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CHARLESTON CATHOLIC
HIGH SCHOOL

INTENTIONAL GROWTH PLAN 2020 – 2024

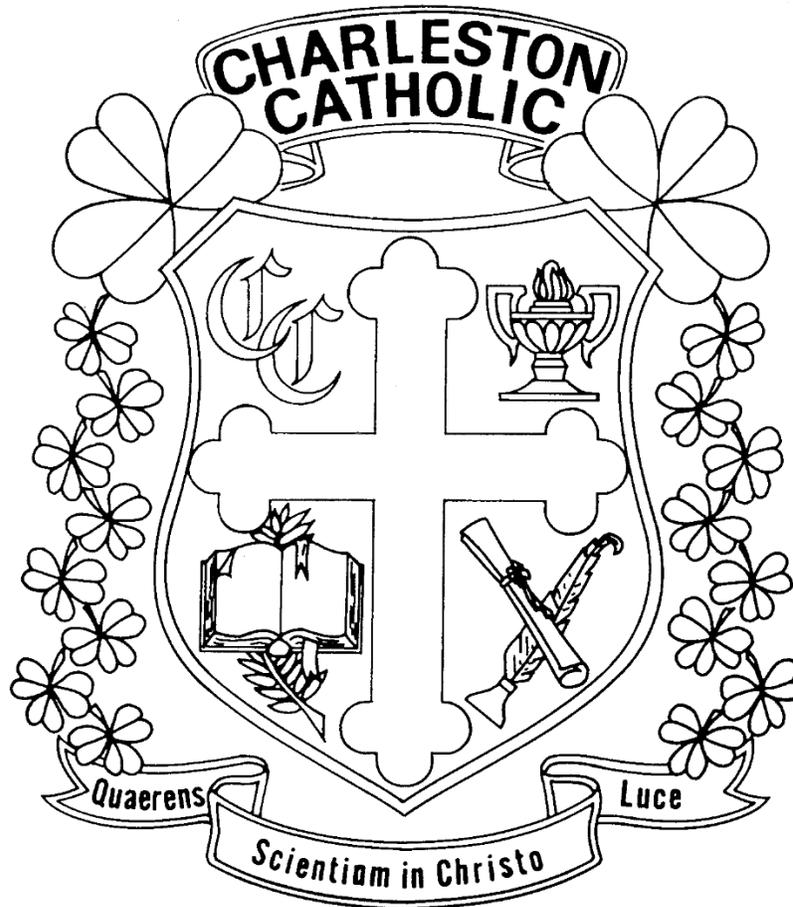


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Charleston Catholic High School

Intentional Growth Plan

2020-2024



1033 Virginia St., E

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OFFICE OF THE BISHOP

DIOCESE OF WHEELING-CHARLESTON

1311 BYRON STREET
POST OFFICE BOX 230
WHEELING, WEST VIRGINIA 26003

February 1, 2021

Dear fellow disciples of Jesus Christ,

The Intentional Growth Plan, included with this letter, is designed to help our Catholic schools fulfill their mission: “to provide quality education in the Catholic tradition for all students in a nurturing, Christ-centered environment” and to “accompany families in challenging children to recognize, develop and share their God-given gifts and talents.”

Having received a Catholic education during my high school years, I know personally the value of that experience. I hope not only to maintain but to strengthen the Catholic schools of the Diocese of Wheeling-Charleston so that many young people today may derive from their experience the benefits that I received. The Intentional Growth Plan should help you take part in that effort.

Thank you for the dedication and love you bring to your mission to form young people in Christ and to give them the basic skills they will need for the rest of their lives. We live in tumultuous and unusual times. Now and at all times I urge you to remember the words God spoke through the prophet Isaiah [40:31]: *They that hope in the Lord will renew their strength, they will soar as with eagles’ wings; they will run and not grow weary, walk and not grow faint.* God will not fail those who seek to serve Him and who ask for His help. Turn to Him often.

May the Father from whom all blessings flow, His Son who offered his life for ours, and the Holy Spirit who dwells in our hearts and animates our love, bless, guide and protect you as you teach in the name of Christ and his Church!

Sincerely in Christ,

Most Reverend Mark E. Brennan
Bishop of Wheeling-Charleston



February 2021

Dear Catholic School Friends

PLANNING FOR OUR FUTURE

West Virginia Catholic Schools remain forward thinking and committed to high standards. During the 2020-2021 school year, amid the global Covid-19 pandemic, the Catholic Schools in the Diocese of Wheeling-Charleston embarked on an Intentional Growth Planning process. In doing so, each of our 24 schools was able to honor and reflect on the past and plan for the future. We are grateful to our Parish and Catholic school leaders, school faculty and staff, parents, and Faith communities for their commitment to Catholic school education. Their dedication to providing ongoing Catholic school education is evident in the time, effort and prayer that was put into developing each school's individualized Intentional Growth Plan.

Each school's comprehensive plan strategically focused on the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS). All 24 schools' plans center around four pillars:

- **Mission and Catholic Identity**
- **Governance and Leadership**
- **Academic Excellence**
- **Operational Vitality**

This growth process is part of our ongoing accreditation through our national accrediting organization, Cognia. The diocesan Intentional Growth Plan will reflect a strong combination of the individual school plans. It is our priority to continually improve Catholic education across the Diocese of Wheeling-Charleston.

Thank you for your continued support of Catholic School education in the Diocese of Wheeling-Charleston.

Peace-

Mary Ann Deschaine, Ed.S.

Superintendent of Catholic Schools

Diocese of Wheeling-Charleston

Together we continue to Move Mountains- Empowered by Knowledge -Transformed by Faith



CHARLESTON CATHOLIC HIGH SCHOOL

1033 VIRGINIA STREET, EAST
CHARLESTON, WV 25301

Dear Charleston Catholic families and friends,

This year the Department of Catholic Schools in the Diocese of Wheeling-Charleston undertook an Intentional Growth Planning process for all schools. Each school principal was charged with leading an intentional growth committee and developing a plan for its institution. Much time was spent this fall by a committee of volunteers comprised of Charleston Catholic High School faculty, parents, Advisory Council members, and friends/alumni in reviewing the strengths of our school, identifying the challenges we face, and discussing our vision for the continued vitality of Charleston Catholic High School.

As the committee met, several themes became evident. We are proud of the tradition of academic excellence of Charleston Catholic and the ongoing success of our students and graduates, as well as the school's emphasis on service to others and the importance of putting faith into action. However, we recognize that the economic impacts of the pandemic and the continued declining population in West Virginia, and particularly Charleston, may present challenges to enrollment in the future. We are committed to maintaining the strong, vibrant Charleston Catholic student population and to taking steps to become more racially diverse in our community both in our student body and in our outreach.

Through the discussion process, goals for the next three years were developed. They will be implemented, evaluated, and updated annually.

Charleston Catholic High School has a rich history. Families have generational long commitments and stories of the impact the school has made on their lives. Currently, the school boasts a stable enrollment, a talented and hard-working faculty and staff, and a solid financial status. It is time to turn to the future and to prepare the school to meet the needs of the next generation. With careful stewardship, Charleston Catholic High School will continue to shape young people for generations to come.

I am deeply appreciative to the Intentional Growth Planning Committee for their sincere participation in the process. They shared valuable reflections and constructive ideas that have been instrumental in the creation of these goals. The enthusiasm that was generated in creating a vision for the future vitality of Charleston Catholic High School is a unifying force and one that convinces me that the future is bright for Charleston Catholic High School.

