

## **SECTION A: THE PLANNING PROCESS**

### *A.1 Context of the School*

#### **a.) Background Information:**

##### *History & Traditions*

###### Early Years to 1985

In 1955 the pastor, Rt. Reverend Joseph H. Irwin, established Saints Peter and Paul Elementary School to satisfy the needs of a growing Catholic population in Easton. When the school first opened, there were 176 elementary students and it was staffed by the Dominican Sisters of Sparkill, New York. As the number of students increased and the eighth grade approached, there was concern among parents who realized they would have to remove their children from the Catholic school environment. The decision was therefore made to create a high school and an addition was made to the existing building.

In September 1958, 17 elementary graduates entered the newly constructed high school wing. There were four classrooms, a science laboratory, a library, as well as a typing room. The gymnasium was built in 1963 when the school population reached 472 students. During the years 1967 - 1969 curriculum areas were improved and expanded, including Foreign Languages (Spanish, French and German), Mechanical Drawing, Physics, Art, Music, Driver's Education and Home Economics. The high school enrollment continued to grow.

By 1970, the combined student body of both schools was 556 and during that year, under the pastor, Fr. John Farrington, a new wing was added to the high school. This addition, known as the Farrington Building, provided space for two more classrooms and a new library.

Fr. Howard T. Clark came to Saints Peter and Paul Church in 1972 following the death of Fr. Farrington. Fr. Clark, who continued as Superintendent of Schools for the Wilmington Diocese until 1974, made continued improvements to the grounds, buildings and curriculum. The gymnasium was renovated by adding new locker rooms, showers and lavatory facilities and the exterior lot blacktopped. During Fr. Clark's early years the school reached 570 students.

Beginning in 1976 there was a steady decline in student numbers. The lowest point was reached in 1987 when total enrollment for both schools was 343, with less than 90 students in the high school. The loss of the Dominican sisters and a changing perception of the nature and role of the school contributed to the decline. Other negative factors were a recession in the local economy and the need to raise tuition to cover lay teacher salaries. As costs rose and the faculty changed, courses such as Mechanical Drawing, Home Economics and some languages were dropped and this added to the perception of a school in decline.

The bulk of the Dominican sisters left in 1976 and after that the school was split into two parts with Sister Padriac as principal of the high school and Sister Catherine Florence as elementary school principal. When Sister Padriac left in 1977, Sister Margaret Classen took over the high school and from this time on lay teachers became more and more a feature and there were no teaching sisters after 1983.

#### From 1985

In September 1985, Ms. Suzanne Troxell was hired as elementary principal, and in 1986 assumed the principalship of both schools. By this time there was grave danger that the high school would be forced to close and under this threat a parents' group began to organize and lobby to prevent such from happening. It was under Suzanne Troxell and Fr. John J. Kavanaugh (who became pastor in 1985) that changes were begun to save the high school. With the help of the Diocese of Wilmington, a development program was put in place. This included the establishment of a consultative school board, the start of an annual appeal fund, better communication with and involvement of parents, and a program of recruitment aimed mostly at the high school.

The first year resulted in a decision to keep the high school open and a reasonable sum of money was gathered. Recruiting for the high school raised numbers somewhat, but the quality of students brought in was not always high and their parents' ability to consistently pay tuition was problematic. Many families in the community (including those with previous ties to the school) chose to adopt a wait and see attitude.

Suzanne Troxell resigned in June of 1988 as did the vice principal for the elementary school, Ms. Marcia Bertino. In August 1988, Dr. Paul Goricki became the overall principal. A vice principal, who was promoted from within helped with the elementary school. Dr. Goricki stayed one year and left in the summer of 1989. During his tenure, a development position was created but had limited success. However, the school board became more established and came to be seen as an important part of school governance. During the summer that Dr. Goricki left, there was a large turnover of high school faculty which caused considerable concern and doubt in the minds of the community and parents alike. Although the reasons given were varied, this put the school under immense pressure once again. The reduced and transitional numbers again impacted student enrollment.

In 1989 a new administrative system was put in place. Two interim principals were appointed from within the teaching staff and the principal ships of the schools once again divided. In February 1990, the Diocese made those positions permanent and Mrs. Susan Patterson became high school principal.

