideration for sainthood.

The Diocese of Knoxville also credits the missionary work of Father Emmanuel Callahan who was transferred to Johnson City in 1900. Riding his horse, Rebel, he worked to bring the Church to believers and non-believers in 34 of the 36 current counties in the Diocese of Knoxville. St. Mary's Catholic School was established in 1906.

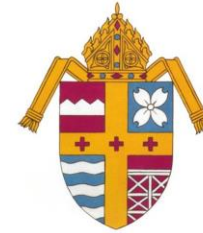
Before Pope John Paul II issued the papal decree in 1998 to officially establish the Diocese of Knoxville in Tennessee, ten existing schools were a part of the Diocese of Nashville with Mr. Stephen J. Hammond as superintendent. The Diocese of Knoxville was established on September 8, 1988 and during the transition period the ten schools remained under the supervision of the Diocese of Nashville. Soon after the Diocese of Knoxville was formed, the decision was made to close the Mount St. Catherine Learning Center, located in Signal Mountain, Tennessee. The school had an enrollment of 31 students.

In 1989, the new Bishop for the Knoxville Diocese, Anthony J. O'Connell established a school transition committee chaired by Father Xavier Mankel. Bishop O'Connell subsequently appointed Father Xavier Mankel as Superintendent of Catholic Schools responsible for the following seven elementary schools and two high schools:

- Notre Dame High School, located in Chattanooga and founded in 1876
- St. Mary Catholic School, located in Johnson City and founded in 1906
- St. Joseph Catholic School, located in Knoxville and originally founded in 1908 as Holy Ghost School.
- St. Mary Catholic School, located in Oak Ridge and founded in 1911
- Knoxville Catholic High School, located in Knoxville and founded in 1932
- Our Lady of Perpetual Help, located in Chattanooga and founded in 1937
- St. Dominic Catholic School, located in Kingsport and founded in 1945
- Sacred Heart Cathedral School, located in Knoxville and founded in 1956
- St. Jude Catholic School, located in Chattanooga and founded in 1959

In the fall of 1997, the Diocese of Knoxville was pleased to open the first new school in nearly 38 years. St. John Neumann Catholic School, located in Farragut. With this addition, the number of schools in the Diocese reached its current number of ten.

3. Student Demographic Profile



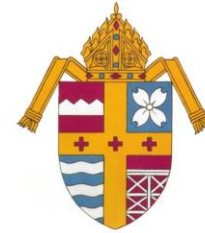
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The Catholic schools of the Diocese of Knoxville currently serve 3,185 students spread out over East Tennessee in 36 different counties. Our students come from both Catholic and non-Catholic families Throughout the Diocesan school system, the ethnic mix is approximately 87% Caucasian, followed by Hispanic at 9%, Asian at 4% and the remaining ethnic groups at less than 1% each. The male/female distribution is approximately 47% male and 53% female. Charts below reflect the current enrollment and enrollment trends over the last four years.

Diocese of Knoxville Catholic Schools Enrollment 2016

SCHOOL	K-Enrollment	K-Female	Grades 1-8 Enrollment	Grades 1-8 Female	Pre-k enrollment	Pre-k Female	Total enrollment K-8	Total enrollment Pre-k-8
OLPH Pre-K - 8	32	16	266	126	20	10	298	318
SHCS Pre-K-8	45	23	470	259	63	26	515	578
St. Dominic Pre-K-5	14	7	78	36	25	14	78	103
St. Joseph Pre-K-8	23	12	201	103	20	11	224	244
St. Jude PreK-8	25	16	283	145	22	11	308	330
SMOR Pre-K-8	9	7	130	73	9	4	139	148
SMJC Pre-K-8	14	7	143	69	4	2	157	161
SJNCS Pre-K-8	19	10	220	110	24	9	239	263
TOTALS:	181	98	1791	921	187	87	1958	2145
SCHOOL	Grades 9-12 Enrollment	Grades 9-12 Female						
KCHS	619	325						
NDHS	421	227						
TOTALS:	1040	552						3185