Sincerely,

Colleen Hoyer

Principal

THANK YOU

The Intentional Growth Planning Committee, along with Charleston Catholic High School's president, Very Rev. Donald X. Higgs, and principal, Colleen M. Hoyer, extend heartfelt gratitude and appreciation to the school community for its ongoing support. Your input provides valuable insight which helps us navigate a course as we move forward. For your commitment to the continued vitality of Charleston Catholic High School, we thank you. We pray for a bright future for Charleston Catholic High School and its students.

Intentional Growth Planning Committee Members

Aaron Allred

Ericka Brown

Mara Boggs

G. Nicholas Casey

Sarah Griffith

Miri Hunter

Molly Linehan Belcher

Brittany McClung

Jennifer Pharr

James Runyon

John Willson

Very Rev. Donald Higgs, President

Colleen Hoyer, Principal

EXECUTIVE SUMMARY

Profile

Charleston Catholic High School, known in West Virginia and the region for its tradition of academic and personal excellence since 1923, is a Catholic, private, coeducational school offering a rigorous college preparatory program for all students. Operating under the auspices of the Diocese of Wheeling-Charleston, the school enrolls 387 students in grades 6 - 12, including 228 in grades 9-12, representing diverse Christian and non-Christian faith traditions.

Typically 100 percent of our graduates enroll in four-year colleges and universities across the United States. Charleston Catholic High School challenges students intellectually, spiritually, and personally in a supportive atmosphere. Daily theology classes provide opportunities for faith development, personal growth, and an understanding of others' viewpoints. Our graduates leave Charleston Catholic High School confident in their abilities and their support systems and ready for the challenges that await at the next level.

History

Charleston Catholic High School began as an extension of Sacred Heart Grade School, in conjunction with Sacred Heart Parish in 1923. The school, originally known as Sacred Heart High School, was housed in various locations around the church building in its early years. Construction on the current building, at the corner of Virginia Street and Leon Sullivan Way, began in 1940, and in 1941, Charleston Catholic High School opened. The school has grown and flourished, with three building expansions since that time, including the most recent in 2017. School enrollment grew steadily in the 1960s and 1970s, deteriorated in the mid-1980s, but has since rebounded and remains strong. Charleston Catholic High School remains an important fixture in downtown Charleston.

School Purpose

Charleston Catholic High School offers an exceptional education to its students and strives to support student growth in all areas. Students come from a wide geographic area, some driving over 60 miles each way to attend school. While approximately half the students enrolled are Catholic, the school takes great pride in the religious diversity of its community. Parents of different religious traditions, recognizing the importance of faith in education, have entrusted the education of their children to our school, thus enriching the experiences of all involved.

During their years at Charleston Catholic, students develop strong work ethics, generous hearts, and confidence through their middle and high school experiences. The school's academic programs consist of a solid, well-defined core of required courses including daily theology classes for all students. Over 90 percent of students participate in school sports and other extracurricular activities, building leadership, teamwork, and other skills that will benefit them now and in the future. One hundred percent of the student body participates in community

service efforts, with a majority of their efforts focusing on the disadvantaged and underserved. Additionally, attendance at cultural and fine arts events is a requirement.

Faculty and staff members are impressive in their own right. Dedicated and capable, the faculty is composed of a blend of experienced teachers with strong backgrounds and new teachers with fresh ideas and enthusiasm. In addition to their teaching responsibilities, most faculty members work with students in extracurricular activities as well.

The CCHS overarching goal is to prepare our students for college and for life, to be good students and to be good people. We take this seriously, not only from an academic viewpoint, but from social-emotional and faith development perspectives as well. Everything we do focuses on our "end product," students who can successfully tackle the challenges they will face when they leave the confines of Charleston Catholic. Each of our students takes college preparatory classes from the same cadre of teachers, regardless of the "level" of the class. Each student has the same opportunities to participate in every aspect of the school's program. Each student has opportunities to engage in service to our community as well as faith formation, both through the school and independently. Students can choose to challenge themselves academically, personally, and extracurricularly.

Notable Achievements and Areas of Improvement

We are justifiably proud of our students' achievements, both academic and personal. The Class of 2020 exemplifies our graduates. Eight percent of the Class of 2020 was recognized as National Merit Finalists. Together the group of sixty-six graduates earned \$12 million in merit-based scholarship awards, were accepted into one hundred colleges and universities, and are attending thirty-six across the nation.

We use both formal and informal methods to assess student and school success. The results are overwhelmingly positive on all indicators. In a normal year, the daily attendance rates typically exceed 95% for both students and faculty and staff. Every student is enrolled in a college preparatory program. Students' scores on nationally-normed tests surpass local, state, and national averages. The Charleston Catholic curriculum is rigorous and helps students fulfill their personal best.

Our students are busy, both in and outside of the classroom. Students are invested in extracurricular activities, with students participating in drama, HOPE (week-long summer home renovation project), foreign language clubs, and student council, among others, in addition to participation in the sports program. The athletic program at Charleston Catholic is successful for the same reason that the school's academic programs are so successful -- a reflection of the hard work, commitment, determination, and pride that students, faculty and staff, and school community demonstrate daily. In terms of service, our students are busy helping various individuals and community agencies. Our school philosophy helps students recognize and embody the "servant as leader" model, something that we hope they will follow all their lives. As part of our fine arts requirement, students are out in the community, performing in and attending concerts, plays, historical presentations, ballets, and so on.

The school environment is productive, well-organized, and energetic. Comments from students and parents, sports officials, business owners, and alumni are positive and supportive. The school enjoys a strong

reputation for the quality of its academic program, focus on personal development, and extracurricular involvement of its students. There is a "purposefulness" that pervades the school and is evident as one walks through the corridors during the school day.

The quality of the school atmosphere is also affected by the quality of school facilities. Charleston Catholic High School's facilities reflect the school's strength and the school's history of careful attention to resources - physical, fiscal, and human. School facilities have been carefully and lovingly maintained on a consistent, planned schedule of care and replacement. The building is clean and bright, a testament to the pride that the housekeeping staff takes in its work as well as student and faculty efforts to keep the building looking sparkling.

The school's continuing challenge will be to maintain its enrollment in a geographic area experiencing population decline and to maintain a diverse student body in a community that is not exceedingly diverse. That being said, until the recent pandemic and subsequent economic downturn, the school's enrollment has been steady for over twenty years, despite a decreasing regional population during those decades, a tribute to parents' desire to invest in their children's futures by seeking out and enrolling their children in an excellent, faith-based school. Annual open houses conducted for parents of prospective students have strong turnouts demonstrating a depth and breadth of interest in the school.

MISSION STATEMENT

In the context of a Christian community, Charleston Catholic High School strives to help students fulfill the potential of their God-given talents and abilities and to guide them in developing themselves in all areas: spiritually, intellectually, physically, aesthetically, and socially. Staff, students, and parents work together to develop a community of shared values based on respect and concern for self and others while at the same time guiding students to use their gifts and talents to better the world in which they live.

VALUES

Values: Core Gospel values characterize our beliefs and influence our policies and actions as Catholic school educators. They include:

Sacredness of Person: Recognizing that all of humanity is made in the image and likeness of God, we view each person as sacred and a perfect expression of the Creator's love.

