

Ensuring Educational Excellence (E3)

Western Catholic Educational Association

Copyright 2017 ©



A Self-Study for Seton Catholic Preparatory

1150 North Dobson Road

Chandler, AZ 85224

WCEA School Code: S116

Visit Dates: March 24-27, 2020 (Cancelled)

Revised Visit Dates: February 9-11, 2021

Revision Date: January 25, 2021

***Note One:** The dates for execution that were written in the initial plan were based upon approval of the plan in March of 2020 at the time of our proposed initial visitation. As a result of the cancellation of that visitation, coupled with the onset of the CoronaVirus, we have proceeded cautiously with the implementation of our plan and many of those dates have been pushed forward. As a consequence, the actual projected dates are listed in italics in this Self-Study.*

***Note Two:** This Self-Study is the culmination of a school-wide and community-wide effort involving parents, students, faculty, staff, alumni, and community members who worked together to identify priorities for the future of Seton Catholic Preparatory. Beginning in August of 2018, a planning committee began development of the process. Over 1500 parents, students, staff, alumni, and community members helped to identify priorities for the future of the school and developed this plan for improvement. The Core Leadership Team will measure and report implementation progress each year to the school community.*

Table of Contents

CHAPTER 1 – Introduction to the School	4
A. Introduction	4
B. Student Demographics	5
C. School Personnel Demographics	6
Administrative Personnel	6
Faculty	6
Staff	8
Board/Council	9
Parent Organizations	11
Alumni Organization	13
D. Brief History of the School	13
E. Most Significant Developments in School Life Since the Last Self-Study	14
F. E3 Self-Study Groups	15
G. How the Visiting Committee Will Access Required Information	18
CHAPTER II – School Purpose	19
A. Mission Statement	19
B. Philosophy Statement	19
C. Integral Student Outcomes (ISOs)	19
D. Motto	21
CHAPTER III - Findings	22
A. Catholic Identity Standards	22
Summary	22
Key Strengths	24
Key Growth Areas	26
B. School Organization Standards	27
Summary	27
Key Strengths	28
Key Growth Areas	29
C. Teaching and Learning Standards	30
Summary	30
Key Strengths	31
Key Growth Areas	31

D. Student Support Standards	32
Summary	32
Key Strengths	34
Key Growth Areas	34
E. Material Stewardship	35
Summary	35
Key Strengths	36
Key Growth Areas	37
F. Discerning Areas for Critical Growth	38
Areas for Critical Growth	38
CHAPTER IV – Educational Improvement Plan	42
A. Implementation of the Prior Plan from the Last Self-Study	42
B. New Educational Improvement Plan (EIP)	46

CHAPTER 1 – Introduction to the School

A. Introduction

Seton Catholic Preparatory

WCEA Code: S116

1150 North Dobson Road Chandler, Arizona 85224

Year of Inception: 1954

Nature of the School

Ownership

Gender

Educational Thrust

Diocesan*

All Female

College Preparatory

Parochial*

All Male

Comprehensive

Religious*

Coeducational

Other (**specify below**)

Lay Group (Identification of this owner):

Remove control if no other

Governance Structure

Policy Board

Advisory Board/Council

Board of Limited Jurisdiction*

Consultative Board/Council

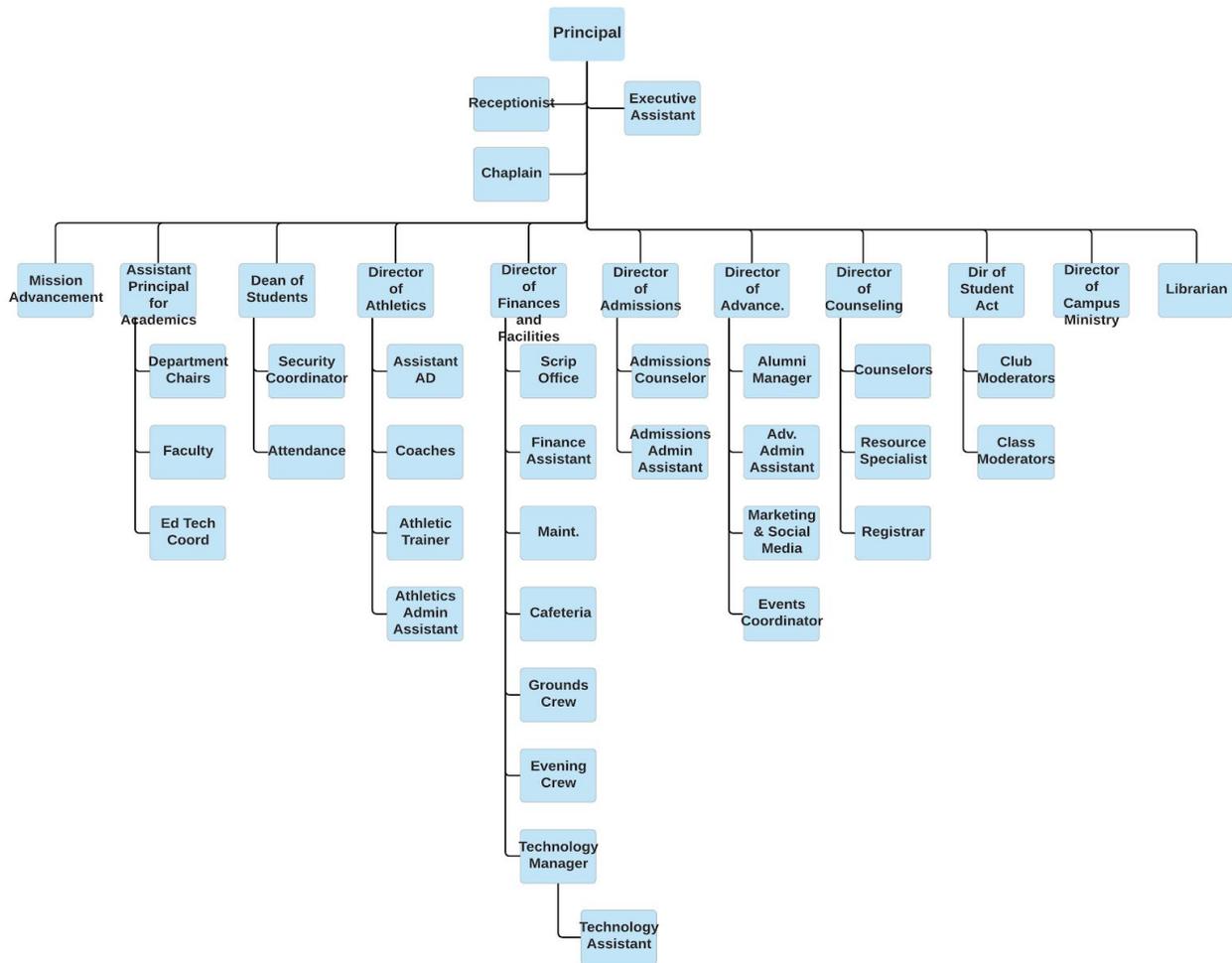
Other (specify)

Specify other here or **delete**

*with reserve powers to the Owner (i.e., diocese, parish, religious congregation, other [canonical, Juridic Person])



School's Organizational Flow Chart



B. Student Demographics

Year	16-17	17-18	18-19
Enrollment	572	582	596
Catholic Composition			
Catholic	547	511	494
Non-Catholic	17	20	-
Other	8	51	102
Racial Composition			
Alaskan/American Indian	8	7	11
Asian	23	32	25
Black/African American	10	10	16
Native Hawaiian/Pacific Islander	1	1	2

White/Caucasian	477	474	459
Two or More Races	44	44	56
Unknown	9	19	27
Special Education/Special Needs			
Students with a Diagnosed Disability	18	9	49
Students with Support Plan	34	43	49
Students with an IEP	2	2	9

C. School Personnel Demographics

Administrative Personnel

<u>Name</u>	<u>Title</u>	<u>Years of Service</u>	<u>Status</u>
Esposito, Bob	Director of Finance and Facilities	14	FT
Forseth, Holly	Campus Minister	4	FT
Grindey, Julie	Dean of Students	13	FT
Hollerbach, Pam	Director of Counseling	11	FT
Mayo, Matt	Athletic Director	8	FT
Pogge, Jim	Director of Advancement	2	FT
Pattock, Beth	Director of Student Activities	26	FT
Fr. Seavey, Tim	Chaplain	3	PT
Serna, Victor	Principal	3	FT
Sweeney, Gene	Assistant Principal for Academics	1	FT
Vidaurre, Guillermo	Director of Admissions	3	FT

Faculty

<u>Name</u>	<u>Title</u>	<u>Years of Service</u>	<u>Status</u>
Anthony, Thomas	Business Faculty	35	FT
Armbruster, Zetta	English Faculty	14	FT
Babb, Barbara	Science Faculty	3	FT
Bell, Amanda	Theology Faculty	8	FT
Bonomo, Shelby	English Faculty	1	FT
Breen, Jessica	English Faculty	12	FT
Buchanan, Gregg	Assistant Athletic Director	3	FT
Cassidy, Gerry	Science Faculty	4	FT
Chiu, Wen	World Languages Faculty	8	FT
Decker, Todd	Math Faculty	6	FT
Dieterle, Cole	Science Faculty	2	FT
Duviau, Florence	World Languages Faculty	1	FT

Ecker, Brittany	Theology Teacher	1	FT
Foor, Clarisa	English Faculty	7	FT
Foor, Michael	Fine Arts Faculty	6	FT
Frable, Matthew	Fine Arts Faculty	17	FT
Griffith, Elizabeth	Math Faculty	15	FT
Hart, Steve	Social Studies Faculty	13	FT
Hartman, Gail	Theology Teacher	2	FT
Henson, Lindley	World Languages Faculty	6	FT
Hillebrand, Nan	Counseling	9	FT
Hoff, Olga	World Languages Faculty	6	FT
	Science Teacher and Database		
Horn, Ryan	Manager	11	FT
Kochis, Leah	Counselor	13	FT
Kohl, Jennifer	Learning Resource Coordinator	13	FT
Kubasak, Cynthia	Theology Faculty	15	FT
Lezcano, Christine	Fine Arts Faculty	5	FT
Madariaga, Ainhoa	World Languages Faculty	3	FT
Martin, Patricia	Fine Arts Faculty	2	FT
Martin, Richelle	Social Studies Faculty	2	FT
Mayo, Matt	Athletic Director	8	FT
Mead, Michael	Math Faculty	13	FT
Mullins, Jerry	Counseling	34	FT
Neely, Greg	Math Faculty	2	FT
Nowak, Michelle	Librarian	15	FT
Palanzo, Ashley	English Faculty	1	FT
Pattock, Beth	Student Activities Director	26	FT
Pardini, Cheryl	World Languages Faculty		FT
Peñate, Robbie	Theology Faculty	4	FT
Peterson, Jacqueline	Math Faculty	7	FT
Polanco, Rolanda	Fine Arts Faculty	12	PT
Price, Katherine	English Teacher	2	FT
Reardon, Patrick	Social Studies Teacher	6	FT
Ryan, Stephen	Science Faculty	3	FT
Sanders, Cecilia	Math Faculty	8	FT
Self, Karen	Social Studies Faculty	25	FT
Silvas, Jacquese	P.E. Faculty	4	FT
Slater, Doug	Fine Arts Faculty	3	PT
Stephenson, Brian	P.E. Faculty	5	FT
Swinford, Sarah	Science Faculty	1	PT
Tole, Melissa	Ed Tech Coordinator/Teacher	6	FT



Wahlheim, Pete	Head Football Coach/P.E. Faculty	7	FT
Whitson, Thomas	Athletic Trainer/Health Coordinator	3	FT

Number of Faculty	54
Catholic Composition	
Catholic	44
Non-Catholic	6
Other	4
Gender Composition	
Female	31
Male	23
Ethnic Composition	
Alaskan/American Indian	0
Asian	0
Black/African American	1
Native Hawaiian/Pacific Islander	0
White/Caucasian	53
Two or More Races	0
Unknown	0