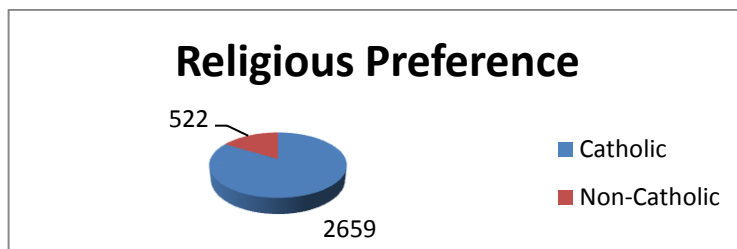


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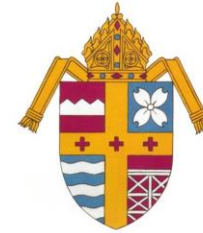
Diocesan Catholic School Students: Enrollment, Ethnicity and Gender by Year										
	Female	Male	African American	Asian	Bi-Racial	Caucasian	Hispanic Latino	Native American	Other or non-identified	Total
2013-14	1674	1597	87	141	69	3115	241	8	0	3420
2014-15	1677	1596	111	160	62	2604	281	2	54	3424
2015-16	1634	1562	106	159	75	2986	261	6	19	3355
2016-17	1568	1518	107	158	80	2807	316	3	57	3212

Summary: The overall enrollment in our Catholic schools reflects a slight decrease. The number of female students slightly exceeds the number of male students. The ethnic group with the highest population is Caucasian at an average of 87%. The Hispanic population is the ethnic group at the second highest across the Diocese with an average percentage of 9%, followed by the Asian population at 4%.



The socio-economic status of our families ranges. 30% of our students receive tuition assistance through parishes or diocesan regional funds. All schools strive to hold down the cost of tuition to make catholic education affordable for all families while still trying to provide a just wage for school personnel. Even though tuition is the main source of funding, schools have additional fundraising efforts largely conducted by parent and school communities. St. Mary's Legacy Foundation grants have recently provided schools funding for school improvements and upgrades such as technology infrastructure upgrades and equipment.

Preschool programs have increased the number of potential students for our elementary schools, as well as, providing a very important service to our Catholic communities. With the opening of the preschool at St. Mary's Catholic School in Johnson City in 2016, all eight elementary schools have a preschool program.



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There are regional differences in the Diocese that affect enrollment levels in schools. These differences include competition, rise in secularism, population size, family financial need, and a lack of a complete preschool/kindergarten through grade twelve school system. The vast majority of students who attend a Catholic elementary school continue on to a diocesan high school. Unfortunately, there is not a Catholic high school available for students in the Tri-Cities (Kingsport and Johnson City) area. Students in our foundational schools receive a well-rounded Catholic education and are academically well-prepared in their faith to accept the rigorous challenge of our Catholic high schools or any other high school. In Chattanooga and Knoxville, where competition is strong, a number of our students are targeted in middle school and offered scholarships to attend a non-Catholic high school instead of our Catholic high schools.

Student Performance Profile

Average ACT Scores																
Diocese	Total Tested		English			Math			Reading			Science			Composite	
	TN	USA	Dio.	TN	USA	Dio.	TN	USA	Dio.	TN	USA	Dio.	TN	USA	Dio.	TN
279	69,641	1,666,017	26.0	19.3	20.2	23.3	19.1	20.9	25.9	19.8	21.1	24.4	19.4	20.7	25.0	19.5
243	69,505	1,845,017	25.9	19.6	20.3	22.9	19.2	20.9	25.4	20.1	21.3	23.9	19.6	20.8	24.7	19.8
273	68,737	1,924,436	25.1	19.5	20.4	22.5	19.3	20.8	24.4	20.1	21.4	23.7	19.9	20.9	24.1	19.8
266	71,880	2,090,342	25.6	19.6	20.1	22.9	19.2	20.6	25.4	20.3	21.3	24.2	19.9	20.8	24.7	19.8

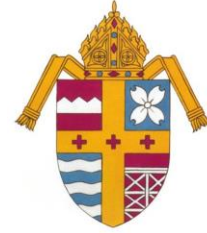
Summary: The Diocesan averages reflect consistent ACT scores higher than the State and national averages. The ACT scores also reflect that the majority of the students are college ready according to the ACT benchmarks for college readiness. (91% ready for college English, 62% ready for college algebra, 73% ready of social science, 65% ready for college biology). Further disaggregation of honors/college prep. Students indicates students in the college preparatory (CP) track have a higher percentage of students below the benchmark in math and science.