Academic Excellence: We are committed to the highest educational development of young people and believe that all who desire to learn can excel.

Respect: Given the sacredness of each person, we regard self and others with great esteem.

Integrity: In all our actions we seek to maintain a moral and spiritual code of conduct that is rooted in Gospel values.

Justice: We are committed to fairness and the promotion of the Christian vision of right relationships between people.

Service: We seek to put the needs of others first and are committed to living the corporal works of mercy.

Community: We are committed to establishing and maintaining the faith-centered collaboration of students, parents, administrators, faculty, staff, alumni, diocese and friends of CCHS.

Honor Code: All student work must be signed by the student stating it is his or own work: "On my honor as a CCHS student I affirm this is my own work."

GOALS

<p>Pillar 1: Mission and Catholic Identity</p> <p>Standard: 1 An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence, and service.</p>		<p>Measures of Success:</p> <ul style="list-style-type: none"> - The mission statement will reflect any changes/modifications that result from the discussion process in 2021-22. - All theology classes will participate in discussion of mission statement. - 20% of families participate in mission discussion in 2021-22 with 10% increase in 2022-23 and 10% increase in 2023-24. - School communications will show the renewed mission statement. 	
<p>Goals</p> <ul style="list-style-type: none"> • Action Steps 	<p>Responsible Party</p>	<p>Collaboration Needed</p>	<p>Target Date</p>
<p>Goal 1: School stakeholders including students, faculty and staff, and parents will participate in an annual mission review discussion to clarify, review, and renew the school’s mission statement.</p> <ul style="list-style-type: none"> - Faculty will participate in a mission review discussion during August teacher work days. Discussions will center on who we are as a school community, how we are engaging in the world, and our priorities (eg. creating a culture of collaboration and support, increasing racial diversity and inclusivity, etc.) - Theology teachers will start the school year with a mission discussion among students. The discussion will use themes from the faculty discussion as a starting point. - Based on teacher and student input, parents will be invited to provide feedback on the mission statement. - Renewed mission statement will be posted in all classrooms and 	<p>Principal, Director of Campus Ministry</p> <p>Director of Campus Ministry, Theology teachers</p> <p>Principal, Director of Campus Ministry</p> <p>Principal,</p>	<p>Active faculty participation</p> <p>Student participation and buy-in</p> <p>Parent participation</p>	<p>August in 2021, 2022, 2023</p> <p>August/ Sept 2021, 2022, 2023</p> <p>Sept 2021 (and each subsequent year)</p> <p>October 2021</p>

<p>integrated into school communications.</p> <ul style="list-style-type: none"> - Students will participate in reflection at end of school year on how well they lived the mission individually and as a classroom and school community. - Develop a ritual ceremony for 9th graders to accept and commit to the mission. 	<p>Director of Campus Ministry, Academic Advisor</p> <p>Theology teachers</p> <p>Director of Campus Ministry, Principal</p>	<p>Student participation</p>	<p>through June 2022 (and each subsequent year)</p> <p>May 2022</p> <p>2022-23 for development, Implement in 2023-24</p>
<p>Status:</p>			

<p>Pillar 1: Mission and Catholic Identity</p> <p>Standard: 2, 3, and 4</p> <p>Standard 2: An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.</p> <p>Standard 3: An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.</p> <p>Standard 4: An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.</p>		<p>Measures of Success:</p> <ul style="list-style-type: none"> - Faculty retreat in August 2021 with 90% of faculty present. - Establish relationships with a minimum of four local agencies to increase student and faculty involvement in the community. - 100 % of students participate in CCHS Day of Service beginning in April 2022- at a minimum of four community and regional agencies. - 100% of students complete culminating projects/ reflections following completion of day of service. 	
<p>Goals:</p> <ul style="list-style-type: none"> • Action Steps 	<p>Responsible Party</p>	<p>Collaboration Needed</p>	<p>Target Date</p>
<p>Goal 2: Students, faculty, and administrators will use scripture and Catholic intellectual tradition to think critically and ethically about regional concerns, moral responsibility, and vocation and to expand partnerships and opportunities for service and faith formation in local faith communities, the community, and state.</p> <ul style="list-style-type: none"> - Faculty and staff will participate in a service oriented retreat in August to identify some of the needs of local and regional faith communities and agencies. - In theology classes, teachers will integrate discussions of state and local needs with Scripture and Catholic social teaching. - A volunteer committee of teachers will work with local faith communities and agencies to plan and implement a day of service for CCHS students. Teams of students will be led by teachers as they work to meet the needs of the local community. Special emphasis 	<p>Principal, Director of Campus Ministry</p> <p>Director of Campus Ministry, theology teachers</p> <p>Principal, Director of Campus Ministry, teachers</p>	<p>Contacts with local agencies and faith communities</p> <p>Student participation</p> <p>Connections and relationships with local agencies and faith communities</p>	<p>June -August 2021</p> <p>2021-22 school year</p> <p>Planning begins in August 2021 for spring day of service with target date of April 2022</p>

<p>will be placed on working with social justice programs that focus on racial justice.</p> <ul style="list-style-type: none"> - Follow up activities in theology classes will engage students in reflection on how their gifts can meet the needs of their local community. 	<p>Director of Campus Ministry, theology teachers</p>		<p>April, May 2022</p>
<p>Status:</p>			

Pillar 2: Governance and Leadership Standard: 5 An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school’s fidelity to mission, academic excellence, and operational vitality.		Measures of Success: <ul style="list-style-type: none"> - Expand Advisory Council to 9 members. - Create three committees with identified chair people and 3-5 committee members. - Develop clearly defined roles for each committee. - Record notes from each quarterly committee meeting. 	
Goals: <ul style="list-style-type: none"> • Action Steps 	Responsible Party	Collaboration Needed	Target Date
Goal 3: Expand Advisory Council responsibilities and involvement in operational vitality of school. <ul style="list-style-type: none"> - Create 3 committees (Finance, Strategic Planning, Catholic Identity and Mission) with clearly defined roles and purposes. - Identify and invite 3-5 committee members for each committee. - Schedule and hold committee meetings quarterly or more as needed. 	Principal, President, Advisory Chair Principal, Advisory Chair Advisory Council members	Advisory Council Members Advisory Council members to serve as committee chairs Advisory Council members and community members Principal, Committee Chairs	June 2021 June 2021 By June 2021 Hold first meeting by June 2021
Status:			

encourage it through skits, role playing, etc.			May 2023
Status:			

Pillar 3: Academic Excellence		Measures of Success:	
Standard: 7 An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21 st century skills, and Gospel values, implemented through effective instruction.		<ul style="list-style-type: none"> - Data analysis of test scores completed. - Administration’s Professional Development Plan for teachers developed. - All teachers complete self-evaluations and set 2 growth goals and a wish for professional development. - Plan for funding developed by Finance Committee. 	
Goals:	Responsible Party	Collaboration Needed	Target Date
<ul style="list-style-type: none"> • Action Steps 			
Goal 5: Administration will create and implement a detailed professional development plan for teachers. The plan will support the identified curricular needs of students as well as teachers’ personally identified learning needs, interests, and growth opportunities. <ul style="list-style-type: none"> - Administrators will review and analyze standardized test scores, student academic achievement, faith formation, and school climate to identify areas where improvement and additional skills are needed. - Administrators will provide professional growth opportunities for teachers in the identified areas of need. - Teachers will analyze scores and achievement of students in their classes as well as reflect on classroom climate and culture and faith formation. They will use the analysis to determine personal areas of growth. - In collaboration with the Advisory Council Finance Committee, the principal will allocate funds to support 	Principal, Assistant Principal for Student Support, Assistant Principal for Operations, Academic Advisor Principal, Assistant Principal for Student Support, Assistant Principal for Operations, Academic Advisor Teachers Principal, Finance Committee of Advisory Council	Organizations (colleges/universities, speakers, professional organizations, local parishes) to offer opportunities for teacher growth	Spring/ summer 2022 2022-23 school year Summer 2022 and 2022-23 school year Summer 2022

the professional development needs of teachers, both collectively and individually.			
Status:			