Under Mrs. Patterson and the pastorship of Fr. Paul F. Jennings, Jr., facilities, staff and curriculum were improved and expanded. As high school enrollment again increased during the early 1990s to around 240 students, three new modular structures were added specifically to house the high school. Enrollment began to decline again in the late 1990s and Susan Patterson resigned in 1999 and was replaced by Mr. Bill Ewing.

Father Robert E. Coine was named pastor in June 1999 and charged with building a new church and high school complex for the Parish. Mr. James Nemeth was named principal of Saints Peter and Paul High School in 2000 with a directive to create a separate high school identity and modernize the operation. There was a 40% faculty turnover rate and the finances and governance of the two schools were again separated which raised concerns about the stability of the high school. As the overall program of the high school was improved, its curriculum was expanded and updated, new teachers were added, the operational reorganization of the high school implemented, the enrollment of the school increased which challenged the facility and educational capacity of the school. Saints Peter and Paul High School continues to work with its parish and the Diocese of Wilmington in building a strong faith community and to address its facility and long-term needs in providing Catholic secondary education for Maryland's Eastern Shore.

### The Traditions

#### ✝ *The School Seal*



The school seal contains a number of symbols that represent the history of the school. The school is named after the early leaders of the Church, Saint Peter and Saint Paul. Just as they were challenged with the mission of preaching the Good News of the early Church, the school is called to lead the spiritual and intellectual development of the Catholic community of the Eastern Shore. The symbol of the key represents Saint Peter and symbolizes the key to knowledge and heaven. The sword stands for Saint Paul and demonstrates strength and courage. Finally, *Veritas*, or truth, so essential to the Dominican charism that guided the school for so many years, continues to guide our pursuit of knowledge in all things.

- ✠ Patron Saints: Saint Peter and Saint Paul
- ✠ School Colors: Navy Blue and White
- ✠ School Mascot: Sabres
- ✠ School Prayer: “Saints Peter and Paul, Pray for Us.  
Jesus, Live in Our Hearts, Forever.”

### *Geographic Location*

Saints Peter and Paul, the only Catholic high school on Maryland’s Eastern Shore, is located in the town of Easton in Talbot County. Saints Peter and Paul Parish is the only Catholic parish in Talbot County serving over 2200 families at Saints Peter and Paul Church, St. Joseph’s Mission Church (Cordova) and St. Michael’s Mission Church (St. Michael’s). Talbot County is a growing rural Eastern Shore county of Maryland, populated with quaint small towns. Easton has been recognized as one of the top small towns in America and possesses a diverse population of predominantly middle class families. Over its history, the high school has drawn students from multiple jurisdictions in the Maryland/Delaware mid-shore region, including Talbot, Queen Anne’s, Dorchester, Wicomico, Worcester, Kent, and Caroline counties in Maryland, and Sussex and Kent counties in Delaware.

### *Characteristics of School and Community*

Saints Peter and Paul is a Catholic, college preparatory, coeducational, parish high school that for 47 years has served families on Maryland’s Eastern Shore who have been desirous of a faith-based educational experience rooted in the Catholic tradition.

### Enrollment Trends

Saints Peter and Paul High School has endured a series of trends in student enrollment over its history. From its inception in 1958 through the early 1980s, student enrollment grew incrementally from approximately 40 to 185 students. During the late 1980s and early 1990s, there was a precipitous decline in school population to fewer than 100 students. Discussion was initiated about closing the high school, but concerned parents and the pastor at the time, Father Paul Jennings, took great efforts to maintain the school. Over the period of 1992-1998, there was an increase in student enrollment to a maximum point of approximately 240 students. From 1999 through 2003 there was a slow decline in enrollment to a level of around 195 students. Enrollment has steadily increased over the past two years, with the high school seeking to place a cap at 230 due to facility limitations.

*Enrollment Trend Tracking by Grade 2000-2005*

<b>Year</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>TOTAL</b>
2005-2006	67	58	52	33	210
2004-2005	60	52	34	48	194
2003-2004	52	37	51	55	195
2002-2003	39	52	54	54	199
2001-2002	69	60	53	39	221
2000-2001	65	64	40	60	229

Currently, Saints Peter and Paul has 146 Catholic students (70% of the student population) in grades 9-12, of which 101 attend Saints Peter and Paul Church or its mission Churches of St. Joseph's or St. Michael's (69% of our Catholic students). In addition, Saints Peter and Paul High School serves 45 Catholic students (21% of our student population) from other parishes on the Eastern Shore.

