

Strategic Plan



Monroe
Catholic
Elementary
Schools

2018-2023

www.mcesmonroe.com



**FORMING SAINTS + SCHOLARS
TO BE SERVANT LEADERS.**



Vision Statement: Monroe Catholic Elementary Schools will be a community of joyful missionary disciples forming Saints and Scholars in the image of Jesus. We will be a school that brings all people to the living Church through virtue-based instruction, high academic achievement, and nurturing the whole person.



Mission Statement: Monroe Catholic Elementary Schools is a Christ-centered, Catholic learning community committed to the academic excellence and spiritual development of every student.

School Profile: Located in Monroe, Michigan, Monroe Catholic Elementary Schools (MCES) is a ministry of St. Mary Parish, St. John the Baptist Parish, and St. Michael the Archangel Parish. MCES was formed in 2012 as a collaborative educational effort by the parishes to strengthen and ensure the rich tradition of Catholic elementary education in the city of Monroe.

MCES is an innovative co-educational, inter-parish school model that shares Christ in and through the Church via its Catholic day school programs serving a wide range of children from infants to students in Grade 8.



**FORMING SAINTS + SCHOLARS
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Background: Under the direction of the Archdiocese of Detroit, Monroe Catholic Elementary Schools completed the 2019-2023 Strategic Plan during the 2018-2019 School Year. The process included the formation of a team of the pastors, school leadership, parishioners, parents, and community members first doing formation around Archbishop Vigneron's pastoral letter: "Unleash the Gospel." Parents and members of the three parish communities were surveyed and the team conducted a SWOT Analysis, studying our strengths, weaknesses, opportunities, and threats. Data about area population, finances, and school data were studied. A new Vision Statement was created and finally a series of mission and data based goals, objectives and action steps were created to help us better serve the families of Monroe Catholic Elementary Schools for years to come.



The Four Domains

D1 Mission &
Catholic Identity

D2 Academic
Excellence

D3 Governance &
Leadership

D4 Operational
Vitality

SERVICE TO OUR LOCAL COMMUNITY & BEYOND.

Form members of our community in the principles of Catholic Social Teaching, especially as they relate to virtue education.

- To increase understanding of the idea of service & Catholic Social Teaching through formation in religious instruction. Use "Docat" as a faculty book study for the 2018-19 school year. (2018-2019)
- To incorporate service and Catholic Social Teaching and the Education in Virtue program throughout daily operations. Incorporate CST into lesson planning and identify a virtue from the Virtue in Education program and use it as the focus over a two week period. (2020)

Increase student, family, faculty & staff participation in service projects offered at the school, parish, local and national/international level.

- To instill the idea of servant leadership in all community members through our belief of forming saints and scholars to be servant leaders. Identify service project opportunities in our parish communities, including service to the poor (food and clothing collections), unborn (baby bottle drive), and more Each grade will participate in at least one class-wide service project throughout the year. Schoolwide service projects will take place 2-3 times per year. Identify service project opportunities within our larger community, by partnering with community organizations, such as Gabby's Grief Center, Paula's House, St. Vincent de Paul, God Works, Heartbeat of Monroe, Hope for Recovery, Devoted Barn, Habitat for Humanity, Oaks of Righteousness, and local nursing homes Each grade will participate in at least one class-wide service project throughout the year. Schoolwide service projects will take place 2-3 times per year. (2019-2020 School Year)
- Include available service projects in the community for families, faculty and staff to take part in on their own time from around the local area, the vicariate and in Southeast Michigan on the school calendar in the weekly News & Notes Emails. (2019-2020)

SERVICE TO OUR LOCAL COMMUNITY & BEYOND.

Continued: Increase student, family, faculty & staff participation in service projects offered at the school, parish, local and national/international level.

- Assign each grade level a particular service project rooted in the corporal works of mercy as their defining contribution to our service program. (2019-2020)

INCORPORATION OF CATHOLIC SOCIAL TEACHINGS IN ALL SUBJECTS.