Pillar 3: Academic Excellence Standard: 9 An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.		Measures of Success: <ul style="list-style-type: none"> - Contacts made with 4-5 local faith communities and agencies regarding service and faith formation opportunities. - Contacts made with 4-5 local organizations and businesses regarding extracurricular and internship opportunities. - A minimum of 1 new extracurricular activity added at each level (middle/ high school) each school year. 	
Goals: <ul style="list-style-type: none"> • Action Steps 	Responsible Party	Collaboration Needed	Target Date
Goal 6: Extracurricular options will be expanded to connect students with opportunities in the community and in local faith communities, to offer opportunities for faith formation and service, and to further expand students' involvement with issues of racial justice and inclusion. <ul style="list-style-type: none"> - Collaborate with local faith communities and agencies to identify opportunities for students to perform acts of service. - Collaborate with community organizations and businesses, with a focus on minority owned and inclusive groups, to identify work experience and internship opportunities for students. - Teachers will identify areas of interest for students through surveys and discussions. They will create new clubs and activities to support and further develop those interests. 	Director of Campus Ministry Principal, Academic Advisor Teachers	Contacts in local agencies and churches Contacts in local organizations and businesses, alumni and parent contacts in different fields Students	August 2022 August 2022 August 2022
Status:			

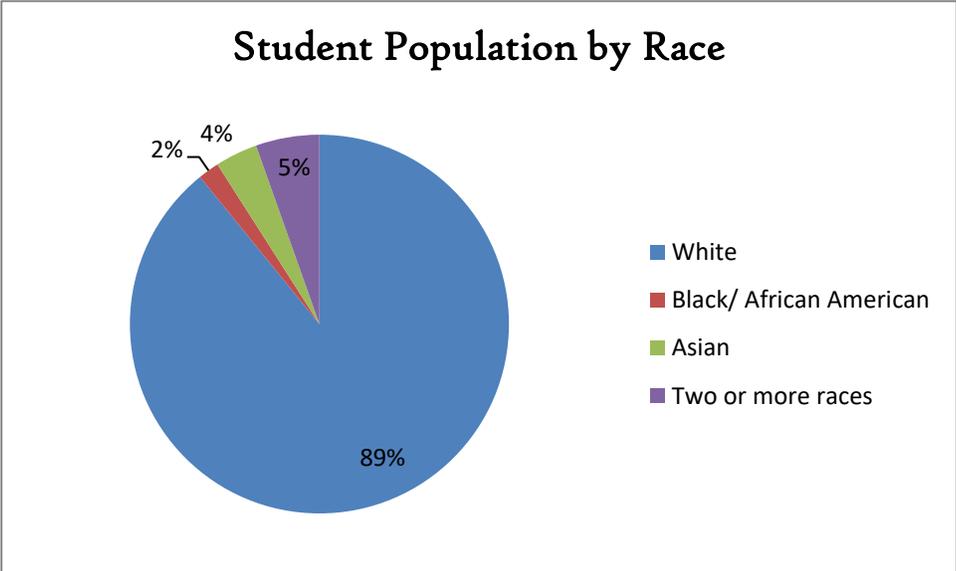
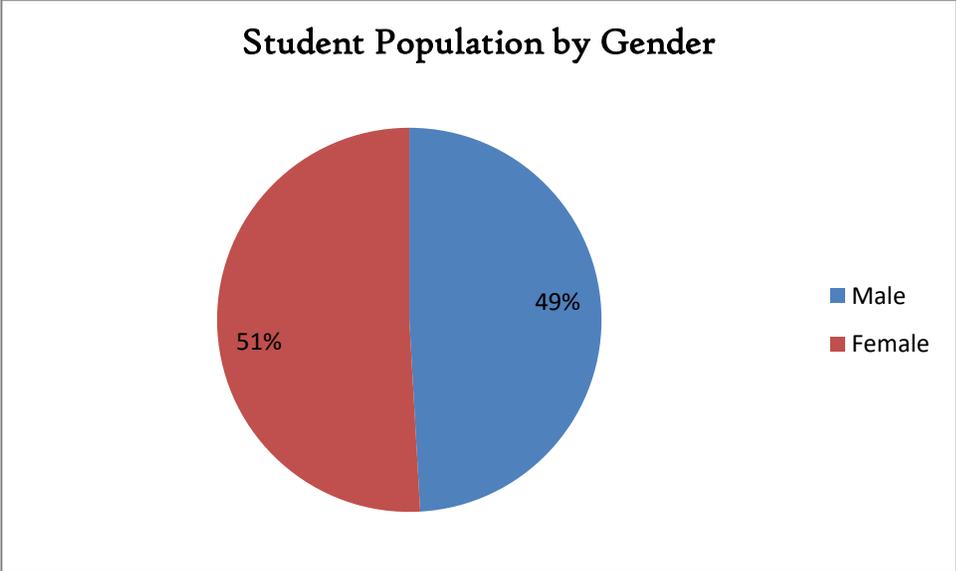
Pillar 4: Operational Vitality Standard: 10 An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.		Measures of Success: <ul style="list-style-type: none"> - Detailed long term (3-5 year) financial plan for school created. - Create long term (3-5 year) compensation plans for teachers that include a 2-3% pay raise each year along with benefits. - Provide tuition support for families through creation of a scholarship/ grant funds. - Selected financial information is communicated to school stakeholders. 	
Goals: <ul style="list-style-type: none"> • Action Steps 	Responsible Party	Collaboration Needed	Target Date
Goal 7: The Finance Committee of the Advisory Council will develop a detailed financial plan that supports the mission of the school and demonstrates support for faculty and staff through compensation and for families through tuition support. <ul style="list-style-type: none"> - Use past and current budgets to show support for teachers by offering appropriate compensation for faculty and staff for their work. - Use past and current budgets to show support for families by planning tuition rates and tuition assistance to support the families' commitment to Charleston Catholic High School. - Identify funds to support students and prospective students with demonstrated socioeconomic need. - The principal will release details to school stakeholders related to the financial status of the school. Details will include the actual cost of education of a student and how that cost is met, 	Principal and Finance Committee of the Advisory Council Principal and Finance Committee of the Advisory Council Principal and Finance Committee of the Advisory Council Principal and Finance Committee of the Advisory Council	Budget approval by Department of Catholic Schools/ Diocese of Wheeling-Charleston Budget approval by Department of Catholic Schools/ Diocese of Wheeling-Charleston Support from local parishes, alumni, and stakeholder groups	Spring 2021, Fall 2021 Spring 2021, Fall 2021 Winter 2022 Winter 2022