Iowa Assessments

The Diocese of Knoxville Catholic Schools administer the Iowa Assessments in grades 1-8 under the direction of the Catholic Schools Office as an overall assessment of the quality and equity of learning of its students. The scores for the Diocese have consistently exceeded the national average in all content areas, scoring in the upper third of the nation. Detailed information on the Iowa Assessments may be found in the Diocesan Student Performance Data Document.

Assessment of Catholic Religious Education/Information for Growth (ACRE/IFG)

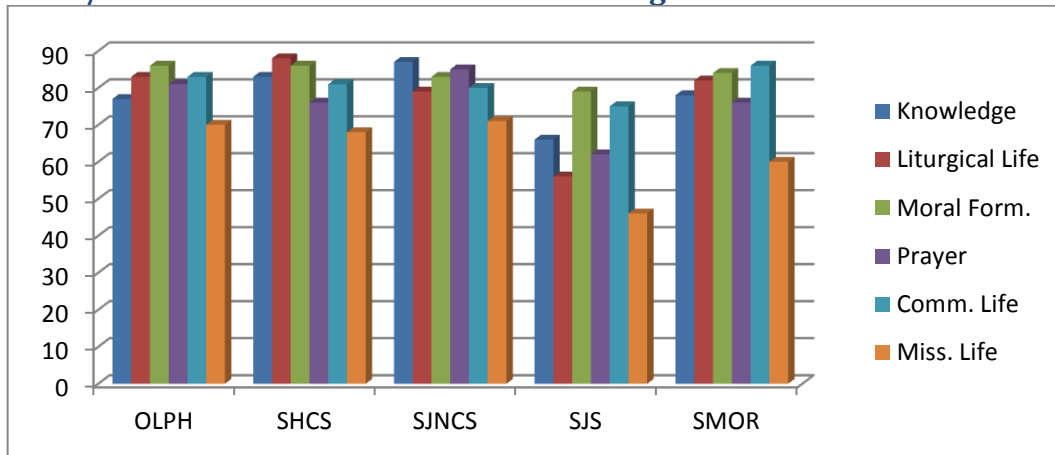
The ACRE assessment, developed by the National Catholic Education Association, is designed to measure the level of faith knowledge of Catholic school students in two domains, cognitive and affective. It is currently being administered in 5 of the 8 elementary schools in grades 5 and 8.



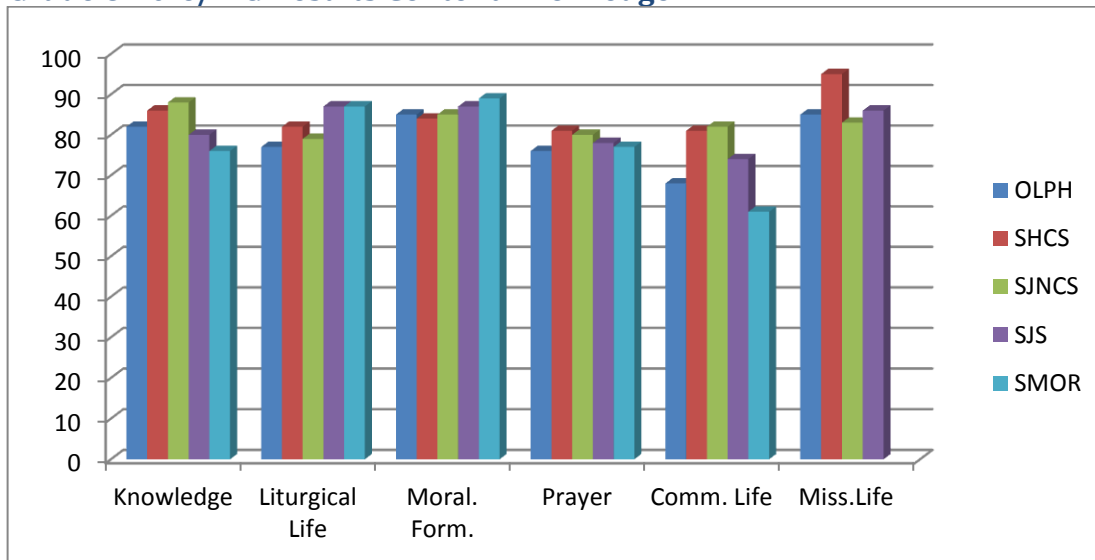
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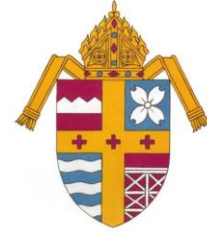
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ACRE/IFG Results Grade 5 Content Knowledge



Grade 8 Acre/IFG Results Content Knowledge





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4. Beliefs *Tenets*Values

This section details the foundational principles, convictions, and customs that undergird the reasons for the Catholic schools.