Composition of Faculty With:	
Bachelor's Degree only	20
Master's Degree	32
Doctorate	1

Staff

<u>Name</u>	<u>Title</u>	<u>Years of Service</u>	<u>Status</u>
Adney, William	IT Manager	5	FT
Barten, Jack	Safety and Security Coordinator	6	FT
Brown, Maggie	Alumni Relations Manager	3	FT
Dodaro, Beth	Receptionist/Attendance Athletics Administrative	19	FT
Evans, Kathleen	Assistant	11	FT
Farfante, Linda	Spirit Store	7	FT
Forseth, Holly	Campus Minister	4	FT
Fraher, Kailey	Counseling Intern Advancement Associate &	1	PT
Glasser, Patricia	Database Specialist Library Assistant/Events	1	PT
Hill, Karen	Coordinator	14	FT
Holland, Hunter	Facilities	1	FT



Howard, Christine	Staff Accountant	1	FT
Korp, Nathan	IT Analyst	1	FT
Martinez, Brandy	Assistant to the Principal	9	FT
Martinez, Oscar	Maintenance	2	FT
Olivas, Erminia	Admissions Counselor	4	FT
Rodriguez, Javier	Maintenance	3	FT
Rodriguez, Teresa	Staff Accountant	7	FT
Ryan, Siu-Ling	Finance Clerk	23	FT
	Admissions Administrative		
Sweador, Lisa	Assistant	7	FT
	Ed Tech Coordinator/Pubs		
Tole, Melissa	Teacher	6	FT
Zylla, Julie	Registrar and Counseling Assistant	7	PT

Board/Council

Corporate Board

The Most Reverend Thomas J. Olmsted, Bishop
 Harry Plummer, Superintendent
 Victor Serna, Principal

- This board meets annually.
- The Board is comprised of the bishop, principal and superintendent as voting members
- The Chair of Finance and Board President are non-voting members.

Advisory Board

2019-2020 Officers

Kelly Brown, President
 Bridgette Cosentino, Vice President
 Lori Shipley, Secretary
 Fr. Chris Axline, Clergy
 Rich Zawtocky, Board of Trustees Liaison

Names and Terms of Leadership:

- President, 1 year term
- Vice President, 1 year term
- Secretary, 1 year term
- Principal, Ex-Officio
- School Chaplain, Ex-Officio
- Clergy member, 3 year term



- Appointed member, 1 year term and may be re-appointed by the Board subject to the approval and consent of the Principal.
- How a Member Becomes a Part of the Board:
- Elected Board members are to be parents or guardians of students attending SCP at the time of their election or are to be an alumni of the school. No school staff member (or member of the staff's household) will be eligible for Board membership.
- Standing Committees of the Board:
- Finance
 - Nominating
 - Catholic Identity
 - Student Life
 - Communications
 - Technology
- Frequency With Which the Board Meets:
- Monthly (generally the last Friday of the month)

Board of Trustees

2019-2020 Officers
 Mr. Gabe Ortiz '88, President
 OPEN, Vice President
 OPEN, Secretary

- Names and Terms of Leadership:
- President, three year term
 - Vice President, three year term
 - Secretary, three year term
 - School Principal
 - Director of Advancement
 - Committee Chairs will build their membership to include 3 to 4 members
- How a Member Becomes a Part of the Board:
- Members are invited by the Board to join, with the approval of the principal and serve a three year term
- Standing Committees of the Board:
- Communications and Advocacy
 - Advancement and Development



Frequency with which the Board meets: ● Quarterly

Parent Organizations

Seton Parents Association

2019-2020 Officers

Toni Stevensen, President

Kimberly Bradsky, Vice President

Cheryl Spindler, Communications Officer

Sherrie Eckert, Treasurer

Darlene Nimsger, Recording Officer

Active Membership: ● 19 active volunteers
● All 584 Parents with current Seton students are members of the SPA: Dues are paid at registration

Names and Terms of Leadership: ● President, 1 year term
● Vice President (President-elect), 1 year as Vice President and 1 year as President
● Treasurer, 1 year term
● Recording Officer, 1 year term
● Communications Officer, 1 year term
● New Family Officer(s), 1 year term
● Committee Chairs, 1 year term (Staff Appreciation, Hospitality, Student Socials, Senior Brunch, Christmas Bonus Program, Community of Concern)

Major Functions: ● Bring together students, parents and staff in fun and educational ways
● Support students, parents and staff in their time of need.
● Parent/Student Education Speaker Series

Sentinel Booster Club

2019-2020 Officers

Laura DeCaro Chairperson



Bob Eviston, Vice Chairperson
Dave Kossler, Treasurer
Kevin Brown, Secretary
Joe Wallace, Past/Continuing Board Member

- Active Membership:
- 300 active members
- Names and Terms of Leadership:
- Chairperson, 2 year term
 - Vice Chairperson, 2 year term
 - Treasurer, 2 year term
 - Secretary, 2 year term
 - Past/Continuing Board Member, 1 year term
 - Committee Chairs, volunteer (Membership, Social/Tailgate/Fun-Raising, Sports Program/Advertising, Volunteers/Concessions, Spirit Shop, Team Parent Coordinator, Fund-Raising Events, Seton Classic Golf Tournament, Seton Poker Palooza)
- Major Functions:
- Providing support for the Athletic Department and overall development of the student athletes.
 - Raising funds to be used directly for the Athletic Department
 - Organizing the interests and resources of the members of the Club in support of the Athletic Program
 - Keeping our members informed of the activities of the Athletic program
 - Acting as an organization for the mutual exchange of ideas between the Sentinel Booster Club and the Athletic Department

Lara Linnen, President
Julie Estes, Vice President
Nicole Fleckenstein, Secretary
Mark Waypa, Treasurer
Anne Braun, Member at Large

- Active Membership: ● 25 active members
- Names and Terms of Leadership: ● President, 2 year term
● Vice President, 2 year term
● Treasurer, 2 year term
● Secretary, 2 year term
- Major Functions: ● Act as a booster club for the Fine Arts at Seton
● Support all of the Fine Arts activities by providing financial assistance and volunteers

Alumni Organization

Alumni Advisory Council

Maggie Brown, Chairperson, 2019-2020

- Active Membership: ● 9 active members
- Names and Terms of Leadership: ● Chairperson, 3 years
- Major Functions: ● offer social opportunities to enable alumni to reconnect, reminisce and grow as individuals with a common bond.
● enhance communications between alumni and their alma mater.
● promote a positive image of Seton Catholic Preparatory among its constituency and throughout the greater community.
● provide meaningful opportunities to contribute financially for the enhancement and preservation of the facilities and educational programs for which Seton Catholic Preparatory is known.



- provide annual reunions for alumni coordinated with Homecoming activities.
- provide alumni supported activities to help prepare students for college and career through the Counseling Office.

D. Brief History of the School

Seton Catholic Preparatory is a diocesan high school that has served the East Valley for 65 years. Seton was founded in 1954 by Father Joseph Patterson, pastor of St. Mary's Parish, to serve the Catholic and Hispanic community of Chandler. Father Patterson was responsible for bringing in the Sisters of Charity of Greensburg, Pennsylvania to partner with Seton. This relationship is cause for the school's namesake, and for the relationship between Seton Catholic Preparatory and the Sisters of Charity of Greensburg, Pennsylvania. The Diocese of Phoenix assumed administrative control of the school in 1973.

In 1980, a fire destroyed nearly half of the original Seton Catholic Preparatory campus. A determined community of parents, students, staff and alumni set up temporary classrooms until new facilities were built at the present location. The new facility opened in August of 1983 with eight classrooms, administrative offices and a chapel. Two additional classroom buildings and a gym were then added bringing the total classrooms available to 27. On March 11, 2008, the St. Elizabeth Ann Seton Chapel was dedicated marking the beginning of the most recent campus expansion. In the fall of 2011, the three-story, 59,000 sf Fine Arts Building was opened which brought a theatre, dedicated Fine Arts facilities, and more classrooms to the Seton campus. Currently, Seton has 45 classrooms in use including a 385-seat theatre, dedicated fine arts facilities, and dedicated athletic facilities.

In addition to buildings, Seton Catholic Preparatory is known for graduating students who have become leaders in their local parishes, families, and civic communities. Our alumni have many opportunities to engage with the school community' students including: Pizza with the Pros which allows our alumni to speak to current

students about potential careers and The Young Alumni Forum which brings our alumni to current students about preparing for life in college by offering practical tips and advice. We also honor our alumni at the annual Hall of Fame awards which recognize alumni for their leadership to the greater community and athletic contributions as a student which have led to recognition in the greater community. The school recognizes alumni at their fiftieth reunion and beyond with an annual Golden Sentinels dinner, as well as inviting all alumni to return for Homecoming with a reception prior to the game. Our alumni are a significant and valued support of the school community. Seton Catholic Preparatory is celebrating 65 years as a school in 2019.

E. Most Significant Developments in School Life Since the Last Self-Study

- Student Leadership and the Seton Catholic Preparatory campus community have been enhanced through the introduction of House System, 2016-2017.
- Seton Catholic Preparatory's Academic Excellence resulted in being awarded National Blue Ribbon, 2017 and in being recognized as the best private school in Chandler, 2019.
- Seton Catholic Preparatory developed and introduced the Pathways To Innovation and Pathways To Success Programs in 2015-16 to support a diverse range of learners.
- A Learning Resource Coordinator was added in the 2019-2020 school year and the ARC, Academic Resource Center, was developed, expanding our ability to support our diverse range of learners.
- Recognizing technology can enhance the learning environment and with the initial support of the Virginia Piper Grant, the introduction of a BYOD program in 2013-2014, allowed students to use individual devices for learning.
- A Learning Management System, CANVAS, and a Student Information System, Powerschool, were also implemented to enhance the use of technology for learning.
- Seton Catholic Preparatory added both an Ed Tech Coordinator and a Database Manager in 2016 to support teachers and staff.

- Seton Catholic Preparatory has expanded access to material resources for families by providing information, and access to a variety of STOs and Catholic Education Association (CEA) funding.
- Finally, a number of personnel and leadership changes have impacted Seton Catholic Preparatory's environment. These include changes in long term leadership both at the school and Diocesan levels. The school's Principal, Assistant Principal and Chaplains have changed due to retirement, career moves, and Chaplain re-assignments. At the Diocesan Catholic Schools Office the Vicar of Evangelization, Superintendent, and Assistant Superintendents have changed. These changes have directly impacted the focus, management, and leadership at the campus level.