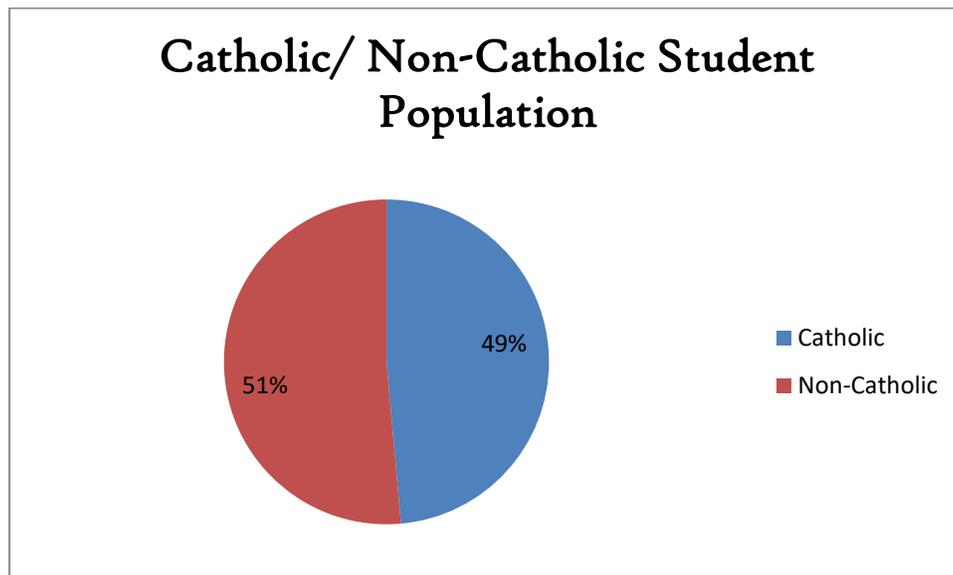
revenue sources, and tuition support that is available to families.			
Status:			

Pillar 4: Operational Vitality Standard: 13 An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.		Measures of Success: <ul style="list-style-type: none"> - Social media campaign is developed with weekly posts to school accounts. - Attrition rate of less than 10% annually for 2021-22 school year, 7% for 2022-23, 5% for 2023-24. - Enrollment increase of 3% over for 2021-22, 3% for 2022-23, and 4% for 2023-24). 	
Goals: <ul style="list-style-type: none"> • Action Steps 	Responsible Party	Collaboration Needed	Target Date
Goal 8: Develop a detailed marketing plan to aid recruitment and retention of families. The plan will emphasize a commitment to the school’s mission and values and will work with community partners (faith communities, agencies, businesses) to reach more diverse segments of the local community.			
<ul style="list-style-type: none"> - Create a recruitment plan to target established feeder schools while also seeking to build new relationships and open new pathways. 	Academic Advisor and Assistant Academic Advisor	Feeder schools	Fall 2021 for development, Winter 2022 for implementation
<ul style="list-style-type: none"> - Build a social media campaign involving students, teachers, and alumni to increase the school’s online presence and marketing. The campaign will emphasize the school’s mission, vision, and values. 	Associate Advancement Director, Academic Advisor	Teachers, students to participate	Winter, Spring 2021
<ul style="list-style-type: none"> - Implement the school’s annual advancement plan. 	Associate Advancement Director, Principal		Spring 2021 for development, 2021-22 for implementation
<ul style="list-style-type: none"> - Build on established relationships with community organizations, faith communities, businesses to increase the school’s efforts to reach diverse populations. 	Principal, Associate Advancement Director, Academic Advisor	Contacts and communication with local faith leaders, businesses, agencies, organizations	Fall 2021 to build relationships and make contacts, Winter/ Spring 2022 for recruitment efforts

<ul style="list-style-type: none"> - Senior ILMs and Parent Volunteer Association members will serve as ambassadors to welcome new students and families and will serve as designated contacts during a family's first year in the school. - Administrators will have quarterly meetings with new students during their first year at the school to help with integration into the school community. - The Academic Advisor and small groups of seniors (3-4) will meet with groups of eighth grade students (5-6) to discuss their interests and concerns and answer any questions as they prepare to enter high school. After first year, consider benefits of extending down to younger middle school students. 	<p>Director of Campus Ministry, Principal</p> <p>Principal, Assistant Principals, Academic Advisor</p> <p>Academic Advisor</p>	<p>ILM volunteers, Parent Volunteer Association volunteers</p> <p>Senior volunteers, senior teacher permission to miss class time for meetings</p>	<p>Fall 2022</p> <p>2021-22 school year</p> <p>Spring 2022</p>
<p>Status:</p>			

NCEA DATA





FALL 2020 SURVEY RESULTS

Catholic Identity Program Effectiveness Parent and Community Survey

- Overall score- 4.36 (scale of 1 to 5)
- Highest Scoring Items
 - o Our school provides opportunities outside the classroom for student faith formation, and participation in retreats, prayer, mass, sacraments, and other spiritual experiences. (4.60)
 - o Everyone in the school community- administrators, faculty and staff, students, parents/guardians, alums, and supporters- knows and understands the school’s mission. (4.55)
 - o Our school mission clearly expresses a commitment to Catholic identity. (4.50)
 - o In all subjects, teachers help students think critically and ethically about the world around them, using the lens of Gospel values and Catholic doctrine and beliefs. (4.50)
 - o Our school administration takes responsibility for development and oversight of school programs, personnel, and school operations. (4.50)
 - o Curriculum and instruction in our school prepares students to be capable and critical users of media and technology. (4.50)
- Lowest Scoring Items
 - o Our school consistently shares its financial plan with the school community. (4.00)
 - o Our school leaders take responsibility for ensuring that the financial plans and budgets are implemented using best practices. (4.15)
 - o Our school’s financial plan is the result of a collaborative process including expert advisors. (4.20)
 - o Our school treats all personnel with consistency, fairness, and justice. (4.20)
 - o Our school maintains and shares a technology management plan (4.20).

Catholic Identity Program Effectiveness Staff Survey

- Overall score- 4.16 (scale of 1 to 5)
- Highest Scoring Items
 - o Our school provides an academically rigorous Catholic religion program, taught by qualified teachers. (4.67)
 - o Our school provides opportunities outside the classroom for student faith formation, and participation, in retreats, prayer, mass, sacraments, and other spiritual experiences. (4.67)
 - o Our school uses standardized and teacher-developed assessments to document student learning and report the outcomes to parents/ guardians. (4.67)
 - o Our school mission clearly expresses a commitment to Catholic identity. (4.50)
 - o At our school, teachers use different teaching approaches to meet the diverse needs of all students. (4.50)
 - o At our school, all administrators, faculty, and staff engage in ongoing professional development. (4.50)
- Lowest Scoring Items
 - o Our school consistently shares its financial plan with the school community. (3.00)
 - o Our school provides opportunities for faith formation for parents/ guardians and other adult members of the school community. (3.33)
 - o Our school provides opportunities for adult members of the school community to participate in service activities for social justice. (3.67)
 - o Our school communicates how well students are achieving in comparison to similar students locally and/or nationally. (3.67)
 - o Our school’s financial plan is the result of a collaborative process including expert advisors. (3.67)