While serving as the parish high school of Saints Peter and Paul Parish, the school also attracts students from other parishes, denominations, and school experiences on the Eastern Shore.

*Program and Staffing Characteristics*

Saints Peter and Paul High School has a faculty and staff of 26, of whom 15 hold Masters degrees or higher. The average teaching experience of the faculty is 13 years, and there is a teacher-student ratio of 8-1.

The course of study is exclusively college preparatory. A tracking system for ability is used, consisting of four levels: Introductory, General, Honors and Advanced Placement. Advanced Placement courses are offered in English Composition & Literature, Calculus AB, Calculus BC, United States Government & Politics, United States History, Biology, Studio Art, and Chemistry. A course catalog is published annually with more detailed information.

### *Enrollment/Staffing Average*

<b>Year</b>	<b>Total Enrollment</b>	<b># Total Faculty</b>	<b>Teacher-Student Ratio</b>	<b>Average Class Size</b>	<b>Range of Class Size</b>
2005-2006	210	26	8:1	15	2-24
2004-2005	193	24	8:1	14	3-24
2003-2004	194	24	8:1	13	1-25
2002-2003	200	23	9:1	14	1-25
2001-2002	220	21	10:1	15	3-25
2000-2001	236	22	14:1	15	3-26

Over the past five years, the teaching and support staff have increased as the curriculum has expanded and the needs of the school have necessitated. Additional teaching staff has been hired in Foreign Language (Spanish), Computer Science, and Social Studies due to increased course offerings and the commitment to smaller class sizes.

### *Finances*

Saints Peter and Paul High School operates as a parish high school under the auspices of Saints Peter and Paul Parish and the Diocese of Wilmington. Its main sources of income include

- Tuition and Fees (70-80% of income)
- Giving/Fundraising/Benefaction (5% of income)
- Parish subsidizes remaining expenses

As a parish high school, Saints Peter and Paul receives a subsidy from the parish to augment any expenses not provided for through tuition, fees, fundraising, etc. With a low tuition base, the high school has historically operated at a deficit. However, with the recommended financial and governance split between the elementary and high schools commencing in 2000, and the implementation of more efficient accounting practices, the reality of this deficit became more apparent. The high school's shortfall (excluding required parish subsidy) increased due primarily to the initial decline in student enrollment, limited non-tuition sources of funding, and the increasing costs of maintaining a quality faculty and facility.

The revision of some financial policies, tuition and fees scales, and increasing enrollment, have raised income , but the school is still faced with the problems of long-term economic planning not dependent upon a tuition based system. The parish cannot financially support a quality, Catholic high school in the future. Besides an extensive capital campaign for the new church, Saints Peter and Paul Parish must subsidize all other parish activities (Hispanic Ministry, Religious Education, Youth Ministry, Social Concerns, etc.) in addition to its support of two schools. There is simply not enough income to offset the costs of providing for all.

Beginning in 2001, Saints Peter and Paul High School embarked on a long-term program of significant tuition increases. In 2000-2001, tuition was around \$4100 per student. The schools tuition had shown a rate of increase over the 1990s tantamount to less than 3% per year, placing it significantly behind the average of all other Catholic secondary schools in Maryland and Delaware.

- As the primary source of revenue for the high school, tuition rates will continue to increase over the next two to three years at a rate of \$500-\$600 per year. The concern remains that the high school tuition rate will reach an economic ceiling above which enrollment may decline.
- Part of the enrollment reduction for the high school was related to the ‘shock’ value of having tuition raised by any significant amount within one year. There remains a culture within the community that does not fully recognize or appreciate the cost of private or Catholic education.
- Saints Peter and Paul High School maintains a disproportionate parish discount of \$500.00. While drawing students from other Eastern Shore parishes, the school receives no assistance, assessment, or matching parish discount from any other parish.
- The high school and elementary school maintain a shared policy of incremental tuition remission for the children of any full-time teacher up to 100% after five years employment. This is a generous benefit, initiated to attract and keep quality teachers within the schools.
- The high school maintains a multiple student discount policy that exceeds most other Catholic high schools in Maryland and Delaware.

Currently, Saints Peter and Paul High School has no established or endowed tuition assistance or scholarship program. The school receives some money from private benefaction and the interest income from certain directed gifts to the schools on the average of around \$10,000 per annum for financial assistance. The high school receives around \$6,000 annually from directed assistance gifts, but this is not a guaranteed source of income.