F. E3 Self-Study Groups

Ensuring Educational Excellence Coordinators:

David Sorkin, Assistant Principal 2013-June 2019

Gail Hartman, Faculty June 2019

Melissa Tole, Faculty, Data Library June 2019

Core Leadership Team:

Gail Hartman, Chair

Victor Serna, Principal

Gene Sweeney, Assistant Principal

Julie Grindey, Dean of Students

Pamela Hollerbach, Director of Counseling

Beth Pattock, Director of Student Activities

Leadership Team:

Holly Forseth, Campus Minister

Cindy Kubasak, Theology Department Chair, Faculty

Steve Hart, Social Studies Department Chair, Faculty

Lindley Henson, World Languages Department Chair, Faculty

Ryan Horn, Science Department Chair, Faculty

Matthew Frable, Fine Arts Department Chair, Faculty

Michael Mead, Math Department Chair, Faculty

Catholic Identity Home Group 1

Campus Ministry

Fr. Tim Seavey

Holly Forseth

Teaching and Learning Home Group 3

Math

Todd Decker

Elizabeth Griffin



Jennifer Kohl

Carlie Jensen (2018)

Michael Mead

Jackie Peterson

Cecilia Sanders

Catholic Identity Home Group 2

Theology

Cynthia Kubasak

Daniel Barba (2018)

Brittany Ecker (2019)

Amanda Bell

Gail Hartman

Robbie Penate

Teaching and Learning Home Group 4

Physical Education

Gregg Buchanan

Caleb Lepisto (2018)

Jacque Silvas

Brian Stephenson

Kathleen Evans

Pete Walheim (2019)

School Organization Home Group 1

Beth Dodaro

Brandy Martinez

Erminia Olivas

Teresa Rodriguez

Lisa Sweador

Guillermo Vidaurri

Teaching and Learning Home Group 5

Science

Barbara Babb

Gerry Cassidy

Cole Dieterle

Ryan Horn

Stephen Ryan

Shelby Bonomo (2019)

Teaching and Learning Home Group 1

English

Zetta Armbruster

Jessica Breen

Clarisa Foor

Ann Hansen (2018)

Patricia Nash (2018)

Mary Jane Pearson (2018)

Katherine Price

Ashley Palanzo (2019)

Teaching and Learning Home Group 6

Social Studies

Thomas Darby (2018)

Steve Hart

Richelle Martin

Patrick Reardon

Karen Self

Teaching and Learning Home Group 2

Fine Arts

Michael Foor

Matthew Frable

Christine Lezcano

Patricia Martin

Rolanda Polanco

Doug Slater

Melissa Tole

Teaching and Learning Home Group 7

World Languages

Wen Chiu

Lindley Henson

Olga Hoff

Ainhoa Madariaga

Robin Noudali (2018)

Material Stewardship Group 1

Student Support Home Group 1



Advancement
Maggie Brown
James Pogge
Brian Rosario (2018)
Lucille Ruchensky (2018)
Joyce Valdez (2018)
Karen Hill
Michelle Nowak

Counseling
Pamela Hollerbach
Nan Hillebrand
Leah Kochis
Jerry Mullin
Julie Zllya

Material Stewardship Group 2

Administration
Bob Esposito
Julie Grindey
Matt Mayo
Beth Pattock
Siu-Ling Ryan
Victor Serna
David Sorkin (2018)
Gene Sweeney (2019)

Catholic Identity Standards Integral Group

Co-Chair: Cindy Kubasak, Theology Dept Chair & Faculty
Co-Chair: Holly Forseth, Campus Minister
Parent: Karla Quijada (Karla Romero)
Parent: Dc. James Carabajal (Josephine Carabajal)
Student: Jake Marr
Student: Rachael Martinez
Jennifer Kohl, Student Support Services
Patricia Martin, Faculty
Zetta Armbruster, Faculty
Todd Decker, Faculty
Cole Dieterle, Faculty
Stephen Ryan, Faculty
Karen Self, Faculty, Head GBB Coach

Student Support Standards Integral Group

Co-Chair: Pam Hollerbach, Counselor
Co-Chair: Leah Kochis, Counselor
Parent: Kelly Shewbridge (Elliott Shewbridge)

Parent: Perry Gordon (Mason Gordon)
Student: Zach Barto
Student: Josephine Carabajal
Robbie Penate, Faculty
Matt Mayo, Athletic Director
Beth Dodaro, Receptionist Attendance
Guillermo Vidaurri, Director of Admissions
Greg Neely, Faculty
Clarisa Foor, Faculty

School Organization Standards Integral Group

Co-Chair: Steve Hart, Dept Chair & Faculty
Co-Chair: Ryan Horn, Dept Chair & Faculty
Parent: Darlene Nimsger (Ryan Nimsger)
Parent: Kelly Brown (Jacob Brown)
Student: Joseph Saltonstall
Student: Kayla Prendergast
Amanda Bell, Faculty
Brandy Martinez, Principal's Assistant
Maggie Brown, Alumni Relations

Material Stewardship Standards Integral Group

Co-Chair: Mike Mead, Dept Chair & Faculty
Co-Chair: Lindley Henson, Dept Chair & Faculty
Parent: Laura DeCaro (Noah DeCaro)
Parent: Toni Stevenson (Audrey Stevenson)
Student: Veronica Borboa
Student: Elizabeth Wallace
Bob Esposito, Director of Finance
Jim Pogge, Director of Advancement
Thomas Anthony, Dept Chair & Faculty

Karen Hill, Library Asst, Events Coordinator
Gerry Cassidy, Faculty
Patrick Reardon, Faculty
Julie Grindey, Dean of Students

Katherine Price, Faculty
Nan Hillebrand, Counselor
Michael Foor, Faculty
Brian Stephenson, Faculty, Head Baseball Coach

Teaching and Learning Standards Integral Group

Co-Chair: Matthew Frable, Dept Chair & Faculty
Co-Chair: Jessica Breen, Dept Chair & Faculty
Parent: Mrs. Gump
Parent: Kelly Rafford (Sean Rafford)
Student: Audrey Stevenson
Student: Kendall Young
Gene Sweeney, Assistant Principal

Lisa Sweador, Admissions Assistant
Michelle Nowak, Librarian
Jerry Mullin, Counselor, Head Softball Coach
Liz Griffith, Faculty
Kathleen Evans, Admin Asst. Athletics
Barbara Babb, Faculty

G. How the Visiting Committee Will Access Required Information

The school will be sharing a shared folder via google shared drive that will have links to the Data Library, E3 Process Forms, and Student Work Samples.

CHAPTER II – School Purpose

A. Mission Statement

Seton Catholic Preparatory provides a college preparatory curriculum within a Catholic faith community focusing on academic excellence, leadership and loving service to others.

B. Philosophy Statement

Seton Catholic Preparatory is a community of faith whose mission is to call its students to full participation in that community and to challenge them to achieve superior standards of educational excellence.

Seton Catholic Preparatory, offering a college preparatory curriculum, is a Catholic school whose ultimate task is to prepare students with the resources necessary for lifelong learning within the framework of the Gospel of Jesus Christ and His Church. While supporting parents as primary educators, the faculty and staff of Seton Catholic Preparatory facilitate students' religious formation, academic progress, and social, cultural, physical and moral development. The school also invites students to examine the possibility of God's call to religious life, priestly life or lay ministry. Seton Catholic Preparatory teaches the value of self-discipline, and cultivates respect for self and others.

Realizing the importance of the formation of the whole person, Seton Catholic Preparatory encourages self-confidence and the holistic development of its students so they will be fully prepared to spread the Gospel and be contributing members of their parish, the broader Church and society.

C. Integral Student Outcomes (ISOs)

Graduates of Seton Catholic Preparatory are expected to embody the characteristics embraced by the school and the community. These characteristics are:

1. Spiritually developed Christians who:
 - a. Articulate the teachings of Jesus Christ in both word and deed
 - b. Lead and participate in service to one another, the school and the community-at-large
 - c. Lead and participate in the communal life of the Church, including liturgy, retreats and daily prayer

2. Confident individuals who:
 - a. Exhibit solidarity according to Catholic teaching by striving for justice, promoting human dignity, and embracing diversity.
 - b. Make a positive difference by being involved
 - c. Share talent and expertise with others

3. Responsible decision makers who:
 - a. Set goals and objectives
 - b. Identify priorities
 - c. Assess options
 - d. Change behavior after making a mistake

4. Academically prepared individuals who:
 - a. Are critical thinkers
 - b. Apply logical thinking and problem-solving skills to daily life
 - c. Read for enlightenment and information
 - d. Use technology effectively, efficiently and appropriately
 - e. Apply organizational skills
 - f. Value further education
 - g. Meet the academic standards established by the diocese and fulfill the graduation requirements of Seton Catholic Preparatory

5. Effective communicators who:
 - a. Participate in cooperative groups to accomplish identified goals
 - b. Express thoughts clearly both orally and written in all disciplines
 - c. Exhibit reading and listening skills
 - d. Employ conflict-resolution skills

Seton Catholic Preparatory's Mission, Philosophy, and Integral Student Outcomes (ISOs) were affirmed by the Home Groups and Leadership Team in September of 2018. Within each home group the Seton Mission and Philosophy was compared to the ISOs and they were found to be in alignment. The ISOs are promulgated by being displayed in all classroom facilities, in the student handbook and on the website. In light of the changing learning needs of students, the current Leadership Team will be revisiting the key questions used in 2000 to first formulate Seton Catholic Preparatory's ISOs. with the intention of updating the school's ISOs to focus on intentionally forming students to develop leadership skills, academic excellence, and a heart for service to others. In addition, the Leadership Team will guide the community in updating Seton Catholic

Preparatory's Mission Statement, and Philosophy to reflect a diverse population of learners. This work will be completed as part of the school's continuous improvement during the next accreditation cycle.

D. Motto

Ad Jesum per Mariam

To Jesus through Mary

The motto of Seton Catholic Preparatory is derived from the Sisters of Charity, the order founded by the school's namesake, St. Elizabeth Ann Seton.

CHAPTER III - Findings

A. Catholic Identity Standards

The school is Catholic, approved by the Local Ordinary (Canon 803), providing authentic Catholic teaching, opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community.

Summary

Seton Catholic Preparatory continues to be an authentically Catholic school providing formation in Christ and a culture of human dignity. The teaching across the curriculum, service to the community, opportunities for communal worship and participation in the Sacraments are oriented toward God and the formation of the human being within himself and in relation to others.

Summary

Seton Catholic Preparatory's Philosophy, Mission Statement, and Integral Student Outcomes show its dedication towards educating the whole student and leading them to Christ and living their personal call to holiness. The school's Integral Student Outcomes identify specific Christian virtuous characteristics students are expected to embody. Seton Catholic Preparatory faith community's most visible strengths are present in the prayer life on campus, and the strong sense of community and commitment to service.

Continuously seeking ways to further develop the faith life of students and their families is integral to the mission of Seton Catholic Preparatory. The school seeks to develop faith filled students who will be able to stand firm in their faith in a more and more secularized world. Visible pieces of evidence include the school's commitment to finding ways to engage students in service to self and others through the House system, PASS days of service, and Senior service capstone projects. In addition the school's Theology teachers are active in pursuing strategies and methods to effectively deliver the USCCB High School Curriculum keeping it both relevant and engaging in the classroom and within each student's life. In addition the Theology department works to create cross-curricular opportunities to reflect on the gospel, dignity of life, and Catholic-Christian

moral values, virtues and principles in all subject areas. The Seton Catholic Preparatory Chapel, and other signs and symbols of Catholic identity proclaim a Catholic presence to all, including the greater community.

Seton Catholic Preparatory's mission to provide loving service to others and thus has made great strides in expanding its opportunities for service in many areas. Since the last accreditation visit, the school has further developed the PASS (Prayer and Service at Seton) experience to include every student in the Freshmen, Sophomore, and Junior class. In small groups, students and staff travel to locations within the community to serve a population in need. In addition, Seton offers Immersion opportunities to serve migrants at the Mexico/United States border with Kino Border Initiative, and day-long visits to Maggie's Place to learn about the value of life and how to care for young women needing support during pregnancy. Through the House system, all students have the opportunity to donate cans of food during a food drive and donate money in the Catholic Relief Services provided rice bowls. Nearly every student volunteered at Unified Field Day in 2019, providing and participating in games for kids and teens with special needs. Seton's athletic teams and clubs are also encouraged to serve together. A few highlights are providing hats for homeless, running in the "Nun Run" with 'Our Lady of Solitude', and donating blood.

The Seton Catholic Preparatory Community faculty, staff, parents, and students are given a plethora of opportunities for worship throughout the year. Seton offers daily Mass in the Chapel every school day. All-school Mass is held on Holy Days and other special days throughout the school year (Homecoming, Mothers' Mass, Fathers' Mass, Grandparents' Mass, Senior Mass). Houses also gather in the Chapel for Mass during scheduled House time twice each year to celebrate together. Adoration and Reconciliation are offered on All-School Mass days, with every department bringing their classes once during the school year. Two special Reconciliation services for the entire school are offered, one during Advent, another during Lent. Prayer is said to begin each class period, and the entire school joins together in prayer before lunch each day. Every student

attends one retreat throughout the school year. In addition, Sophomores may voluntarily attend a Boys or Girls Retreat, and Juniors and Seniors may attend a Kairos retreat.

It is evident that Seton Catholic Preparatory integrates its Catholic faith into its rigorous curriculum. One way this is shown is through daily prayer at the beginning of each class. The school also follows all academic standards and course requirements set forth by the Diocese as well as using religious textbooks approved on the USCCB High School Doctrinal Framework Text list. There are various examples of each department infusing reasonably related Catholic content in their curriculum. Some examples of this would be the examination of the presence of Catholic-Christian values in American society and politics, a bioethics unit in biology, discussing the dignity of life through the use of novels in Literature, written reflection on the gospel in World Languages courses, and learning of sacred music for performing ensembles.