TUITION RATES

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1 student grades 6-8	\$6,396	\$6,620	\$6,868	\$7,143	\$7,393	\$7,615
2 students grades 6-8	\$10,250	\$10,609	\$10,986	\$11,425	\$11,825	\$12,180
1 student grades 9-12	\$7,441	\$7,700	\$7,989	\$8,310	\$8,600	\$8,858
2 students grades 9-12 (or 1 MS and 1 HS)	\$11,941	\$12,360	\$12,824	\$13,337	\$13,804	\$14,218
3 children	\$14,911	\$16,172	\$16,778	\$17,450	\$18,061	\$18,602
4 children	\$20,038	\$21,564	\$22,401	\$23,297	\$24,112	\$24,835

ACADEMIC DATA

Class of 2020 SAT scores

	CCHS	WV	US
ERW Mean	602	460	528
Math Mean	611	483	531
Combined	1213	943	1059

Class of 2020 ACT scores

	Composite Score
CCHS	26.8
WV	19.8
US	20.2

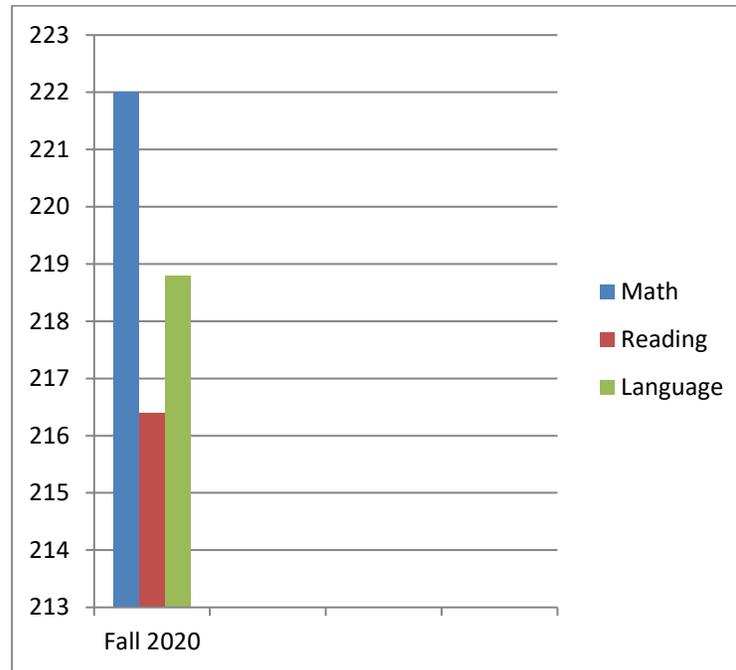
CCHS National Merit Scholarship Semi-Finalists

Awarded to the top 1.25% of all PSAT test takers nationally

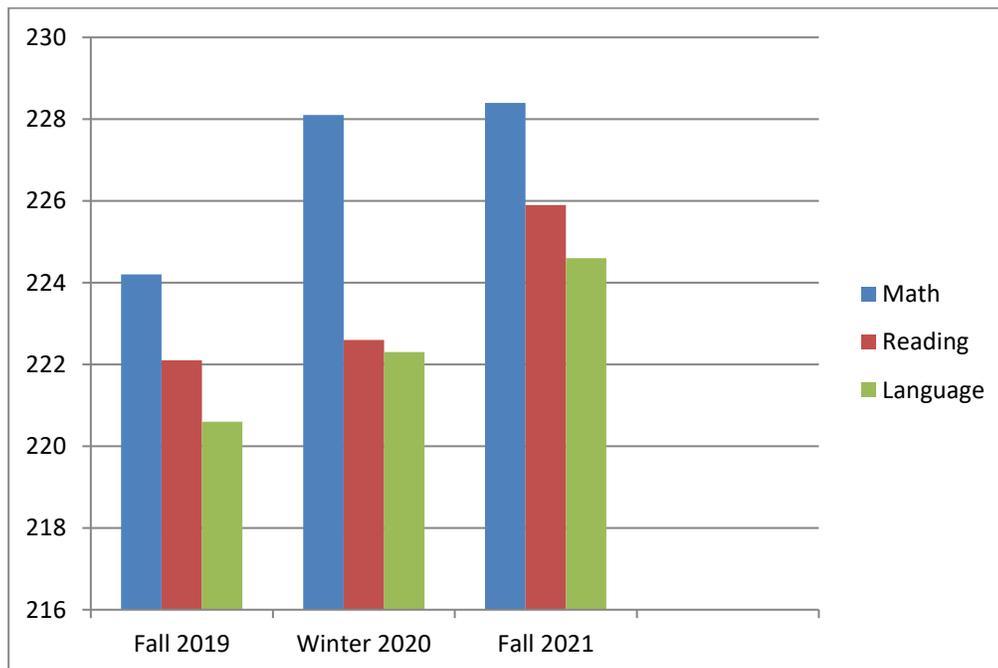
	2017	2018	2019	2020	2021
Number	6	6	4	5	1
Percentage of Class	10%	10%	10%	8%	1.5%