Create understanding amongst constituencies of Catholic Social Teaching & of its ability to be woven through all that we do, especially through the Education in Virtue Program.

- Assign each grade level a particular service project rooted in the corporal works of mercy as their defining contribution to our service program.
- To understand the role of Catholic Social Teaching as it relates to real world problems. Purchase "Docat" from Ignatius Press for all Teaching Staff. Discuss sections of "Docat" during our monthly Organized Study Groups (Professional Learning Communities); specifically: "How can I discuss this in my class?" (2019)

Incorporate Catholic Social Teachings into all academic subject areas through lesson planning.

- To empower teachers to explore new ways to include principles of our faith in their subject areas, especially Math, Science, Social Studies & English. Include Catholic Social Teaching Principles in daily lesson plans. Explore and engage in Professional Development Speakers on integrating Catholic Social Teachings in all subject areas (2020).



D2 Academic Excellence

ACADEMIC EXCELLENCE THROUGH TEACHER DEVELOPMENT & STUDENT SUPPORTS

Ensure best teaching practices to increase student achievement through observation and teacher mentorship.

- To establish standards for teacher expectations, especially in lesson & unit planning, website posting, and curriculum mapping. Check lesson plans and classroom website weekly; audit coverage of standards using planbook.com. Require teachers to update Curriculum Mapper on a monthly basis and give respected work time during building-level meetings to accomplish this (ongoing 2018-2023).
- To increase opportunities for professional development and collaboration to help the teachers gain new skills.
 - Under the Charlotte Danielson Framework, give high quality feedback and identify areas for growth for all teachers and staff (2020).
 - Provide professional development by leveraging title funds to their fullest potential (ongoing). Require all teachers to participate in the organized study group/PLC and mentorship program to support one another on a monthly basis (2020)
 - Implement peer observations for all faculty members, providing teachers Classroom Learning Labs to explore different teaching styles and take a critical look at their own teaching, identifying areas for growth (2031).



Support teachers and students all members of our community are achieving their God-given potential through individual and group differentiation and intervention services.

- To engage with our student support services to provide supports for teachers to implement interventions in their classrooms. Have Student Support Services Interventionists “push in” to classrooms more frequently than pulling students from class, modeling tier II and III interventions (2019-2023).

D2

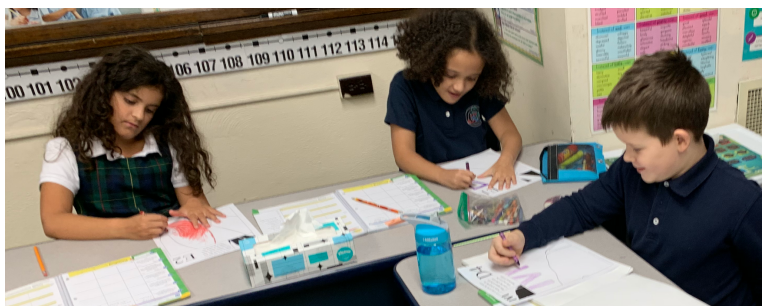
ACHIEVEMENT ON STANDARDIZED TESTING: EXCEL & MARKET

Identify areas for growth on the ITBS/CogAT and develop goals and teaching strategies to improve.

- To increase student achievement on the standardized testing required by the AOD and our own selected assessments, such as the Developmental Reading Assessment. Prepare students for standardized testing by doing academic assessments in the same format (using a bubble sheet for answering multiple choice questions) (Spring 2019 & beyond). Encourage participation in the NUMATS early testing for PSAT 8/9 and ACT/SAT (Ongoing). Offer in school test preparation for the High School Placement Test (HSPT) (2020).

Analyze reading and comprehension ability and design targeted interventions to help students succeed.