The Catholic identity is physically prominent throughout Seton's campus. The most evident of these signs and symbols include daily communal prayer, Bibles and a crucifix in every classroom, and a centrally located chapel on campus. This physical Catholic identity can also be seen through the formative experiences provided by the school such as participation in school liturgy and Diocese sponsored educator days. The Seton community has a high percentage of Catholic students, faculty, and staff. This high percentage enables Seton to engage the practicing Catholics in their faith and utilize their knowledge and involvement in activities to grow an authentic Catholic presence within and around the school as well as in the greater community.

Key Strengths

- Seton Catholic Preparatory provides many opportunities for students to participate in loving service towards others, both within Seton Catholic Preparatory and throughout the greater community.

Rationale: Seton Catholic Preparatory has extended the PASS (Prayer and Service at Seton) experience to include every student in the Freshmen, Sophomore, and Junior class. In addition, Seton Catholic Preparatory offers immersion opportunities to learn about issues surrounding immigration at the [Kino](#)

[Border Initiative](#), and day-long visits to [Maggie's Place](#). Maggie's Place has several locations in the Phoenix area where support to pregnant and parenting women and their children is provided. Students visiting Maggie's Place are able to learn about the issues surrounding pregnant and parenting women and their children. Students choosing to participate in the Kino Border Initiative or to attend Maggie's Place are able to deepen their understanding of Catholic social teachings through immersion and service to those communities. Students also serve their community through food drives, Unified Field Day, community 5K runs, hosting blood drives, etc. ([CI23](#), [CI25](#))

- Seton Catholic Preparatory provides regular opportunities for prayer and reception of the Sacraments. Rationale: Through retreats, daily Mass on campus, class prayer, Reconciliation, Adoration, and monthly all-school Mass, community members of Seton Catholic Preparatory practice their Catholic faith each day through prayer, and offers many opportunities for students to grow in faith. ([CI2](#), [CI4](#), [CI6](#), [CI17](#), [CI18](#))
- Seton Catholic Preparatory emphasizes faith across the curriculum and through extracurricular activities (many departments, coaches and moderators incorporate the Catholic faith into their lessons). Rationale: Seton Catholic Preparatory emphasizes its Catholic identity through daily prayer, meeting rigorous standards of education, using approved religious textbooks ([CI10-CI11](#)), and infusing reasonably related Catholic content in their curriculum. ([CI30-31](#)). ([CI2](#), [10](#), [CI11](#), [CI30-31](#))
- When walking onto Seton Catholic Preparatory's campus, it is obvious, through visible signs and symbols, that this a Catholic school. Rationale: The Catholic identity is physically prominent throughout Seton Catholic Preparatory's campus ([CI2](#), [CI26](#)). This physical Catholic identity is enhanced by formative faith experiences provided by the school for the school community ([CI18](#), [CI29](#)). ([CI2](#), [CI18](#), [CI26](#), [CI29](#))

- Seton Catholic Preparatory has a strong Catholic community: With 90% of students, and 83% of administration, faculty and staff identifying as Catholic.

Rationale: The Seton Catholic Preparatory community has a high percentage of Catholic students, faculty, and staff. This high percentage enables Seton Catholic Preparatory to engage practicing Catholics in their faith and utilize their knowledge and involvement in activities to grow an authentic Catholic presence. ([CI28](#), [CI39](#), [CI40](#))

Key Growth Areas

- Seton Catholic Preparatory would like to improve the school's partnership with parents in alignment of the school's philosophy that parents are the primary educators of their sons and daughters.

Rationale: The role of Catholic education is to work in partnership with parents as they seek to educate their children in the faith. By expanding and investigating ways to support our families as they grow in faith and learning would enhance this partnership. Survey shows there is room to improve our relationship with the community's parents. ([CI20](#), [CI21](#), [CI22](#), [CI37](#),

<https://dphx.org/evangelizing-through-catholic-schools/>)

- Seton Catholic Preparatory would like to support students with financial and learning needs as part of the Church's stance on supporting the most vulnerable.

Rationale: Catholic education provides an opportunity for all families who desire their children to seek a Catholic school. All students whether financially stable or in financial need with diversity of learning needs should have access to Seton Catholic Preparatory. Seton Catholic Preparatory recognizes financial access may be a stumbling block for many families today in providing a Catholic education for their children. ([CI39](#)).

- Improving student reverence and participation within their faith is part of Seton Catholic Preparatory’s ongoing mission: Specifically, by helping non-Catholics understand Catholicism and helping Catholics feel confident to practice their faith courageously.

Rationale: Data shows students perception of Catholic Spirit moderately permeates the school. However non-Catholic students struggle to understand how to engage in the Catholic life of the school, while Catholic students share varying levels of comfort when practicing their faith. Continuing improvement in the area of student perception in regards to their Catholic faith is an ongoing process that needs to remain foremost. (CI33, CI39, CI40, <https://dphx.org/evangelizing-through-catholic-schools/> , <https://www.ncronline.org/news/people/study-shows-young-adults-leaving-church-start-down-path-age-13>)

- Seton Catholic Preparatory offers many worship opportunities for students and staff to help them engage in their faith, but these opportunities are often under-utilized.

Rationale: Seton Catholic Preparatory offers many different opportunities for students and staff to worship and pray. The students have a moderately high perception of the degree in which the Catholic spirit permeates the school, but they don’t take advantage of the optional faith opportunities. (CI2, CI3, CI4, CI8, CI17, CI18, CI32, CI33, CI36, CI37, CI38)

B. School Organization Standards

Summary

The Seton Catholic Preparatory Community has many strengths. One such strength is the Seton Catholic Preparatory Support Staff. The Support Staff is deeply caring and fully committed to the entire school. They are accessible, accountable, and serve in numerous capacities at SCP. Both teachers and students benefit tremendously from the Support Staff.

Another strength is the Administration which is incredibly supportive of the faculty. They help define and maintain the mission of the school. They also assist in cultivating and directing the vision of the Seton Catholic Preparatory Community. Seton Catholic Preparatory Administrators provide excellent leadership and guidance for faculty and staff. They are qualified and well suited for their positions.

A third strength is the highly-qualified and passionate faculty. Seton Catholic Preparatory educators follow the religious and educational objectives of the school. Teachers, many with advanced degrees, are highly committed to Catholic Education and feel truly blessed to work at Seton Catholic Preparatory.

Organizational communication has been identified as a significant area of growth for the Seton Catholic Preparatory community. From a strategic perspective many initiatives are not effectively communicated across the community resulting in one group of stakeholders having no idea how another is operating. Studying the factors for this lack of clarity will allow Seton Catholic Preparatory to develop stronger communication channels.

Key Strengths

- Support staff are deeply caring and committed to the school and do not hesitate to highly prioritize the needs of students and faculty.

Rationale: Most support staff have many years of employment/service to Seton Catholic Preparatory, with about half having 7 or more years of service ([OE30](#)). Retention rates are high for support staff with about 1 or 2 leaving each year ([OE31](#)). Overall, students believe Seton Catholic Preparatory staff care about their well-being ([OE1](#)).

- Seton Catholic Preparatory's administrative leadership is well suited for their roles and has created a culture of support for Seton Catholic Preparatory faculty while continuously reminding all in the organization of the vision and mission of the school.

Rationale: All staff are oriented towards the Seton Catholic Preparatory mission and vision ([OE32](#)). Staff feel as if their work significantly contributes towards that mission ([OE34](#)). Administrative leadership has significant experience in their roles ([OE10](#)). Administration provides ample training opportunities for all staff ([OE24](#)) and are generally considered overall as effective. ([OE25](#)).

- Instructional faculty are highly qualified and follow the educational objectives of the school. Most faculty have advanced degrees and intentionally choose to teach at Seton Catholic Preparatory.

Rationale: Faculty make the choice to be and stay at Seton Catholic Preparatory for significant portions of their careers ([OE 19](#)). Almost 3/4 of faculty have advanced degrees ([OE20](#)). Retention rates are better than comparable local high schools. ([OE21](#))

Key Growth Areas

- There is a lack of an overall communication strategy/design throughout the Seton Catholic Preparatory community. Communication forms vary significantly depending on the department/stakeholder.

Rationale: The board does not view its own efficacy highly ([OE4](#)). Support staff has indicated communications throughout the school as a challenge ([OE29](#)). The varied types of communications the school employs is significant and may not be in sync across departments. ([OE38](#)).

- Individual communication expectations and accountability are not well understood or implemented within the Seton Catholic Preparatory community.

Rationale: Support staff has indicated communications throughout the school as a challenge ([OE29](#)).

Parents perceive communications as moderately effective ([OE40](#)). Staff's perception of the quality of the content of communications is moderate ([OE45](#)).

- The Historic part of the campus has not had any major renovations since it was first built in the early 1980s. Classrooms have hard surfaces making the acoustics in them a challenge to a conducive learning

environment. The majority of the Historic campus is visibly unappealing and in need of aesthetic upgrades.

Rationale: The quality of the maintenance and cleanliness of the school internally is perceived as moderately low ([SMR11](#)). The quality of the maintenance of the school externally is perceived as moderately low ([SMR12](#)). The quality of the planning of facilities, buildings and grounds is perceived as moderately low ([SMR11](#), [SMR12](#), [SMR52](#)).

C. Teaching and Learning Standards

Summary

Recognizing the importance of developing an infrastructure that will be more inclusive of all learners, Seton Catholic Preparatory does currently provide a challenging, coherent, and relevant curriculum. In addition to providing a variety of courses, Seton's graduation requirements exceed both state requirements and standards set by the Diocese of Phoenix. Additionally, a large number of students are enrolled in dual-enrollment, honors and Advanced Placement courses, who go on to be successful on the A.P. tests.

Teachers use a variety of methods to meet the diverse learning styles of students. In addition to using Canvas as a tool to interact with students, teachers are also able to collaborate with one another. Likewise, faculty build upon material taught in other departments in order to provide cross-curricular experiences for students, such as between the English and Theology departments.

Throughout the course of the year, Seton Catholic Preparatory faculty provide a variety of methods by which students are able to demonstrate their understanding of course content and mastery of educational outcomes. Homework, in-class discussion, multiple choice tests, essays, oral assessments, projects, and short answer quizzes are examples of such assessments.

Through the use of Canvas and PowerSchool, parents and students have real-time access to a student's

academic performance in class. In addition, teachers and parents are able to communicate via phone or email. The accomplishment of educational outcomes can also be seen in the student test scores (AP, SAT, and ACT), our high rate of college acceptance, and the large amount of scholarship money offered to graduating students.

Key Strengths

- One key strength is the breadth, depth, and flexibility of Seton Catholic Preparatory's curriculum.
Rationale: All levels of students are challenged with programs from Pathways to Success to AP classes; further, the school's curriculum is constantly evolving based on student needs, teacher expertise, Diocesan standards, and changes in the world. ([TL1](#), [TL2](#), [TL3](#), [TL4](#), [TL5](#))
- Another strength is the amount of positive recognition we have received.
Rationale: These areas of recognition include: The Blue Ribbon School Award in 2017, the achievements of our Academic Decathlon and Robotics programs, the quality of the schools at which Seton Catholic Preparatory graduates are accepted, the significant successes of the school's alumni, and performance on standardized tests. ([TL5](#), [TL13](#), [TL14](#), [TL15](#), [TL16](#), [TL32](#), [TL34](#), [TL35](#), [TL38](#), [TL40](#), [TL41](#))
- The greatest strength in this area is the skill, effectiveness, and commitment of Seton Catholic Preparatory's teachers.
Rationale: Teachers use a wide variety of methods of instruction and assessment. They communicate effectively with students and parents, and work to continuously improve their capacity by seeking further education and professional development opportunities. ([TL7](#), [TL8](#), [TL9](#), [TL17](#), [TL18](#), [TL19](#), [TL20](#), [TL21](#), [TL22](#), [TL23](#), [TL24](#), [TL25](#), [TL26](#), [TL27](#), [TL28](#), [TL29](#), [TL30](#), [TL31](#), [TL44](#), [TL45](#), [TL46](#))

Key Growth Areas

- Although curriculum is one of the school's strengths, it is necessary to continuously develop and implement a broader curricular program aimed at college readiness that is inclusive of all learners. Further, the school must supply staff with the guidance, support, and training to meet that goal.