### *Student Performance Assessments*

As a Catholic high school, Saints Peter and Paul High School is not mandated, and does not use, mandatory state or local assessments with its students. The high school does utilize and promote a number of standardized testing options with its students, including:

- The Diocesan High School Placement Test, which is required of all incoming ninth graders and is used primarily as a learning assessment tool and for scheduling purposes.
- All students in grades 9-11 are required to take the PSAT in October with its primary purpose serving as practice for the SAT and as the National Merit Scholarship test for Juniors.
- The vast majority of students at Saints Peter and Paul High School take the SAT at least once during their high school career. Students at Saints Peter and Paul traditionally score equal to or above mean scores on the local, state, and national level.

The school has committed to the continued use and integration of the PSAT and SAT as part of its action plans. The type and use of other student assessments is left to the discretion of individual teachers working within an academic mission of using multiple, diverse assessments for his or her students.

### *Challenges to School Improvement*

#### Our Mission and the Diocesan Mandate . . . (2000-2005)

Six years ago, the Diocese of Wilmington and its Catholic Schools Office tasked the principal of Saints Peter and Paul High School with improving the academic and spiritual standards of secondary Catholic education available in the mid-shore of the Delmarva Peninsula. The principal was instructed to establish a separate high school identity and to address the issue of high school finances. Since that time many changes have been made in faculty, curriculum, student life, spiritual formation, and school organization, which have demonstrably moved toward those goals. Most notably:

- SAT scores have increased and remain ahead of county, state and national means
- The curriculum has been expanded and reorganized producing a more rigorous academic environment
- 98% of graduates have attended four-year colleges of distinction over the past five years, including
  - The Class of 2005 was accepted to 105 colleges/universities in 29 states and 3 countries with over \$3,913,000 in offered scholarships and awards.

- 100% college/university acceptance for the class of 2004 to 95 colleges/universities in 23 states with over \$3,312,000 in offered scholarships and awards.
- An expanded spiritual formation program, Campus Ministry Office, Christian Service Program, and a revised theology curriculum have been implemented, redefining the high school as a faith centered school in the Catholic tradition.
- The service, leadership and student life component of the high school has been reinvigorated, offering over 25 athletic teams and clubs for student participation.
- The financial separation of the two schools has begun with the high school and elementary school tuitions being separated.
- Aggressive tuition and fee increases were implemented to bring Saints Peter and Paul more in line with the ‘average’ cost of Catholic secondary education in the two neighboring dioceses (Wilmington & Baltimore); multi-student discounts across the two schools were discontinued.

### *The Challenges . . .*

#### ✓ *The Challenge of Facility*

Between 1990 and 1992, temporary buildings were erected on the current site of Saints Peter and Paul High School, housing the high school, while allowing the expanding elementary/middle school the necessary space in the old school buildings. These temporary buildings were designed with an intended life of five to eight years. While the two anterior structures (the newer sections) are relatively stable (cement base), the initial main hallway is facing rapid deterioration issues. As a wood-based structure, its base and exterior walls are corroding, its roof was replaced (2004), a portion of the structure had to be repaired after an electrical fire (2003), and the right end of the structure is ‘sinking’.

While the high school has been extremely creative in academic scheduling, the limited facility (15 rooms) and the use of shared facilities with the elementary school limit the extent of offerings. The academic schedule is built around shared cafeteria and gym classes. While the elementary school has been extremely collegial in working with the high school in this process, the ability to offer a truly comprehensive Catholic education for all of the students is inhibited.

Beginning in 2004, the Principal of the high school was tasked by the parish and diocese with examining alternate facility possibilities, as the potential enrollment and program expansion will make the current facility and program situation untenable.

✓ *The Challenge of Finances*

With the 'identity' split of Saints Peter and Paul Schools (K-12) into Saints Peter and Paul Elementary School and Saints Peter and Paul High School also came a more systematic effort at financial delineation and accounting for the parish and schools. The following financial facts have impacted the parish and high school in their ability to provide the finest quality Catholic education for the high school.