- To help students obtain testing skills that will benefit them as they move through their educational programs.
 - Analyze AOD Religion test scores based on standards and create focus standards for weaker areas (2020).
 - Develop and offer elective classes in the middle school that hone reading, writing and STEM skills (ongoing).
 - Reviewing ITBS data and setting goals for each individual student who does not meet the 60th percentile benchmark (2018, annually).
 - Assess students using the Developmental Reading Assessment (DRA) a three points throughout the school year in grades Kindergarten through 4th grade (2019, annually).
 - Implement the DRA for 5th through 8th grade and assess students a three points throughout the school year (2019-2020, annually).
 - Begin a quarterly math assessment to track student growth across all levels (2021).



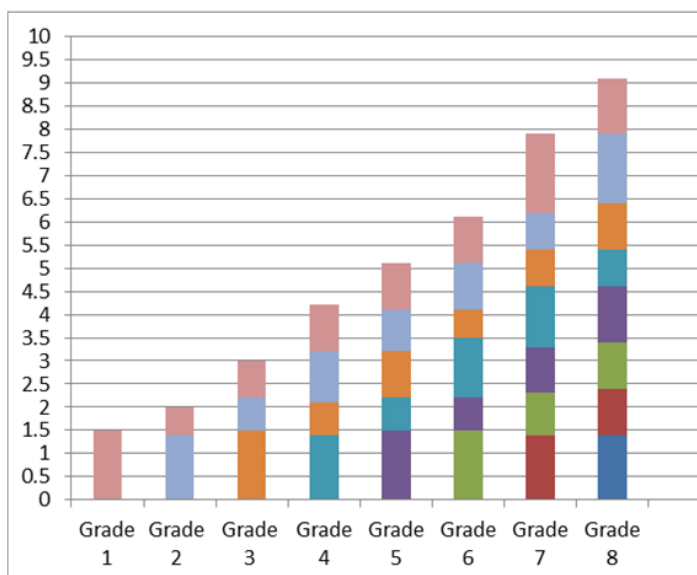
D2

ACHIEVEMENT ON STANDARDIZED TESTING: EXCEL & MARKET

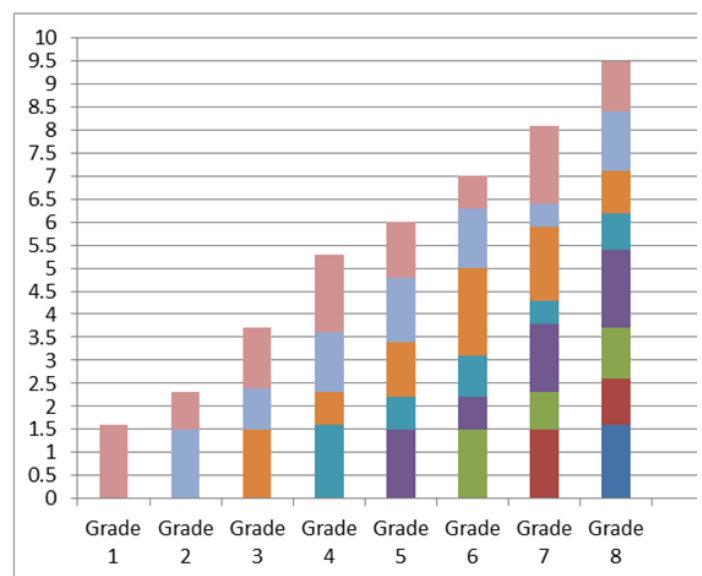
Share our high achievement with the community as a marketing tool.

- To use our high achievement on standardized testing as a marketing tool.
 - Track cohort growth year-to-year to measure progress (annually).
 - Assess and track growth in math computation through a quarterly or more frequent math assessment (fall 2019).
 - Participate in statewide PSAT 8/9 in spring 2020 for eighth grade to give metrics for comparison (Spring 2021).

Grades 1 – 8 Grade equivalency increase in Math 2011 -2018



Increase in Grade Equivalency in Language Arts 2011 -2018



LIVING DOCUMENTS FOR LEADING MCES

Develop a process for updating the Articles of Agreement (the documents that govern our unique school model).