Rationale: Data from the self-study as well as feedback from students and parents choosing to leave Seton Catholic Preparatory indicate the need for the school to serve the less skilled and less prepared students better. It is imperative that all young people choosing to come to Seton Catholic Preparatory will find we are inclusive and capable of providing the necessary support for all students to be successful. ([TL24](#), [TL25](#), [TL26](#), [TL27](#), [TL28](#), [TL29](#), [TL30](#), [TL31](#))

- As the use of technology in the world continues to expand a responsive technology philosophy is necessary to guide its appropriate, engaging, and balanced use in the classroom. Further, the school must supply students and staff with the materials, guidance, support, and training to effectively use technology in the classroom for learning.

Rationale: Data from the self-study indicates a need to develop and implement a technology plan and provide the related infrastructure supports. ([TL21](#), [TL22](#))

- Finally, the school must continue to improve teacher orientation, training, and professional development. This will allow Seton Catholic Preparatory to build a teaching and learning community that is supported, invested, and committed.

Rationale: Data from the self-study coupled with anecdotal feedback from staff, supports the need for the improvement of the school's teacher orientation and ongoing professional development program. ([TL7](#), [TL8](#), [TL9](#), [TL17](#), [TL18](#), [TL19](#), [TL20](#), [TL21](#), [TL22](#), [TL23](#), [TL24](#), [TL25](#), [TL26](#), [TL27](#), [TL28](#), [TL29](#), [TL30](#), [TL31](#), [TL44](#), [TL45](#), [TL46](#))

D. Student Support Standards

Summary

Seton Catholic Preparatory aims to develop each student as a whole person, and therefore offers a variety of programs to support students academically and in their personal growth. The safety of students is paramount to the school. Seton Catholic Preparatory's security on campus and ability to respond in crisis situations has been significantly increased. The updated security system includes: a Sielox Emergency Notification System, comprehensive gates with a mandatory buzz-in front office door, 57 cameras with audio to monitor the campus, an anchor lock system installed on every door, student and staff identification badges worn during the school day and a safety and security coordinator, who is a retired police officer on campus during operational hours. Teachers and students also attend training for safety protocol procedures yearly, which include reunification plans/procedures and monthly lockdown and evacuation drills.

Along with the importance placed on the physical safety of students, Seton Catholic Preparatory supports a rigorous curriculum through a low student to counselor ratio, a Learning Resource Coordinator, 8th hour for students to meet with their teachers, a writing lab, and National Honor Society student tutoring. Seton Catholic Preparatory has responded to address the diverse learning needs of all of our students by adding our Learning Resource Coordinator, a Pathway to Success Program and a Pathway to Innovation Program. Additionally, the school has increased the number of dual enrollment courses, AP courses and summer school offerings. The increase in summer school offerings has opened students' schedules for desired additional coursework and supplementary study halls, which aid in students' ability to be involved in co-curricular activities.

Seton Catholic Preparatory continues to value the importance of co-curricular activities offering over 30 on campus clubs, an extensive fine arts program, and 34 athletic teams. The Seton Catholic Preparatory House system provides a variety of opportunities for students in all grades to build community with one another and

participate in activities several times a month. All students and staff participate each year in community service off campus with members of their House. House leaders along with Sentinel Ambassadors offer ample student leadership opportunities for student growth.

Along with these opportunities, the Counseling Department at Seton Catholic Preparatory aids in helping students to make the transition to college throughout all four years. Counselors meet with students individually, through classroom presentations and through evening college events for parents and families to provide information and guidance about college and the college process. Naviance, a primary college resource for students and parents, is utilized as part of the counseling curriculum each semester in every grade level. Both Naviance and Canvas are used to communicate with students about their next steps in the application process and opportunities for college exploration. The culmination of these varied opportunities help to create a well-rounded, prepared student, who is ready to make the transition to college.

Key Strengths

- Seton Catholic Preparatory provides an environment that is physically safe.

Rationale: Administration and staff have worked diligently to physically secure Seton Catholic Preparatory's campus by adding a variety of resources and upgrading facilities. ([SS1](#), [SS2](#), [SS3](#), [SS4](#), [SS5](#); [CI19](#); [OE3](#); [SMR11](#), [SMR42](#), [SMR52](#))

- Seton Catholic Preparatory has numerous academic supports to meet the needs of all students.

Rationale: The addition of several programs and staff members has increased Seton Catholic Preparatory's ability to help support both high achieving and underachieving students. ([SS17](#), [SS18](#), [SS19](#), [SS21](#), [SS22](#), [SS23](#), [SS29](#), [SS30](#), [SS31](#), [SS32](#), [SS33](#), [SS34](#), [SS36](#), [SS38](#), [SS39](#); [TL 5](#), [TL6](#), [TL7](#), [TL8](#), [TL9](#), [TL37](#), [TL40](#); [OE29](#))

- Seton Catholic Preparatory has ample co-curricular opportunities available to enrich the development of students as whole persons.

Rationale: For the size of the student body, Seton Catholic Preparatory offers a plethora of clubs, athletics, fine arts, service experiences and student leadership opportunities. ([SS24](#), [SS25](#), [SS26](#), [SS27](#), [SS28](#), [SS40](#))

Key Growth Areas

- Additional professional development is needed for faculty to address the needs of Seton Catholic Preparatory's increasingly diverse population with a breadth of learning needs.

Rationale: As the student population is becoming increasingly more diverse, ongoing professional development is needed to assist and serve teachers so as to address student's individual learning needs. ([SS15](#), [SS16](#), [SS17](#), [SS18](#), [SS19](#); [OE26](#))

- There is a need to continue to grow and improve the House System to further develop a welcoming and inclusive student community.

Rationale: House has made positive changes in student leadership and peer mentoring; however, continued development and improvement of House is needed to foster community among the school's students. ([SS7](#), [SS8](#), [SS25](#), [SS26](#), [SS27](#), [SS28](#), [SS40](#); [CI4](#), [CI25](#); [OE3](#))

- Seton Catholic Preparatory needs to continue to further develop and evaluate its academic support programs to meet the needs of underachieving students.

Rationale: Though Seton Catholic Preparatory has supports in place for underachieving students, continued exploration and development of these programs is needed, as well as data gathering to evaluate the effectiveness of learning interventions. ([SS10](#), [SS11](#), [SS12](#), [SS13](#), [SS15](#), [SS16](#), [SS17](#), [SS18](#), [SS20](#), [SS23](#); [OE18](#))

E. Material Stewardship

Summary

Seton Catholic Preparatory exhibits responsible stewardship in the management of the school's material resources. Seton Catholic Preparatory strategically allocates material resources to school departments including admissions, finance, and school safety. Seton Catholic Preparatory's admissions department uses its material resources to increase visibility in the local Catholic community and the community at large: To widen exposure for Seton Catholic Preparatory, they make regular use of social media platforms and recruiting events. The finance department uses best practices to meet the school's operating needs. They are also responsive when guiding families in need of financial assistance. The safety and security of the school has been significantly upgraded; Seton Catholic Preparatory has recently installed electric gates, increased the number of security cameras, and implemented new procedures requiring identification badges for all students and staff.

While Seton Catholic Preparatory conducts responsible management of its material resources, there remain opportunities for growth. Seton Catholic Preparatory needs to conduct further analysis to reduce student attrition, and should expand efforts to increase enrollment to the school's capacity of 700 students. Seton Catholic Preparatory needs to increase financial aid resources to better support current and potential students. Increased awareness of School Tuition Organizations may provide one avenue for increased resources. Additionally, improvement of Seton Catholic Preparatory's physical appearance, such as large infrastructure upgrades, new exterior paint and stucco, improved classroom interiors, and increased equipment and technology, may enhance the learning environment, increase school pride, and encourage donor support.

Key Strengths

- The admissions department has increased its marketing efforts and visibility in the community.

Rationale: Since the arrival of the new admissions staff, the team has greatly increased the number of events such as feeder school and parish visits, and recruiting events such as parades and fairs. The admissions staff uses social media platforms very effectively to spread the word about Seton Catholic

Preparatory. ([SMR1](#), [SMR2](#), [SMR3](#), [SMR4](#), [SMR5](#), [SMR6](#), [SMR14](#), [SMR15](#), [SMR16](#), [SMR17](#), [SMR21](#), [SMR32](#), [SMR33](#), [SMR44](#), [SMR45](#), [SMR47](#), [SMR48](#), [SMR50](#), [SMR52](#), [SMR53](#))

- The financial department is a faithful steward of the school resources.

Rationale: The school uses best practices in its budgeting and accounting, including a yearly outside financial audit. Resources are allocated effectively to meet the needs of the school. The department is responsive to the financial needs of families as they navigate the various aid packages available.

([SMR7](#), [SMR13](#), [SMR15](#), [SMR17](#), [SMR18](#), [SMR19](#), [SMR20](#), [SMR21](#), [SMR23](#), [SMR27](#), [SMR28](#), [SMR29](#), [SMR30](#), [SMR31](#), [SMR32](#), [SMR33](#), [SMR34](#), [SMR35](#), [SMR36](#), [SMR37](#), [SMR38](#), [SMR39](#), [SMR40](#), [SMR41](#), [SMR46](#), [SMR52](#))

- Safety and security are integral parts of the campus.

Rationale: In the last several years, Seton Catholic Preparatory has made significant upgrades to its safety and security. A full-time safety and security coordinator is on campus during the school day. Students and staff all wear identification badges. All visitors are required to utilize a digital sign-in process when entering school grounds during school hours. The campus has electric gates that remain closed and locked throughout the school day. Seton Catholic Preparatory has 57 security cameras installed campus-wide both inside and outside. ([SMR8](#), [SMR12](#), [SMR13](#), [SMR49](#), [SMR52](#))

Key Growth Areas

- Resources- Seton Catholic Preparatory needs to increase the financial aid resources available to better support both current and potential students, including children of Seton Catholic Preparatory faculty. This can be accomplished by increasing community awareness and participation in School Tuition Organizations (STO).

Rationale: Many academically qualified potential students do not consider attending Seton Catholic Preparatory due to financial limitations. Some faculty members are unable to enroll their children at Seton Catholic Preparatory (or other Catholic schools) due to limited financial resources. ([SMR7](#),

[SMR9](#), [SMR15](#), [SMR16](#), [SMR20](#), [SMR21](#), [SMR22](#), [SMR23](#), [SMR25](#), [SMR26](#), [SMR42](#), [SMR43](#),
[SMR49](#), [SMR51](#), [SMR53](#))

- Enrollment-Seton Catholic Preparatory should expand efforts to increase student enrollment, reduce attrition, and optimize facility usage to reach capacity of 700 students.

Rationale: Seton Catholic Preparatory should expand efforts to attract students from markets beyond traditional feeder schools. Further analysis should be conducted to determine actionable root causes of student attrition and develop strategies to improve retention. ([SMR1](#), [SMR2](#), [SMR3](#), [SMR4](#), [SMR5](#),
[SMR6](#), [SMR17](#), [SMR21](#), [SMR44](#), [SMR45](#), [SMR47](#), [SMR48](#), [SMR50](#), [SMR52](#), [SMR53](#))

- Facilities-Improvement of Seton Catholic Preparatory's campus will enhance the learning environment, increase school pride, and spur donor support.