- For fiscal year **2004-2005**, Saints Peter and Paul High School had a projected parish subsidy of 38% (@\$488,630). The high school was able to report a deficit of @\$380,000 with a parish subsidy of 24%.
- For the **2004-2005** school year, the *per pupil cost* of educating each high school student was around \$2600 above the income derived from tuition/non-parish sources.
- Saints Peter and Paul High School's **2005-2006 Tuition** is **\$6200** per student. That is **\$2365 less** than the average of surveyed Catholic high schools in Maryland/Delaware based on *their 2004-2005 tuition* and over **\$4800 less** than selected Eastern Shore private schools.
- For the **2005-2006** fiscal year, salaries and benefits for the high school faculty, staff, and coaches will be in excess of \$1,250,000. Such is the price of stability, advanced degrees and certification, all challenges to the quality of the program in 2005.

Saints Peter and Paul High School has always been financially driven by tuition and the parish subsidy, two volatile financial commodities dependent upon too many external variables. As presented in our *Case Statement to the Diocese* (2002 and 2004), changing our financial operation must be based on the following commingling forces:

Tuition Increases

Tuition will remain the primary source of income for any private school. As tuition rates at Saints Peter and Paul High School prior to 2000 were disproportionately low, the long-term quality of the program would have been impacted without a 'tuition shift'. Substantial tuition increases (8-12%) began in 2001 to close the gap with the next lowest tuition rate in our diocese (or the Archdiocese of Baltimore). These changes were not met without hardship and reaction, impacting enrollment as families that could not or were not willing to pay the increased cost left the school. Over four years, these tuition changes have been more 'willingly' received as the quality of the product has improved. However, it is anticipated that there will be a threshold within the next 2-3 years that will no longer support large scale tuition increases (8-12%) without additional demonstrated return or financial assistance for those families who cannot legitimately afford Catholic education.

**Figure 1: Tuition Rates 2000-2005**

<b>Year</b>	<b>Tuition</b>	<b>Average Comparative Catholic Tuition (DE/MD)*</b>	<b>Parish Subsidy %</b>	<b>% Parish Ordinary Income</b>
2004-2005	\$5700	\$8566	24%	46% est.
2003-2004	\$5200	\$8021	43%	53%
2002-2003	\$4700	\$7700	32%	45%
2001-2002	\$4150	N/A	32%	60%
2000-2001	\$4050	N/A	N/A	N/A

Benefaction & Endowment

This remains of special concern, and is in keeping with the *Diocesan Steering Team's Report(2004)t* that schools explore ways to make Catholic education affordable. The school maintains no endowment or scholarship fund, and offers limited financial assistance through the parish (under \$10,000 for both schools). Both impact the levels to which tuition can be raised (i.e. one can raise tuition proportionately more where there is the opportunity for financial assistance or scholarship).

In accordance with income diversity, there is the yearly vigilance on expenses that all schools must examine. Saints Peter and Paul High School has taken great strides over the past four years to more clearly define its budgetary process and its needs. It is another one of those paradoxes, that in the midst of seeking cost cutting measures, one still needs to spend money on those aspects of schools that impact the quality of the product (the program and personnel). The primary projected expenses at Saints Peter and Paul High School for the 2005-2006 school year include:

- Personnel & Benefits @ \$1,250,000
- Program @ \$ 400,000
- Facilities/Supplies/Etc. @ \$ 200,000

Those areas most challenged our school in 2000 - stability, academic rigor, and spiritual formation - have taken tremendous strides because, first and foremost, there is a stable, committed faculty with advanced degrees and certification (personnel); secondly, faculty who have been provided the necessary resources to do their jobs professionally in fostering the academic rigor of the institution (program), and; thirdly, through the creation of a full-time, active and spiritually vibrant Campus Ministry Office and Theology Department have helped reinvest the Catholic identity of the institution (spiritual formation). Each impacts the overall quality of the product, which in turn, makes the greatest impact on prospective families to the school.

The financial concerns continue to grow as the parish is in the midst of a capital campaign to build a new church while continuing to provide for the myriad of programs that make up the vibrancy of any parish life (Youth Ministry, Hispanic Ministry, Religious Education, Social Justice). In addition to these activities, Saints Peter and Paul Parish sponsors an elementary school. The growth of the elementary school (and its increasing need and growth), the growth of the Hispanic community of Talbot County, and being the sole parish to the county's 2200+ growing Catholic families combine to place a truly disproportional financial burden on the parish to sustain a quality Catholic high school.