MAP RIT SCORES

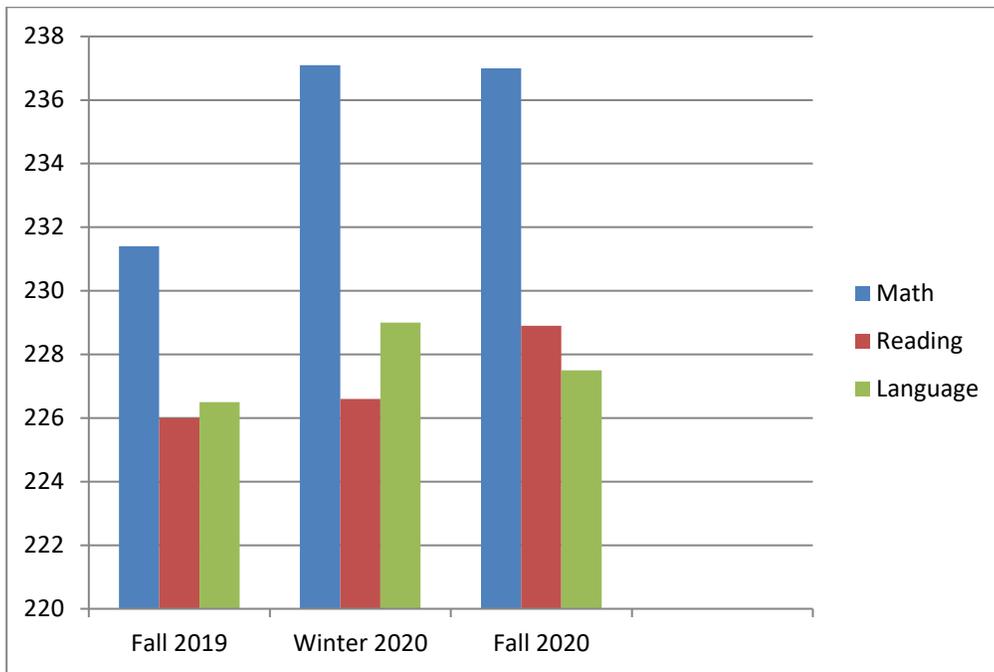
2020-21 6th grade



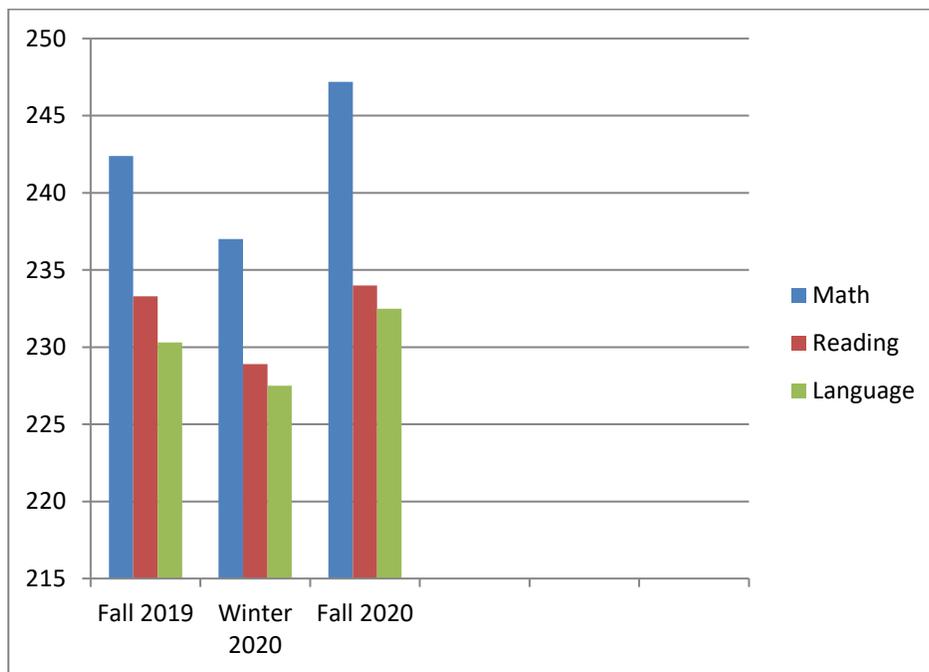
2020-21 7th grade



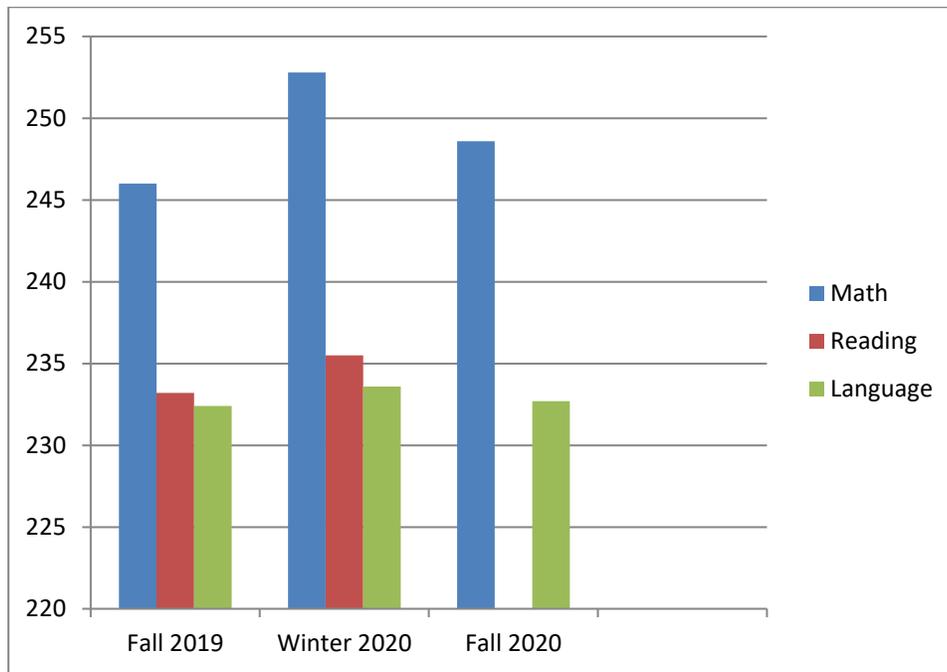
2020-21 8th grade



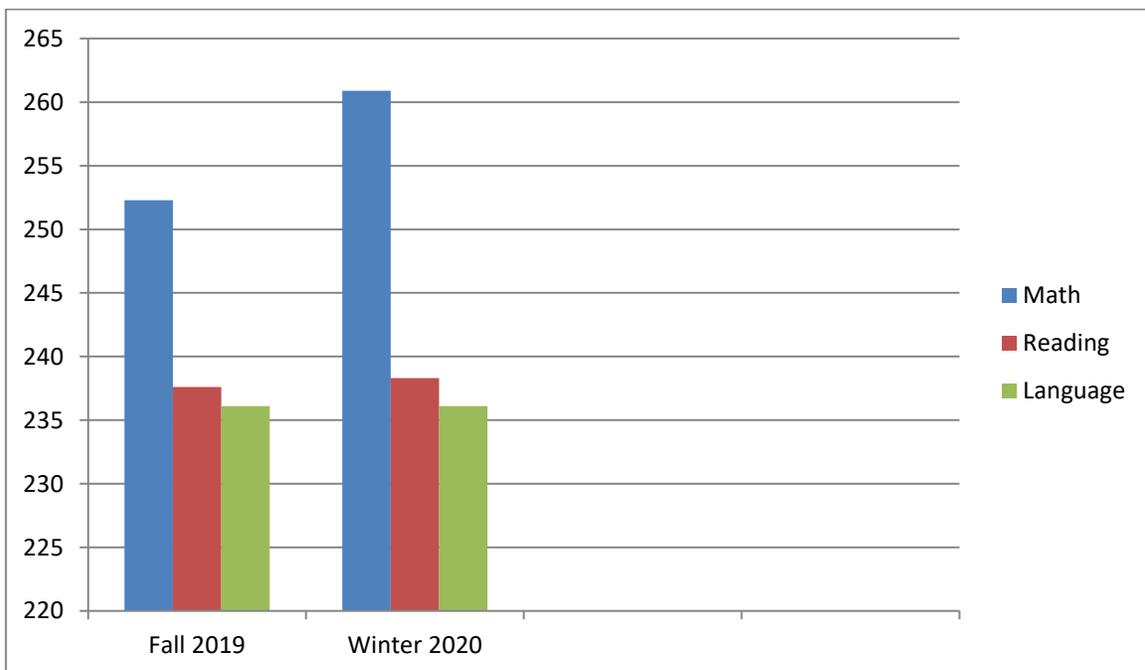
2020-21 9th grade



2020-21 10th grade

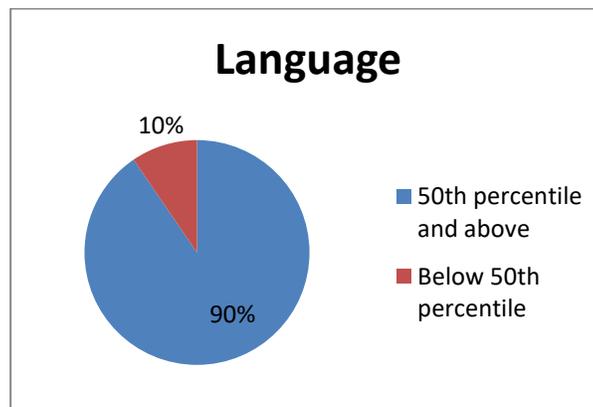
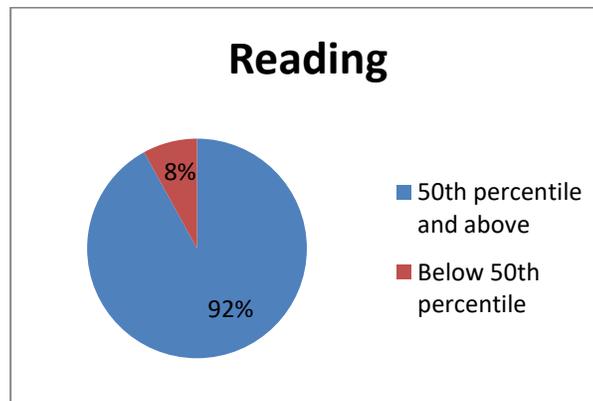
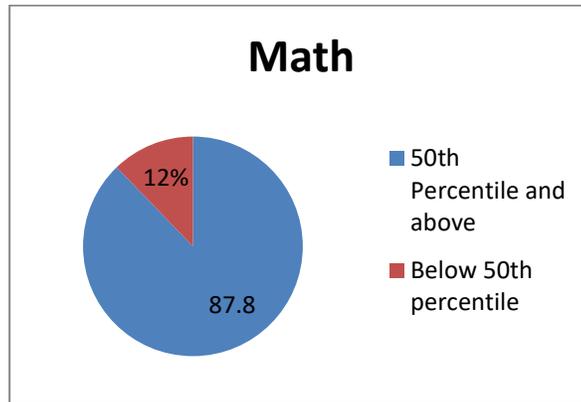