Rationale: The present size of campus and quantity of classrooms are sufficient for current enrollment. Seton Catholic Preparatory needs a general update to its physical appearance including, but not limited to: large infrastructure upgrades, exterior paint and stucco, classroom interiors, equipment, and technology. ([SMR8](#), [SMR9](#), [SMR10](#), [SMR11](#), [SMR12](#), [SMR13](#), [SMR14](#), [SMR23](#), [SMR42](#), [SMR43](#),
[SMR51](#), [SMR52](#))

F. Discerning Areas for Critical Growth

Areas for Critical Growth

Seton Catholic Preparatory's desire to strategically orient towards serving a diverse population; academically, culturally and financially, provides the foundation for the identified areas for Vital Growth.

Four areas have been identified as essential to meeting the school's vision and mission: Reviewing and aligning the Mission and ISOs to the community's vision for the future, developing the capacity to support student's learning needs, enhancing the teaching and learning environment, and continuing to grow material resources.

- Mission and ISOs: The Seton Catholic Preparatory Mission Statement and ISOs have not been analyzed since 2000. In order to ensure these guiding principles reflect the school’s mission, we would like to specifically review the Mission and ISOs for their efficacy in helping the school to form students in light of the mission. The school’s mission is “To provide a college preparatory curriculum within a Catholic faith community focusing on academic excellence, leadership and loving service to others”. To this end, reviewing and updating the ISOs to ensure they can help the school to deliver a Catholic and academically rigorous curriculum while preparing students for college is important. By emphasizing Catholic Tradition and Charisms, the school will be able to build upon the Seton Catholic Preparatory Community’s history while preparing for the future.
- Student Support: In response to the wide range of exceptionality today’s learners bring to Seton Catholic Preparatory, the school began to address the individual learning needs of many students through the development of the Pathway to Success Program. The school also began providing a wider breadth of summer school courses to allow students the opportunity to enroll in study halls or further explore areas of interest during the school year. In addition to these supports, in 2019-2020 the school added a Learning Resource Coordinator to help further identify and provide support for the various range of learners. These changes have allowed the school to begin addressing the needs of the current range of learners, yet additional work remains. The ongoing development of a specific Academic Resource Center (ARC) under the direction of the Learning Resource Coordinator as well as future planning and development of the ARC Program will assist students with a range of exceptionality to succeed.
- Teaching and Learning: Based upon information gathered from families that are either leaving or choosing not to attend Seton Catholic Preparatory, the school recognizes we have a moral and ethical obligation to provide educational services to our most vulnerable youth. By planning and developing

programs aimed at developing college readiness and academic success inclusive of all learners regardless of their levels of exceptionality, the school can address this community need. Expanding student support for these vulnerable students with the introduction of the Academic Resource Center (ARC) and by supplying targeted professional development will help the school to be prepared to meet these needs.

- **Material Stewardship:** Seton Catholic Preparatory remains the only Catholic high school in the East Valley of the Phoenix metropolitan area. The school has a responsibility to be accessible to families desiring a Catholic education for their children. Seton Catholic Preparatory is fortunate to be in a state where school choice programs, like the tax credit programs, are already established. Seton Catholic Preparatory needs to leverage tax credits and identify other funding streams to provide financial aid opportunities to families who otherwise do not even apply for admission for their sons and daughters. There are several indicators of an increase in the overall eligible student population of the East Valley. This dramatic growth in the East Valley has occurred while Seton Catholic Preparatory's enrollment has remained stagnant at best. The school community has worked very hard to maintain an enrollment of around 600 students. Simultaneously, enrollment in Catholic Elementary Schools in the East Valley has decreased and, as a response to that drop in feeder school enrollment, the school feels the pressure to take immediate action to reverse that trend and increase enrollment. The school knows that it is in serious, deep competition with both public school systems and charter school systems in the area that realize that in order to attract students and parents and provide contemporary educational services, they need to spare no expense in order to provide attractive programs, facilities, and equipment that is state of the art. These systems have spent considerable amounts of money to upgrade programs and facilities to attract the ever growing East Valley population. Since the last accreditation visit, Chandler Unified School District has opened a new high school and they have plans to build another new high school in

the near future. High school-aged students are out there, but Seton Catholic Preparatory is not attracting their proportional share of the education market given the growth of student population in the East Valley. The Historic Campus area of Seton Catholic Preparatory was built in the early 1980s and it has not had any major renovations since that time. The quality of the facilities in the Historic Campus do not match the quality of the newer Chapel or Fine Arts Building and they are in need of immediate renovations to provide an equally aesthetically pleasing environment for current and future students and staff. The school believes that improving the appearance and quality of its facilities campus-wide will significantly increase the ability to attract and retain students and, concomitantly, assist in providing additional resources through increases in tuition revenue.

CHAPTER IV – Educational Improvement Plan

A. Implementation of the Prior Plan from the Last Self-Study

Seton Catholic Preparatory's 2013 Accreditation identified several critical areas for follow-up: To increase student involvement and ownership of Catholic Identity on the Seton Catholic Preparatory Campus; to enhance the academic experience of students; and to attract students from a diverse socioeconomic background. The 2015 Midterm report indicates progress within each area of vital growth. Since the Midterm report, Seton Catholic Preparatory has experienced changes in leadership, which have impacted the school's progress.

Catholic Identity

In addressing the Catholic Identity on the Seton Catholic Preparatory campus under the direction of Campus Ministry in the fall of 2018, the planning, preparation and execution of school liturgical events shifted to the students and staff through the Seton Catholic House System. The Seton Catholic Community is divided into 15 Houses with approximately 10 freshmen, 10 sophomores, 10 juniors, 10 seniors, and 3-5 staff members in each House. Each House is responsible for one liturgical event. All school mass is offered to the Seton Catholic Preparatory community once a month during the months of August, September, November, December, (January is the Grandparents' Mass which is held off campus at St. Andrew the Apostle church) February, March and May. In October and April, 3 smaller masses, that include 5 Houses each, are held in the chapel. Students sit by House during most masses. In addition, Houses oversee Advent and Lenten services. Peer Ministry has also flourished at Seton Catholic Preparatory through a variety of programs. A Kairos retreat opportunity is offered twice a year to junior and senior students and staff. Approximately 50 students attend each retreat. These retreats are student led by 12 student leaders. The students apply to lead and a team selects the leaders for each retreat. The student Leadership Team receives weekly training over a 3 to 4 month period. Training includes: spiritual guidance, clarifying their role on Kairos, running small group discussions, event planning, relating to, listening and talking to their peers. A girls' sophomore retreat and a boys' sophomore

retreat is offered annually and was introduced during the 2017-2018 school year. These retreats were student initiated, proposed, promoted and planned by senior boys and girls. The students receive training during multiple meetings, through Campus Ministry. A retreat is also held for St. John Bosco eighth grade students. The retreat is student led, by current Seton Catholic Preparatory freshman students, who attended St. John Bosco grade school. Seton Catholic Preparatory students are prepared to lead this retreat by attending training sessions.

The Seton Catholic House system was implemented in May of 2017. Students were heavily involved in the design and roll out of the system. The mission of the Seton Catholic House System is “To provide a student led community fostering faith and solidarity.” House activities include: prayer, mass preparation, service, academic preparation, athletic competition, community building activities, peer support, and the arts. There are 62 student House leaders, 15 junior boys, 15 junior girls, 16 senior boys and 16 senior girls. Students apply to be a House leader, attend an interview that is student led and are then selected to lead. Seven of those 62 also serve on the House Executive Council. Leaders attend a training workshop in July and also attend on-going, bi-weekly, before school meetings to prepare for up-coming House meetings. In addition to morning meetings, the Executive leaders also attend a weekly lunch meeting to guide the system. A Faculty Advisory Board was implemented in the spring of 2018 to create a platform where the House Executives could receive feedback and guidance.

Academic Experience of Students

While Curriculum maps have been completed for all classes in all departments and are reviewed and updated annually within Departments, cross-curricular collaboration currently takes place teacher to teacher or department to department. A Technology Advisory Board comprised of Seton Catholic Preparatory parents, administration, Seton Catholic Preparatory IT personnel and teachers was active through September of 2017. Since then, an in house IT department was developed and personnel was added to meet the school’s growing

technological needs. This department now includes: an Educational Technology Coordinator, a Database Manager, a Technology Manager and a Systems Support Analyst. The use of technology for learning in the classroom varies by discipline and teacher. In 2016-2017 Seton Catholic Preparatory incorporated a BYOD (bring your own device) program for all students. Teachers received significant professional development training that included Surface Pro Technology, Canvas, Blended Learning, Project Based Learning, and Planbook incorporated in 2019-2020 providing a consistent platform for faculty lesson planning.

Attracting a Student Body from a Diverse Socioeconomic Background

Since our midterm report, Seton Catholic Preparatory established an in house application and has generated donor funding in 2015 of \$500K towards in house aid. In addition from 2015-2019 Seton Catholic Preparatory has been able to assist 50-60 students on average per year through a distribution of \$65K-\$300K per year. In order to ensure sustainability of financial resources to assist families with internal aid or scholarships our Advancement office is working to create several streams of income including an Alumni Scholarship for Internal Aid (2019), Fundraising Events (2020), and identifying donors for internal aid or scholarships (2020). In addition the work continues to develop an internal aid program for students of staff members to be launched in (2019) for the 2020 academic year. In addition, Seton Catholic Preparatory is working to educate the greater community to make use of tuition tax credits to generate a pool for tuition assistance beyond internal aid. This along with monthly training sessions to help families access STOs for tuition assistance is ongoing. By ensuring a strategic plan is followed, Seton Catholic Preparatory hopes to be able to keep Catholic Education affordable for families.

Material Resources

In terms of Capital Improvements, Seton Catholic Preparatory has successfully enhanced the school's athletic facilities since our midterm report. In particular the upgrades included installation of gym visitor bleachers, a state of the art track, baseball backstop netting, boys locker room improvements, new

softball/baseball bleachers, renovations of the gym lobby and restrooms as well as softball backstop netting, a new javelin runway, and baseball scoreboard. While many of these improvements were possible through our budgeting process, donor support made it possible to move forward in a larger way. While the school has been able to fulfill many capital improvements there remains a need to renovate and expand campus facilities.

Recognizing this is essential for Seton Catholic Preparatory to meet the school's mission and vision to provide a premier Catholic Education in the East Valley, the school's Principal, Director of Finance, Director of Advancement and Athletic Director are working to develop a strategic plan for funding and designing a new Gym/Event Center.

Budget to Meet the Strategic Plan

While Seton Catholic Preparatory is currently able to meet the financial goals for each academic school year including short term initiatives identified in the annual budget, the school is in the process of reassessing the overall strategic plan to support the mission and vision of the school in light of new leadership. This process will ensure the budget developed by the Director of Finance with input from the Principal, Assistant Principal, Director of Admissions, Director of Advancement and Department chairs can meet the short term and long term financial needs of the school community. As tuition is the key component for meeting the budgeted objectives, maintaining and growing enrollment remains essential to the school's financial sustainability. Currently the Admissions staff is implementing new initiatives to increase and maintain enrollment levels. In addition: The budget is balanced prior to Interest/Amortization expense and reflects positive cash flow. Capital Expenditures/Investments are a significant part of the budget and are planned with focus on financial sustainability and future strategic initiatives. To ensure accountability and transparency, the annual budget is approved by both the Finance Committee and Advisory Board. Once approved the Annual Budget is reported to the Board of Trustees.