From a financial perspective important changes have been made to the paradigm of how we operate as a business. That maturation process needs to continue. Further changes are needed, and further difficult decisions need to be made. Cuts and rescissions can always be made to a budget, but the areas we begin to encroach upon become program and personnel, the very things that drive the heart and quality of the product.

The financial situation of the high school is not a recent creation, but one that has more clearly come to light as the parish and school have boldly attempted to bring the institution and its infrastructure into the modern world. It does present, however a challenge and an appropriate time to chart a new direction for the future of this high school. The high school continues to work with its parish and the Diocese of Wilmington to chart such a course.

✓ *The Challenge of Recruitment*

Even with the challenges of facility, finances, and a limited marketing campaign, interest in Saints Peter and Paul High School continues to grow positively in the community.

- Over its recent history, the high school has drawn students from multiple jurisdictions in the Maryland/Delaware mid-shore region, including **Talbot, Queen Anne's, Dorchester**, Wicomico, Worcester, Kent, and **Caroline** counties in Maryland, and Delaware. (**Bold** signifies largest drawing jurisdictions)
- Currently, Saints Peter and Paul High School has 146 Catholic students (70% of our student population of 210) in grades 9-12, of which 101 (69% of our Catholic students) attend Saints Peter and Paul Church or its mission Churches of St. Joseph's or St. Michael's. In addition, Saints Peter and Paul High School also serves 45 Catholic students (31% of our Catholic population and 21% of our student population) from other parishes on the Eastern Shore
- For the Class of 2009, there were 103 inquiries of interest, 82 diocesan placement test takers and 78 applicants for the class. All three numbers were five-year highs.
- In 2004, 98% of Saints Peter and Paul's 8<sup>th</sup> Graders took the *Diocesan Placement Test* and 90% accepted offers of admission (**both five-year highs** compared to average of 55% in 2001 and 2002).

- The high school accepted 67 students into the Class of 2009. While we have tried to keep classes at around 60, we accepted more this year in order to accommodate the increased number of Saints Peter and Paul families (both from within the school and within the parish) who applied as well as to provide opportunity for other non-Saints Peter and Paul Catholic families.
- While our relationship with Saints Peter and Paul Elementary School is strong, it also has some potentially adverse long-term recruitment side effects:
  - Accepting an incoming class of around 60 potentially limits the diversification of the incoming 9<sup>th</sup> Grade unless we increase the size of the class (as we have for 2005-2006), which in turn,
  - Reinforces the perception of other Eastern Shore parish families/quality non-Catholic families that it is not worth applying as we can only look after Saints Peter and Paul families. Under our current admissions policy and relationship, Saints Peter and Paul families and siblings take priority. While we have taken steps to actively recruit in other parishes, the perception is well-rooted and not easily displaced.

The institution of a full-time development office and the long-term strategy of effective marketing and recruitment are crucial to the future of Saints Peter and Paul High School.

✓ *The Challenge of Malaise Avoidance*

Probably the greatest risk that currently is facing Saints Peter and Paul High School is that of ‘malaise’, that in a situation where we have demonstrated need, a demonstrated product of quality, and an opportunity to address the issue, that a variety of circumstances do not allow the situation to improve. For the past two decades, there has been some community discourse about either building a new high school or closing Saints Peter and Paul High School. This discussion is not new to the school, its sponsoring parish, or to the diocese. What can be different is how we approach the opportunity to reshape the direction of the high school, its governance, its finances, and its long-term vision.

This is not advocating the ‘field of dreams’ problem resolution, that by building a new school, they will come. There is a real opportunity to change the paradigm of operation and work towards something that families interested in Catholic education in years ahead can legitimately view as the future of Catholic secondary education in Maryland’s mid-shore region.

The challenge is to develop and maintain a broad base of stakeholders who have a vested interest in fostering Catholic secondary education on Maryland’s Eastern Shore for the long-term, as a faith-centered, community-based, viable institution rooted in the tradition of excellence that is Catholic education.