MISSION AND VISION

MISSION IS THE REASON WE EXIST. THE VISION STATEMENT, BY CONTRAST, IS NOT ABOUT WHAT THE ORGANIZATION CURRENTLY IS, BUT WHAT THE ORGANIZATION HOPES TO BECOME. A VISION STATEMENT IS SOMETIMES CALLED A PICTURE OF THE ORGANIZATION IN THE FUTURE, WHILE NOT PREPARING THE DETAILS OF HOW THE GOAL WILL BE REACHED.

CORE VALUES ARE THE BASIC PRINCIPLES TO DEFINE AND GUIDE HOW PEOPLE SHOULD INTERACT AND BEHAVE.

“FROM THE FIRST MOMENT THAT A STUDENT SETS FOOT IN A CATHOLIC SCHOOL, HE OR SHE OUGHT TO HAVE THE IMPRESSION OF ENTERING A NEW ENVIRONMENT, ONE ILLUMINED BY THE LIGHT OF FAITH AND HAVING ITS OWN UNIQUE CHARACTERISTICS...IN A CATHOLIC SCHOOL EVERYONE SHOULD BE AWARE OF THE LIVING PRESENCE OF JESUS, THE “MASTER” WHO TODAY AS ALWAYS IS WITH US IN OUR JOURNEY THROUGH LIFE AS THE ONE GENUINE “TEACHER”...
“THE RELIGIOUS DIMENSION IN A CATHOLIC SCHOOL”, 1988

To provide clarity of purpose and direction for all stakeholders going forward, the following statements have been developed and embraced.

Mission

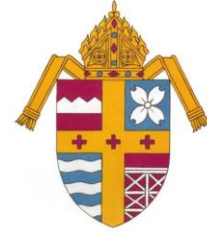
The Catholic Schools of the Diocese of Knoxville prepare scholars, leaders, and saints.

Core Values

Catholic Identity: Our schools are family-centered communities where all decisions, traditions, and teachings originate from our membership in the Catholic Church and are visible as we serve, pray, encourage, and support each other. We collaborate and problem solve in positive ways while respecting the views and needs of others.

Service to God and Others: Our schools serve God by placing our personal needs second to the service of others. We believe that work has dignity and contributes to the community.

Dignity of Individual Persons: Our schools believe that God created each person with dignity and love. We believe that this God-given life should be supported, cared for, and nourished from conception to natural death.



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Honor and Integrity: Our schools are open, honest, and trustworthy. We seek to be fair and loyal to our calling, to those we serve, and to those who serve us. We seek to overlook the faults of others and continue to strive to love them as our Lord has asked.

Excellence: Our schools strive to do the very best we can in all endeavors. We prepare, support, and assist our students to be successful members of society while glorifying God.

Leadership: Our schools bring out the best in others through leadership and guidance in collaborative, community-based environments. The love of God helps the growth of leadership.

Vision

Empowered by the Holy Spirit and recognizing the vital ministry of Catholic education to the future of the Church and nation, we will provide a learning environment that emphasizes quality education and spiritual growth for all.

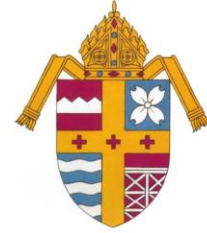
5. Situational Analysis

The situational analysis is the key difference between the strategic plan and the school improvement plan. Ultimately, both will establish identified goals, objectives, strategies, and activities to complete in a specified timeframe.

The situational analysis is also known as a S.W.O.T. analysis because the institution will examine internal and external strengths, weaknesses/challenges, opportunities, and potential threats. This information is collected from stakeholder survey data, focus groups, demographic data/trends, and other organizational self-studies.