B. New Educational Improvement Plan (EIP)

Area for Vital Growth # 1: To revisit the school’s Mission and ISOs to ensure they reflect the school’s Catholic community and its desires for the school’s student outcomes upon graduation and in life.	
Goal of the Action Plan	By August of 2020 , <i>August of 2021</i> , the school will review and revise the Mission and ISO’s to ensure they reflect Catholic identity and the necessary student skills and abilities that should be developed prior to graduation. (ISO’s/Profile of a Graduate)
Rationale for the Action Plan (Based on findings in Chapter IV with appropriate references to data from the Data Library)	This Area for Vital Growth came about as a result of conversations in the home groups which indicate a broad and disparate range of responses and questions. Specific suggestions were made to highlight the school as a Catholic faith community first and foremost in the mission statement. In addition it is evident that designing ISO’s to emphasize inclusivity is essential to the school’s growing mission. Guiding Docs Review
Action Steps	
1. The school will obtain consensus from the school community to rearrange the phrasing in the mission statement to a final statement akin to: “Seton Catholic Preparatory: Our mission is to build and maintain a Catholic, inclusive, faith-filled community of determined learners, courageous leaders, and loving servants.” This is similar to the current statement but puts our Catholicity first and foremost, seeks inclusivity, and emphasizes the four charisms of the school’s foundress, Saint Elizabeth Ann Seton.	
Acting Agents:	Principal, Assistant Principal of Academics, Department Chairs, Faculty and Staff, Parents, Alumni, Student Body
Necessary Resources:	<ul style="list-style-type: none"> • A meeting will be held with staff on December 13, 2019 <i>February 26, 2021</i> to introduce the proposal with the intent of using the January 10, 2020 <i>April 9, 2021</i> meeting to wordsmith and make a recommendation to the principal.
Ways of Assessing Progress:	<ul style="list-style-type: none"> • The website and correspondence will change and notification to extended community of the change will occur at the semester.

Ways of Reporting Progress:	<ul style="list-style-type: none"> All school messaging will reflect the change and new mission will be placed visibly in every classroom space by the beginning of the 2020-2021 2021-2022 school year.
Timeline for Completion:	<ul style="list-style-type: none"> Aug, 2020 2021

2. Meet in committees in an iterative process to identify ISOs that specifically focus on measurable traits and skills that will allow students to meet the expectations of the school's Mission.	
Acting Agents:	Assistant Principal for Academics, all staff, parents, and students, and alumni, Principal, Dean of Students, Director of Counseling, Campus Minister, Director of Activities, Athletic Director, Director of Admissions, Director of Advancement, Director of Finance, Chaplain
Necessary Resources:	<ul style="list-style-type: none"> Schedule four meetings from September 2020 2021 until December, 2020 2021 to discuss and coalesce community thinking regarding this issue. Identify, distribute, and read a pair of seminal articles that will help to focus the committees around what the school is looking for to create effective and measurable ISOs. Provide 2-3 exemplars of ISOs.
Ways of Assessing Progress:	<ul style="list-style-type: none"> Meeting One Objective: Working with the current ISO's as a baseline, all participants will work together to develop a list of measurable skills and abilities that would support students in acquiring traits of a Seton Sentinel. Meeting Two Objective: Narrow the focus to those measurable skills that can best support the development of students to acquire the traits of a Seton Sentinel within the context of the school's Charisms: Love, Determination, Faith, and Courage. Meeting Three Objective: Leadership Team looks at the work to date and consolidates those ideas into a representative list of measurable skills and abilities within the context of the four charisms. Meeting Four Objective: Committee of the whole meets to discuss the product of the Leadership Team to gain agreement and consensus.

Ways of Reporting Progress:	<ul style="list-style-type: none"> ● Meeting Minutes ● Final ISO ● The website and correspondence will change and notification to extended community of the change will occur at the semester.
Timeline for Completion:	<ul style="list-style-type: none"> ● Aug, 2020 2021.

Area for Vital Growth #2 Broadening Student Support to address the needs of a diverse range of learners.	
Goal of the Action Plan	By August of 2022, the school will have fully developed and implemented a Student Support Program to provide educational support services, interventions, and a high quality educational experience to a diverse group of learners who have a wide range of learning needs.
Rationale for the Action Plan (Based on findings in Chapter IV with appropriate references to data from the Data Library)	Data from the self-study as well as feedback from students and parents choosing to leave Seton Catholic Preparatory indicate the need for the school to better serve the less skilled and less prepared students. (TL24 , TL25 , TL26 , TL27 , TL28 , TL29 , TL30 , TL31)
Action Steps	
1. Introduce staff to the Academic Resource Center (ARC)	
Acting Agents:	Assistant Principal of Academics, Department Chairs, Learning Resource Specialist, Counselors, Ed Tech Coordinator, Faculty and Staff, IT Manager, Advisory Board, Alumni, Students, Parents

Necessary Resources:	<ul style="list-style-type: none"> ● ARC Program Resources outline of interventions for 2020-2021 ● ARC Program timeline for implementation of larger program ● Meeting to introduce program including connection to vision/mission and with the commitment that professional development will be forthcoming.
Ways of Assessing Progress:	<ul style="list-style-type: none"> ● Teacher, parent, student, community feedback ● Surveys ● Personal interviews
Ways of Reporting Progress:	<ul style="list-style-type: none"> ● Tracking the growth of the program, annually
Timeline for Completion:	<ul style="list-style-type: none"> ● Oct, 2019: Introduce program to staff. ● Fall, 2020: Provide professional development to staff. ● Fall, 2020: Begin sequential rollout of the program. ● 2020-2021 2022: Provide professional development to support current students with executive functioning needs within the classroom. ● 2021-2025: Annually evaluate program and the school's capacity to provide additional services and programs. ● Aug, 2022: Tentative date to begin offering the Options program.
2. Trained and certified staffing will need to be provided to support the effective implementation of the ARC programs.	
Acting Agents:	Principal, Assistant Principal, Director of Finance, Director of Development, Director of Admissions, Director of Counseling, Director of Student Support Services, Parents, Community Members

<p>Necessary Resources:</p>	<ul style="list-style-type: none"> ● Financial Models will need to be determined that assign costs to the program and the services needed for a variety of student learning needs including the cost of salaries, professional development and training of staff, on site Para-professionals, learning devices, Speech, Occupational and Physical Therapy Practitioners as well as behavioral health supports. ● Determination of budget projections for the ARC Student Support Program based on anticipated costs for program to ensure the program is self-sufficient and sustainable. ● Research to determine the channels for securing SPED and Title Funding and liasons with Public School Districts who currently provide testing and therapy for students who have EIPs offsetting for families the costs of these services. ● Securing funding to support faculty and staff interested in serving this population to gain and maintain necessary certifications and qualifications. ● Identify Benefactors who will support the program costs.
<p>Ways of Assessing Progress:</p>	<ul style="list-style-type: none"> ● Teacher, parent, student, community feedback ● Annual financial audits and budget reviews ● Annual adjustments to tuition and fees to sustain the quality of services provided to the school’s students and their families.
<p>Ways of Reporting Progress:</p>	<ul style="list-style-type: none"> ● Annual financial statements and reports to the community ● Annual surveys of community ● Growth in program and number of families served
<p>Timeline for Completion:</p>	<ul style="list-style-type: none"> ● Apr, 2020 Financial budget determined for 2020-2021 school year. ● Aug, 2020 Projected 5 year budget determined by August 2020 which identifies streams of income and projected financial needs to ensure financial sustainability for projected ARC Program growth 2020-2025. ● Aug, 2020-Aug, 2025: Develop and implement a benefactor outreach program to identify and secure 5-10 benefactors, parishes, and community organizations willing to make regular donations to underwrite and support the ARC Program over 3-5 years.

3. Create a schedule that provides students and staff with the choice to use time within the school day to receive intervention, support, counseling, and tutorial assistance.	
Acting Agents:	Principal, Assistant Principal, Director of Finance, Director of Guidance, Director of Student Support Services, Parents, Students, Community Members
Necessary Resources:	<ul style="list-style-type: none"> Funding for travel to visit schools with model alternative schedules
Ways of Assessing Progress:	<ul style="list-style-type: none"> Teacher, parent, student, community feedback
Ways of Reporting Progress:	<ul style="list-style-type: none"> Annual surveys of students, staff, and community
Timeline for Completion:	<ul style="list-style-type: none"> Jan, 2020 2021 Identify strengths and weaknesses of current schedule with an eye to the ability in the schedule to provide intervention and support. Feb, 2020 2021 Work with staff to develop outline and criteria for the ideal schedule. Mar-Apr, 2020 2021 Research other schedules that can and do provide better opportunities for intervention and support. Oct, 2020 May, 2021 Develop Seminar/Intervention model within schedule. Feb, 2021 May, 2021 Run a trial schedule for an entire rotation. Aug, 2021 Implement schedule.

Area for Vital Growth #3 Strengthening Capacity to support the Teaching and Learning community.	
Goal of the Action Plan	In anticipation of needing to prepare teachers to serve learners who bring a wide range of exceptionality, by August of 2020 August of 2022, the school will develop and implement a professional development program that provides teachers and staff with the necessary skills and strategies to successfully support and instruct these students. by August of 2022.



<p>Rationale for the Action Plan</p> <p>(Based on findings in Chapter IV with appropriate references to data from the Data Library)</p>	<p>Data from the self-study as well as feedback from students and parents choosing to leave Seton Catholic Preparatory indicate the need for us to serve the less skilled and less prepared students better. (TL24, TL25, TL26, TL27, TL28, TL29, TL30, TL31)</p> <p>In addition, faculty and staff needs to be prepared to serve a greater range of learners in their classrooms. Providing professional development and guidance to build their capacity for doing so is also needed. Effective use of technology and other research based teaching methods can help the school community to effectively reach each student. (TL21, TL22); (TL7, TL8, TL9, TL17, TL18, TL19, TL20, TL21, TL22, TL23, TL24, TL25, TL26, TL27, TL28, TL29, TL30, TL31, TL44, TL45, TL46)</p>
<p>Action Steps</p>	
<p>1. In light of Seton Catholic Preparatory’s inclusive goal, a professional development vision and plan targeted to assist faculty to meet the needs of a wide range of learning is necessary. Professional development designed to ensure instructional methods are based on the acquisition of research-based teaching strategies and skills that will be used on a daily basis in classrooms is essential for increasing faculty effectiveness. In addition, establishing a teaching and learning culture that nurtures innovation and experimentation with various technologies will enable the school to provide students with the deepest learning experience possible.</p>	
<p>Acting Agents:</p>	<p>Assistant Principal, Department Chairs, Ed Tech Coordinator, Faculty and Staff, Counselors, Director of Student Support Services, Director of Activities, Dean of Students</p>
<p>Necessary Resources:</p>	<ul style="list-style-type: none"> ● Funding for Professional Development and Training ● Time allotted and safeguarded for staff development
<p>Ways of Assessing Progress:</p>	<ul style="list-style-type: none"> ● Description of the school’s program will be used to guide all teaching and learning efforts ● Annual staff surveys

Ways of Reporting Progress:	<ul style="list-style-type: none"> Printed in student and staff handbooks
Timeline for Completion:	<ul style="list-style-type: none"> Jan, 2020 – April, 2020: <i>Sept. 2021 - Dec. 2021</i> Meet with Leadership Team members and department chairs to develop a vision and a plan for staff professional development that ensures staff capacity is built to meet the needs of a diverse range of learners.
Action Steps	
<p>2. In order to put technology in the appropriate context, the school will develop a vision for the role of technology within curriculum, instruction, and assessment and a plan for the implementation of that vision, in order to advance student and staff learning.</p>	
Acting Agents:	Assistant Principal, Department Chairs, Ed Tech Coordinator, Faculty and Staff, Counselors, Director of Student Support Services, Director of Activities, Dean of Students
Necessary Resources:	<ul style="list-style-type: none"> Funding for Professional Development and Training Time allotted and safeguarded for staff development
Ways of Assessing Progress:	<ul style="list-style-type: none"> Description of the school’s program will be used to guide all teaching and learning efforts Annual staff surveys
Ways of Reporting Progress:	<ul style="list-style-type: none"> Printed in student and staff handbooks

Timeline for Completion:	<ul style="list-style-type: none"> ● Jan, 2020 – April, 2020: <i>Sept. 2021 - Dec. 2021</i> Meet with the Leadership Team and technology committee members to develop a vision and a plan for staff professional development that ensures staff capacity is built to meet the needs of a diverse range of learners.
Action Steps	
3. In order to identify the baseline skill and ability level of the staff, we need to complete an assessment to determine staff current understanding and ability to implement research based teaching strategies as well as their levels of comfort and skill with technology applications in the classroom.	
Acting Agents:	Assistant Principal, Department Chairs, Ed Tech Coordinator, Faculty and Staff, Counselors, Director of Student Support Services, Director of Activities, Dean of Students
Necessary Resources:	<ul style="list-style-type: none"> ● Funding for Professional Development and Training ● Time allotted and safeguarded for staff development
Ways of Assessing Progress:	<ul style="list-style-type: none"> ● Fully developed survey ● Analysis of staff data ● Staff feedback
Ways of Reporting Progress:	<ul style="list-style-type: none"> ● Completed staff survey and analysis of the data
Timeline for Completion:	<ul style="list-style-type: none"> ● Jan, 2020: <i>Aug, 2021</i> Develop and complete needs and skill assessment. ● Feb, 2020: <i>Sept. 2021</i> Determination of staff professional development needs. ● Apr, 2020: <i>Oct. 2021</i> Set goals for professional development 2020-2021 school year.