2020-21 11th grade

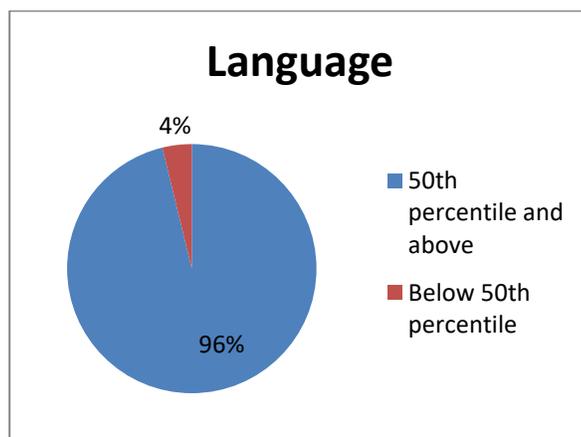
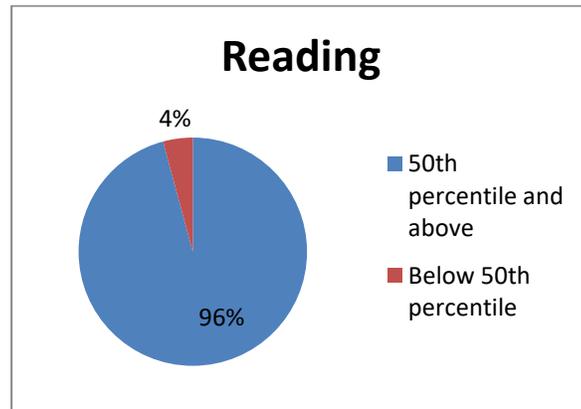
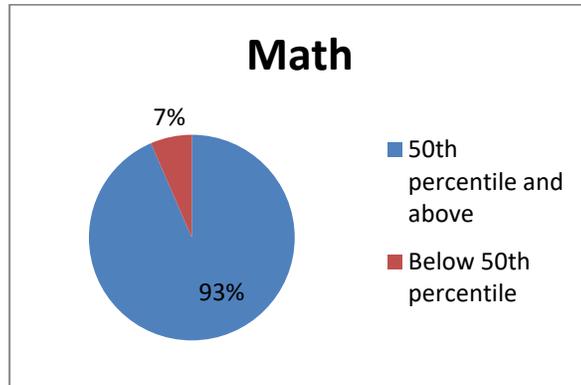


MAP QUARTILE DATA FALL 2020

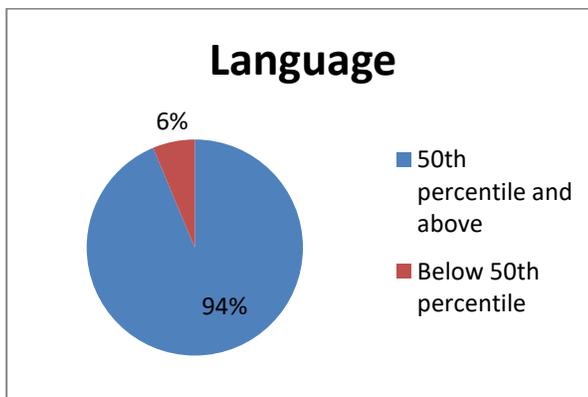
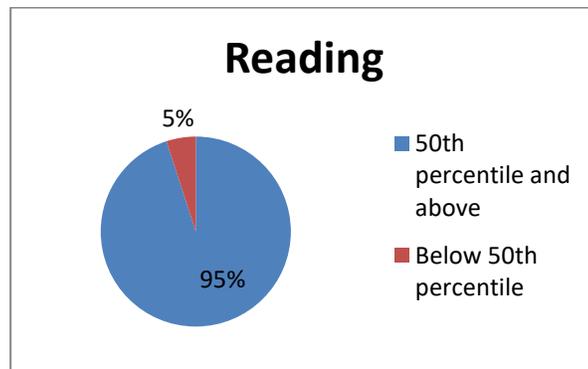
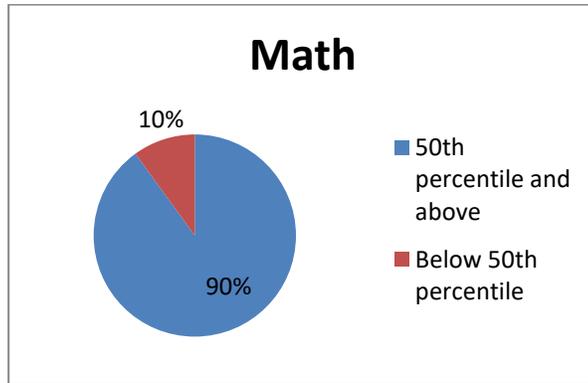
6th grade



7th grade

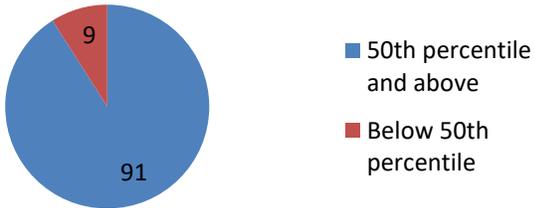


8th grade

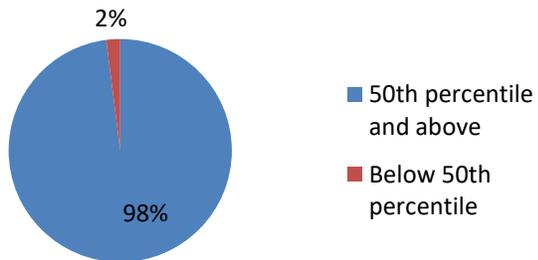


9th grade

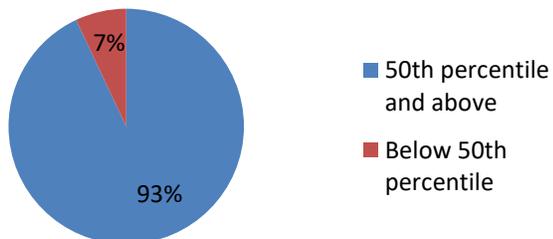
Math



Reading



Language



10th grade