Strengths

- Pervasive Catholic identity apparent throughout the schools
- Commitment, leadership, and support of the Bishop and clergy for Catholic school education
- Strong parish support
- Catechesis of religion teachers and all personnel
- Religion classes, prayer, devotions, and Mass participation are an integral part of the academic program
- Presence of Religious Sisters in both high schools and two elementary schools
- Strong academic preparation focusing on the whole child: spiritual, cognitive, physical, social, and emotional
- Diverse offerings in co-curricular activities
- Sense of partnership and cooperative effort between parents, staff, and community
- Strong administrators and school leaders at all levels
- Quality reputation and longevity in the community
- Safe and well-maintained school environments



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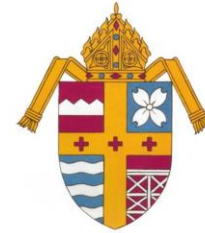
- Employee benefits
- Establishment of two regional funds for tuition assistance support

Weaknesses

- School budgets may not support capital improvements, depreciation and replacement of equipment, or the acquisition of technology or curriculum resources, such as textbooks, to support the delivery of the educational program
- Lack of a clearly defined diocesan marketing plan for Catholic school advancement and increased enrollment
- Disparity in compensation for school personnel between schools
- Schools lack clearly defined three to five year financial plans that includes both current and projected budgets and are the result of a collaborative process
- Geographic separation of the schools
- Serving children with severe special needs

Opportunities

- Strengthen and expand activities started for outreach and service to immigrant families
- Alignment of services and leadership through Diocesan leadership: Grant writing, Marketing, Media/Public Relations, Stewardship/Development, Human Resources
- Diocesan HOME campaign and future growth throughout the diocese
- Community is ready for strategic vision and planning
- Increased collaboration and greater unity as a result of Diocesan leadership and system accreditation
- Partnerships with higher education schools and community businesses
- Collective purchasing
- Increased pastoral planning
- Bishop's love for religious communities may open the door for more religious in our schools
- Catholic schools office as the conduit for best instructional practices, curriculum development, professional development, and school improvement goals
- Catholic population growth, especially with certain ethnic groups such as Hispanic or Vietnamese
- Increased emphasis on alumni outreach including alumni in foundational schools
- Resources for increased professional development for teachers
- Tennessee legislators have proposed a Tennessee Scholarship Opportunity Act that, if passed, could bring new students into the Catholic schools because of the voucher system



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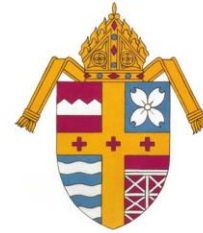
Threats

- Family faith crisis
- Rise in secularism
- Affordability of Catholic School Tuition
- Tuition assistance resources insufficient to support growing need
- Economic instability
- Competition
- Complacency/Fear of change
- Elitism
- Retention and replacement of quality teachers
- Declining enrollment
- Financial stability of schools

Challenges

Within Tennessee there are 2,436 schools that support the education of approximately 1,084,228 students in grades Prek-12. The vast majority of these are public schools (1833) that are owned and operated by the local government. Of this number there are 549 private schools and 54 Catholic schools educating 96,071 students. The quality of education varies considerably ranging from very poor to excellent depending upon location and leadership within each school district or governing body. Public schools are facing population growth issues of diversity, funding, safety, facilities, teacher turnover, accountability and public reliance on schools to solve family and society issues including health and discipline. It has been estimated that on a national basis public government schools now enjoy four times more money per student than they did in 1960. The State of Tennessee Department of Education states the per pupil expenditure in the state is \$8,614. Statistics from the state's private school organizations reveal the average per pupil expenditure for elementary students is \$8,490 and for high school students is \$8,759. Due to this increase in spending, parents are expecting a much higher value of education for their children. From a value point, Catholic schools provide outstanding, quality education, and strong family support while costing less to educate per pupil.

There are a number of private schools located in East Tennessee with most being located in major population communities. The number is growing primarily due to the quality of the education environment being by provided by the public education system. While the state of Tennessee's public education system has demonstrated marked improvement in the last five years, Tennessee still ranks relatively low on the national level in student performance. It is generally believed that most of the private schools provide a higher quality of education than the public schools in both academics and environment. However, these schools are often "stand alone" schools that are aligned with a local church and do not have the benefit of an established school system. A major difference in private versus public schools is the cost of tuition, but parents seeking a quality education for their children identify the value of private school to be their best choice.