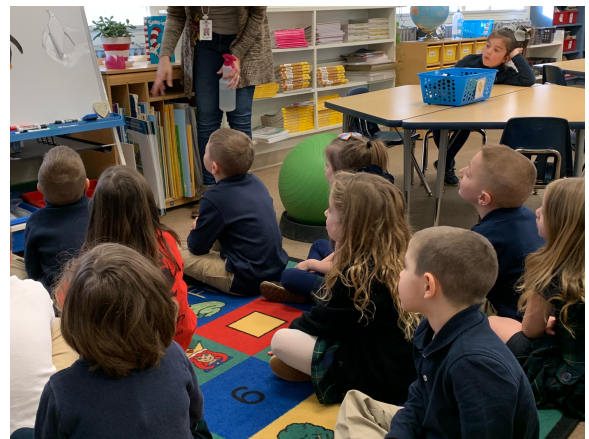
- Work under the direction of the AOD Department of Evangelization, Catechesis and Schools, to review and update the current Articles of Agreement. Engage with the Department of Evangelization, Catechesis and Schools on a meaningful process for updating the Articles of Agreement . (2019-2020 School Year)
 - Pastors of three city of Monroe parishes to provide feedback to the AOD directly via Deacon William Kolarik.
 - MCES Leadership team to provide feedback to the AOD directly via Deacon William Kolarik.
 - AOD to provide feedback on the draft revisions and process for final review and approval.
 - The AOD will help the Pastor Delegate lead the process for approval of the revised Articles of Agreement (2020).



LIVING DOCUMENTS FOR LEADING MCES

Engage in best practice with seasoned professionals regarding a nontraditional Catholic school model.

- To learn best practices from other multi-campus, inter-parish collaborative school models (2022-2023).
 - Connect with schools of similar format, such as All Saints Academy in Diocese of Grand Rapids or Traverse City Catholic Schools in Diocese of Gaylord to learn from them.
 - MCES Leadership Team will review the schools that were used as example schools during the creation of our model.
 - MCES Leadership Team will contact school models that are similar to setup a time to talk about models, best practices and lessons learned.
 - MCES Faculty/staff/SAC/leadership will review data learned and compile schools we might want to partner with for more advanced ideas and ongoing relationship building.
 - Members of the strategic planning committee visit schools identified as strong prospects for ongoing learning and partnership.
 - Establish the ongoing partnership(s) and invite those schools to Monroe. Share our learnings both locally here in Monroe and at the AOD to enhance Catholic School Collaboration in the years to come, specifically at conferences such as NCEA, MANS, and the Archdiocese of Detroit



DEVELOPMENT OF LEADERS

To create an ongoing process of formation for leadership both in daily operations and succession planning.

- To develop systems for supporting pastors, School Advisory Council and MCES Leadership Team in the MCES model.
 - Engage in team formation, such as Patrick Lencioni's "5 Dysfunctions of a Team" and Personality Testing to utilize and leverage each member's unique skills and talents and will be used as part of the induction program (2019-2020).
 - Explore the formation of a Leadership Program, either on the diocesan or local level. Includes identifying teaching staff with leadership potential to take part in the Archdiocese of Detroit Principal Formation Institute (Fall 2020).
- To create a high functioning School Advisory Council through formation and establishing roots in mission.
 - Create a "job description" for School Advisory Council members that is shared with the pastors to assist them in selecting new members (Fall 2019).
 - Implement a "School Advisory Council Orientation" to onboard new members of the School Advisory Council based on the best practices outlined by the Office of Catholic Schools at the Archdiocese of Detroit (Fall 2019, ongoing annually).

Establish a mentoring program for current and new teaching staff and a leadership program to form future school leaders, thereby ensuring succession planning.

- To create a strong pipeline of potential future leaders for the MCES leadership team.
 - Engage teaching staff and school staff in personality testing to determine each member's unique gifts and talents to identify areas they can assume leadership (Fall 2019).
 - Engage with formation programs that develop new leaders, such as the Alliance for Catholic Education, including exploring financial support to sponsor attendees (2020 and beyond).

D4 Operational Vitality

LONG RANGE FINANCIAL PLANNING

Have an AOD approved percent of parish operating receipts which may be used to subsidize our collaborative Parish school.