Action Steps

4. In light of the skill and understanding assessment results, we need to develop, implement, and annually evaluate a meaningful, collaborative, interdependent, rubric-based, coaching program for professional development that recognizes the different levels of understanding, ability, comfort, and skill of the staff and provides for the development of both a common knowledge base of research-based teaching strategies and a common knowledge base of technology skills to meet the needs of current and anticipated growing range of learners as well as individualized opportunities for teacher personal growth.

Acting Agents:

Assistant Principal, Department Chairs, Ed Tech Coordinator, Faculty and Staff, Counselors, Director of Student Support Services, Director of Activities, Dean of Students

Necessary Resources:

- Funding for Professional Development and Training
- Professional Development Plan for community recognizing individual, departmental, and campus wide learning needs
- Research based interventions
- Student data
- Time allotted and safeguarded for staff development.

Ways of Assessing Progress:

- Improvement in instructional and classroom management methods
- Analysis of student data
- Staff, student, and parent feedback

Ways of Reporting Progress:

- Semester student surveys
- Annual parent surveys
- Annual staff surveys
- Professional Development calendar
- Hours of Professional Development staff self reports annually

<p>Timeline for Completion:</p>	<ul style="list-style-type: none"> ● Apr, 2020: <i>Jan. 2022</i> Set goals and develop skill mastery rubrics for professional development 2020-2021 school year. ● May, 2020: <i>Feb. 2022</i> Introduce professional development vision and expectations for 2020-2021 school year to staff. ● May, 2020: <i>Mar. 2022</i> Annual professional development calendar rolled out ● May, 2021: <i>May, 2023</i> Evaluation of professional development measured based on goals set. ● 2021-2025: Use reflective practice to determine the success of previous year's goals, to determine upcoming school year's goals, and to schedule the upcoming professional development calendar.
<p>Action Steps</p>	
<p>5. In order to better support those teachers that are new to Seton Catholic Preparatory, we need to develop a coaching/mentoring program for their professional development that orients them to the culture of Seton Catholic Preparatory, reviews the programs that are essential to Seton Catholic Preparatory (House, IPGS, Parent Conferences, Clubs, and Athletics), directs them regarding the expectations for daily instruction and lesson planning, reviews the calendar and activities for the year, and provides training in the skills necessary to utilize operational technology well.</p>	
<p>Acting Agents:</p>	<p>Assistant Principal, Department Chairs, Ed Tech Coordinator, Faculty and Staff, Counselors, Director of Student Support Services, Director of Activities, Dean of Students</p>
<p>Necessary Resources:</p>	<ul style="list-style-type: none"> ● Funding for Professional Development and Training ● Time allotted and safeguarded for staff development
<p>Ways of Assessing Progress:</p>	<ul style="list-style-type: none"> ● Improvement in instructional and classroom management methods and ease of transition to Seton Catholic Preparatory ● Staff feedback

<p>Ways of Reporting Progress:</p>	<ul style="list-style-type: none"> ● Professional Development calendar ● Report of staff feedback
<p>Timeline for Completion:</p>	<ul style="list-style-type: none"> ● Dec, 2019: <i>Jan, 2022</i> Set vision for new staff mentoring/coaching program. ● Feb, 2020: <i>Feb. 2022</i> Develop calendar/skill development list, skill mastery rubrics, and goals for staff mentoring/coaching program. ● Mar, 2020: <i>Mar. 2022</i> Develop a program to train mentors/coaches. ● May, 2020: <i>April, 2022</i> Train mentors/coaches. ● August, 2020: <i>Aug. 2022</i> Begin training of new teachers. ● Dec, 2020 and May 2021: <i>Dec. 2022 and May, 2023</i> Evaluation of mentoring/coaching program. ● 2021-2025: Use reflective practice to determine the success of previous year's program, to determine upcoming school years goals, and to schedule the upcoming calendar.

<p style="text-align: center;">Action Steps</p>	
<p>6. The school will review and revise curriculum maps and common end-of-course assessments on an annual basis prior to the end of the school year in preparation for the upcoming school year and develop lesson plans on a weekly basis. As an essential part of that lesson planning process, the school will identify what teachers will do for students who are not learning and what teachers intend for them to learn each week.</p>	
<p>Acting Agents:</p>	<p>Assistant Principal, Department Chairs, Ed Tech Coordinator, Faculty and Staff, Counselors, Director of Student Support Services, Director of Activities, Dean of Students</p>
<p>Necessary Resources:</p>	<ul style="list-style-type: none"> ● Funding for Professional Development and Training ● Curriculum Maps ● Lesson Plans ● Student Data ● Time allotted and safeguarded for staff development

Ways of Assessing Progress:	<ul style="list-style-type: none"> ● Completed Curriculum Maps and Lesson Plans ● Analysis of student data ● Staff, student, and parent feedback
Ways of Reporting Progress:	<ul style="list-style-type: none"> ● Annual staff surveys
Timeline for Completion:	<ul style="list-style-type: none"> ● Spring, 2020 2021: Review and revise curriculum maps and answer the five essential questions for each course of study: <ul style="list-style-type: none"> ○ What do we want them to learn? ○ How will we know whether they have learned it? ○ How will we teach it so that they learn it ○ What will we do when they do not learn it? ○ What will we do when they do learn it? ● Aug, 2020-May, 2021 Aug, 2021-May, 2022 and moving forward complete lesson plans for all classes.

Area for Vital Growth #4 Expanding Material Resources to ensure all students have an ability to attend Seton Catholic Preparatory, and that the school has the capacity to allow for growth and expansion of enrollment.	
Goal of the Action Plan	Increase enrollment by attracting students and families who are true supporters of the school’s mission of academic excellence, leadership, and loving service to others within a Catholic faith community.
Rationale for the Action Plan (Based on findings in Chapter IV with appropriate references to data from the Data Library)	<p>Many academically qualified potential students do not consider attending Seton Catholic Preparatory due to financial limitations. Some faculty members are unable to enroll their children at Seton Catholic Preparatory (or other Catholic schools) due to limited financial resources. (SMR7, SMR9, SMR15, SMR16, SMR20, SMR21, SMR22, SMR23, SMR25, SMR26, SMR42, SMR43, SMR49, SMR51, SMR53)</p> <p>Seton Catholic Preparatory should expand efforts to attract students from markets beyond traditional feeder schools. Further analysis should be conducted to determine actionable root causes of student attrition and</p>

	<p>develop strategies to improve retention. (SMR1, SMR2, SMR3, SMR4, SMR5, SMR6, SMR17, SMR21, SMR44, SMR45, SMR47, SMR48, SMR50, SMR52, SMR53)</p> <p>The present size of campus and quantity of classrooms are sufficient for current enrollment. Seton Catholic Preparatory needs a general update to its physical appearance including, but not limited to: large infrastructure upgrades, exterior paint and stucco, classroom interiors, equipment, and technology. (SMR8, SMR9, SMR10, SMR11, SMR12, SMR13, SMR14, SMR23, SMR42, SMR43, SMR51, SMR52)</p>
Action Steps	
1. Expand efforts to attract students while identifying root causes of the school’s attrition rate.	
Acting Agents:	Principal, Director of Finance and Facilities, Director of Advancement, Board of Trustees, Parents, Alumni, Students
Necessary Resources:	<ul style="list-style-type: none"> ● Admissions Department ● Calendar of outreach to community: Parishes, Schools, Community organizations ● Exit survey design ● Exit interviews prior to withdrawal. ● Post exit surveys
Ways of Assessing Progress:	<ul style="list-style-type: none"> ● Number of outreach events, talks, mailings to promote enrollment ● Tracking number of withdrawals, non-registration students, required withdrawals ● Surveys, and exit interviews ● Post exit interviews to determine success of student in new environment
Ways of Reporting Progress:	<ul style="list-style-type: none"> ● Reports to Advisory Board on a quarterly basis
Timeline for Completion:	<ul style="list-style-type: none"> ● Create baseline documents, August 2020. ● Institute/Continue Exit interview process, May, 2020 ● Institute/Continue Post Exit surveys, August 2020
2. Increase participation in the school’s annual scholarship fund and tax credits through School Tuition Organizations.	

Acting Agents:	Principal, Directors of Finance, Advancement and Admissions
Necessary Resources:	<ul style="list-style-type: none"> ● Pamphlets ● Video clips ● Electronic training clips ● Calendar of events to heighten awareness
Ways of Assessing Progress:	<ul style="list-style-type: none"> ● Tracking number of contacts, partnerships and events held from year to year to determine growth in outreach ● Tracking number of participants from year-year ● Tracking \$ received from each STO, CEA, donors, in house aid from year-year
Ways of Reporting Progress:	<ul style="list-style-type: none"> ● Quarterly reports to Advisory Board
Timeline for Completion:	<ul style="list-style-type: none"> ● Alumni Scholarship fund for Internal Aid – FY 2019 ● Fundraising Events – Golf/Gala to raise internal aid funds-FY 2020 ● Identifying other donors for internal aid or scholarships-FY 2020 ● Developing internal aid program for students of staff members ● Developed application and guidelines ● Implement fall of 2019 (FY 2020) ● Educate community on tuition tax credits to alleviate the need for internal aid. ● Monthly training sessions done by STO’s-ongoing
3. Renovate the school’s physical plant to provide adequate facilities in support of the school’s mission.	
Acting Agents:	Principal, Director of Finance, Director of Advancement, Athletic Director
Necessary Resources:	<ul style="list-style-type: none"> ● Financial Budget designed, with sustainability triggers established for each step of the project(s) ● Donors ● Timeline for Capital Campaign ● Brochures ● Video Clips ● Schedule of Events ● Schedule of Outreach to community
Ways of Assessing Progress:	<ul style="list-style-type: none"> ● Annual surveys of faculty, staff ● Walk through reports ● Maintenance calendars ● Annual Budget

	<ul style="list-style-type: none"> • Donor pledges
Ways of Reporting Progress:	<ul style="list-style-type: none"> • Quarterly reports to Advisory Board, Board of Trustees
Timeline for Completion:	<ul style="list-style-type: none"> • Develop plans and funding sources for upgrades to capital plant: Historic campus and classrooms. • Timeline: Create a timeline setting thresholds for maintenance and ongoing improvements of current buildings and plant. • Continue monthly walkthroughs of plant to identify maintenance needs using a checklist. Ongoing. • Maintain and follow an annual maintenance cycle to ensure plant is deeply cleaned, painted, and maintained meeting fiscal capabilities of annual budget. Annually updated, May 2020-2025. • Determine a plan for strategically updating the historic campus, with funding needs identified and triggers determined for each stage of the plan, May 2020. • Develop funding sources including donors for ongoing and strategic updates to plant beyond annual budget. May 2020-May 2021. • Develop plans and funding source for new Gym/Event Center-(Principal, Director of Finance, Director of Advancement, Athletic Director) • Work with Architect, Diocese Building and Properties to develop plans and cost for new Event Center/Gym and renovation of existing gym. • Principal, Director of Finance, Director of Advancement, Athletic Director provide inputs to Architect for design. • Principal - Director of Advancement – outreach to donors. • Director of Finance – work on cost and financing (if needed) • Timeline: <ul style="list-style-type: none"> ○ start discussions with donors FY 2019 ○ develop concept with architect FY 2019- early FY 2020 ○ outreach to donors – early FY 2020 ○ assess donor capacity vs. project costs etc end FY 2020 ○ determine feasibility of moving forward – end FY 2020