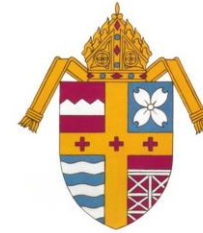
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Home schooling is another method of education that is gaining momentum. The national home school rate has increased 78% in the past eight years. Concern over the school environment; desire to provide moral or religious instruction, and dissatisfaction with academic instruction at government schools are the top reasons given by parents for home schooling their children. With the formation of home school cooperatives, home schooling is not always limited to those families with one 'stay at home' parent qualified to teach.

Each school in our diocese is unique and understandably faces many challenges each day. One example of a major challenge affecting our Catholic schools is a declining student population. While there has been some student population growth in specific geographical areas, overall enrollment has declined 10 percent in the last five years.

Outside factors such as the economic, social, competitive, global, and technological environments have a major impact on our schools. Our ability to understand our strengths, weaknesses, opportunities and threats allows us to anticipate the impact these factors may have on our schools, and will enable us to be better prepared to meet the needs of our students and diocese going forward.



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6. GOALS AND ACTIVITIES (TASK)

GOAL IS A BRIEF STATEMENT REFLECTING AN END RESULT OR DESIRED CONDITION.

DEFINITION: AN ACTIVITY IS AN INDIVIDUAL TASK OR FUNCTION PERFORMED AS PART OF AN OVERALL STRATEGY FOR INSTRUCTION OR IMPROVEMENT. ACTIVITIES ARE SPECIFIC AND INCLUDE A COMPREHENSIVE DESCRIPTION OF THE STEPS TO BE TAKEN, TIMELINES, RESOURCE ALLOCATIONS, STAFF RESPONSIBLE, AND A DEFINED ACTIVITY TYPE (I.E., PROFESSIONAL DEVELOPMENT, DIRECT INSTRUCTION, COMMUNITY ENGAGEMENT, ETC.)

I. Goal Statement:

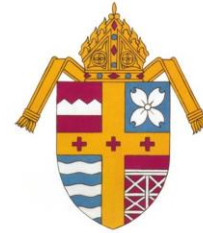
All students will demonstrate increased mathematical proficiency.

Objective(s): Academic Organizational ___

- 1. 85% of students in elementary school will demonstrate a gain in math proficiency by 10 or more NCE points or comparable scale score by 05/30/20*
- 2. 80% of college preparatory students will meet the ACT benchmark proficiency scores in mathematics by 05/30/21*

Strategy: Teachers will implement instructional strategies based on educational research in mathematics education for targeted growth in mathematic performance.

Activities/Tasks	Timeline	Resource Allocations	Person(s) Responsible	Measurement/ Evaluation Tool or Strategy	Record of Completion
1. Professional learning	1/30/17-5/30/18	Title II	Director of Curriculum and Instruction; School Leaders	iFocus Walk-through observations; Survey data	In-progress
2. Math Standards/Curriculum development	7/1/17-8/1/18	Regular budget	Director of Curriculum and Instruction	Completed Curriculum	Not started
3. Focused Data Analysis and Intervention Response	1/30/17-5/30/18	Title II	Director of Curriculum and Instruction; School Leaders	Completion of system data analysis process and tools; Survey data	In-progress



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II. Goal Statement:

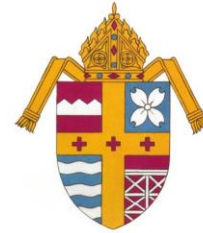
Elementary students will increase reading comprehension.

Objective(s): Academic Organizational ____

- 3. 80% of Title I students in elementary school will demonstrate a gain in the total reading score by 10 or more NCE points or comparable scale score by 05/30/19*
- 4. 75% of SSP students in elementary school or students on Diocesan Student Support Plans will demonstrate a gain in reading proficiency by reaching the 50% percentile rank benchmark by 05/30/20*

Strategy: Teachers will implement instructional strategies based on educational research in literacy education for targeted growth in reading comprehension.