- Work with the AOD to establish a policy for what the AOD parish investment limit is, as listed on pg 2 of the current Articles of Agreement under the section titled “Sponsoring Parish Financial Investment.”
 - Work with the AOD Department of Evangelization, Catechesis and Schools, to determine how to calculate the parish subsidy percentage given we are a collaborative Parish school that falls under the Financial and Administrative Policies and Procedures of a non-parish school for budget reporting (page 168, glossary) (2020).
 - Work with the AOD Department of Evangelization, Catechesis and Schools, to determine what percentage of the Parish’s operating receipts is the upper limit for parish investment (2020).
 - Use this calculation and limit amount to determine if the current amount of Parish support falls below the upper limit, if not adjust accordingly (2021).



Create multi year financial plans and projections.

- To set five year plan for Parish investments, both capital (Parish Budget) and operational (School Budget) (2020).
 - Work with the Pastor and appropriate Parish committees to understand 5-year capital investment goals for each of the three Parishes.
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To project five enrollment trends based on previous five years

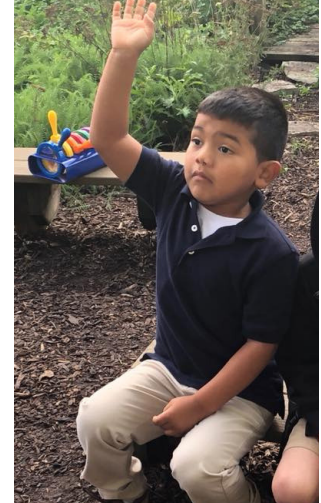
- Use enrollment trends and retention numbers to set projection for five year enrollment numbers, share with the community (2020).

D4

LONG RANGE FINANCIAL PLANNING

Create a community education plan around historical, current and projected budgets.

- To agree upon the financial data to share annually from both Parish and School budgets
- Work with the Pastors to review the AOD strategic planning numbers and set what financial data from the Parish will be shared with the school budget information. This will be shared annually each January to the larger school/parish community (Winter 2020).



COMPREHENSIVE ADVANCEMENT PLAN

Bring together the marketing/communication plan, enrollment goals and fundraising activities to make a comprehensive plan for institutional advancement that will increase retention of current students, recruitment of new students, positive perception in the larger Monroe community.

- Increase enrollment in all three MCES campuses by updating the marketing/communication plan to enhance and coordinate the multiple engagement activities (for example, open house, shadow students, and county fair booth) and information tools used to reach our target markets (Monthly through 2023).
- Update the old marketing plan to include all of the new marketing and communication activities. (Start immediately and track progress monthly at Leadership Team, Pastors and SAC meetings)



D4

COMPREHENSIVE ADVANCEMENT PLAN

Create a community education plan around historical, current and projected budgets.

- Use county data on population, parish demographics and top zip codes for current students to prioritize spending of marketing dollars (2022).
- Organize and present annually enrollment plan to track both retention and new enrollment numbers for the school, preschool program, childcare center and latchkey programs (2019-2020, annually).
 - Track the outcomes of these marketing and communication activities: A/B test our value proposition, Attendants at tours/open houses, Visits to our website (analytics), Requests for information, Social media engagement, and New enrollments.
 - Review outcomes and update or create the new a multi-year marketing and communication plan to keep expanding and improving the work.
 - Set specific goals for enrollment and retention.
- Identify, grow and maintain fundraising prospects in partnership with existing fundraising events to generate support from the larger community beyond parents and grandparents.
 - Purchase and populate donor CRM software (2019-2020).
 - Use CRM to create prospect reporting program with strategies and next steps (2020).
 - Launch scholarship giving major gift program (2021).



- Increase awareness and support beyond the active Catholic Community (2020-2023).
 - Select the best possible formats to educate our community on the multi-year balance of enrollment numbers and annual tuition collection data for the school and preschool programs.
 - Organize and present the multi-year enrollment and retention data for the childcare and latchkey program.



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