Activities/Tasks	Timeline	Resource Allocations	Person(s) Responsible	Measurement/ Evaluation Tool or Strategy	Record of Completion
1. Implement phonics-based literacy program <i>SuperKids (K-2)</i>	08/1/16-5/30/19	School budgets; Zaner-Bloser pilot grants	Director of Curriculum and Instruction; School Leaders	iFocus Walk-through observations; Survey data	In -progress
2. Develop response to intervention plans based on performance data	1/30/17-5/30/18	Title I; IDEA support; School budgets	School Leaders; Special needs expert personnel; Teachers	Using data to track focused action plans; Iowa Assessment performance scores, Star Benchmark data	Not started
3. Utilize interventionists/resource personnel for direct instruction and academic support	09/1/16-5/30/18	Title I; School budgets	School Leaders; Special Needs expert/specialists personnel; Teachers	Iowa Assessment performance; Star Literacy/Reading performance	In-progress



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III. Goal Statement:

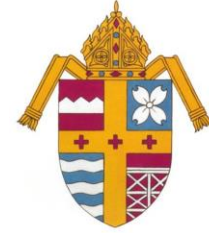
Increase writing proficiency across all secondary grade levels in all content areas.

Objective(s): Academic Organizational

5. All high school students will increase writing proficiency as evidenced by writing performance on PSAT/with some correlation to ACT.

Strategies: 1. Teachers will implement instructional strategies based on educational research in literacy education for targeted growth in writing comprehension. 2. Monitor implementation of standards-based writing instruction according to Diocesan Writing Standards at every grade level and content area. 3. Research and implement an evaluation instrument for elementary school students to monitor writing performance growth.

Activities/Tasks	Timeline	Resource Allocations	Person(s) Responsible	Measurement/Evaluation Tool or Strategy	Record of Completion
1. Professional Learning	08/1/16-5/30/19	School budgets; Title II	Director of Curriculum and Instruction; School Leaders	iFocus Walk-through observations; Survey data	In -progress
2. Standards-based instruction	07/15/17-5/30/19	DOK Standards for Writing	School Leaders; Special needs expert personnel; Teachers	iFocus Walk-through observations;	Not started
3. Implement a writing evaluation instrument	09/1/18-5/30/19	Title I; School budgets	School Leaders; Special Needs expert/specialists personnel; Teachers	Tool implementation	Not started



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IV. Goal Statement:

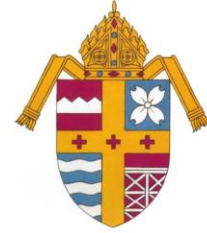
Increase enrollment in each Catholic school by 5% over the next five years.

Objective(s): Academic Organizational

Enact a communications and marketing plan for Catholic schools developed in collaboration with Catholic school leaders and community stakeholders to increase enrollment in Catholic schools by building awareness of the evangelizing mission and academic excellence of Catholic schools in East Tennessee.

Strategies: 1. Communication 2. Marketing

Activities/Tasks	Timeline	Resource Allocations	Person(s) Responsible	Measurement/ Evaluation Tool or Strategy	Record of Completion
1. Marketing plan research	08/1/17-5/30/18	School budgets; Catholic Schools Office budget	Superintendent; School Leaders; Diocesan stewardship	Completed plan proposal	Not started
2. Establish and promote a Diocese of Knoxville Catholic school brand	08/1/18-5/30/19	School budgets; CSO	School Leaders; Superintendent' Development Directors	Survey data; demographic data	In-progress
3. Implement marketing plan	08/1/18-5/30/20	School budgets	School Leaders; Development Directors; Teachers	Survey data; Enrollment statistics	In-progress



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V. Goal Statement:

Ensure operational vitality through responsible policies, practices, and procedures in finances, human resources, facilities, and institutional advancement.

Objective: Organizational

Adopt and maintain standards for feasible 3-5 year financial plans for Catholic Schools that include current and projected budgets and are the result of collaborative processes emphasizing faithful stewardship.

Strategy:

Activities/Actions	Timeline	Resource Allocations	Person (s) Responsible	Measurement Evaluation/Tool	Record of completion
1. Establish a Diocesan financial planning advisory committee	10/1/17-12/30/17	None	Superintendent	Acceptance of members	
2. Develop standards for 3-5 year financial plans	10/1/17-4/1/18				
3. Train School leaders and pastors in financial planning standards adopted	4/15/18-6/30/18				
4. Implement Standards for financial plans for budgets and project budgets	7/1/18-6/30/19				

This improvement plan is a living document and as such may be revised and altered as needs dictate. Specific timelines may be added to refine the objectives within each goal.