**b.) Copy of signed commitment form – see attached at end of section**

## A.2 *Composition of the Planning Team*

### a.) **AFG Planning Team Membership**

Name	Relationship to School	Phone	Years on Team
Barbara Ayers	Parish Member	410-822-5168	2004 - Present
Stephanie Bradley	Parent	410-763-9338	2004 - Present
Paula Broll	Alumna	410-822-2251	2004 - Present
Steven Brohawn	Social Studies Instructor	410-822-2275, x300	2004 - Present
Vicki Cappa	Campus Minister, Alumna	410-822-2275, x158	2004 - Present
Judy Morgan-Dahlen	Parent, Alumna	410-822-1000, x5838	2004 - Present
Kim Kaestner	Parent	443-496-1459	2004 - Present
Tim Linck (co-chair)	English Department Chair	410-822-2275, x309	2004 - Present
Debbie McQuaid	Parent, Guidance Counselor	410-822-2275, x153	2004 - Present
Amelia Montague '07	Student	410-476-5206	2004 - Present
James Nemeth	Principal	410-822-2275, x152	2004 - Present
Edna Patchett	Math Department Chair	410-822-2275, x312	2004 - Present
Dani Smith '05	Student	410-546-0841	2004 - 2005
Melvin Smith (co-chair)	Assistant Principal	410-822-2275, x154	2004 - Present
Matt Whaley '06	Student	410-479-1231	2004 - Present
Katie Heikes '08	Student	410-822-7578	2005 - Present

b.) **Member Selection:** Planning team members were selected by the Principal and Internal Coordinators in consultation with the pastor.

c.) **Stakeholder Representation:** Membership reflects broad representation of our stakeholder groups as many members represent multiple groups. We have on the Planning Team, three administrators, four teachers, three students, four parents, three alumni, and four parish members.

### **A.3 Planning Team Operation**

#### **a.) Planning Team Meetings to Date:**

<b>Date</b>	<b>Time</b>	<b>Place</b>
August 3, 2004	6-8 p.m.	Large Conference Room
September 23, 2004	6-8 p.m.	Large Conference Room
January 27, 2005	6-7:45 p.m.	Large Conference Room
February 17, 2005	6-7:45 p.m.	Large Conference Room
March 17, 2005	6-8:35 p.m.	Large Conference Room
April 21, 2005	6-7:15 p.m.	Large Conference Room
August 4, 2005	6-6:50 p.m.	Large Conference Room
October 27, 2005	6-7 p.m.	High School Library

#### **b.) Decision Making**

The Planning Team met for the first time in August of 2004. At that initial meeting, team members were introduced to the *Accreditation For Growth* protocol. After the role of the Planning Team was discussed, the team then decided on the rules by which it would be governed. In general, as long as there was a quorum in future meetings, the majority would rule on any voting issues. It was agreed that the internal coordinators would chair all meetings.

In all matters that require a vote or discussion by the Planning Team, background information is distributed to team members in advance of the meeting. All necessary documents are supplied to the team prior to the beginning of each meeting.

#### **c.) Planning Team Role in School Improvement Activities**

One of the main goals of the initial Planning Team meeting was to clarify the role of the team. It was made clear that the Planning Team would be a vital part of the Saints Peter and Paul growth plan even after the initial plan was developed. Team members were informed that their role included “advise and consent” responsibilities. The team not only oversaw all aspects of developing the initial plan, but it will also serve as the watchdog for action plan implementation. It will be one of the team’s tasks to insure that consistent progress is made toward meeting the objectives established by the school. The Planning Team will be responsible for an annual report on action plan implementation. Suggestions for improvement as well as the introduction of new plan components will be tasks that the team performs on an annual basis.

**d.) Planning Ethic**

New team members will be given Section 3 of the *AFG*, which outlines the planning process and details the role of the Planning Team. New members will receive a copy of the introductory PowerPoint presentation, a copy of the minutes of each team meeting, and the final planning document used for the visitation. Questions or concerns by new members will be handled by one of the internal coordinators.

**e.) Planning Team Relationships**

The Planning Team is responsible for the development, implementation, and annual review of Saints Peter and Paul's student performance objectives and action plans. It is the Planning Team that guides each phase of the re-accreditation process. All actions by other groups are planned, evaluated, and validated by the Planning Team. The team is accountable to faculty, students, parents, alumni, and the parish community for its actions.

**f.) Planning Team Leadership**

The Planning Team has insured that each phase in the re-accreditation process has been communicated to the entire Saints Peter and Paul community. Not only has this communication served to inform the community, it has shown the community where the school is and where it intends to go in the next seven years. Communication with all aspects of the Saints Peter and Paul community has highlighted the depth and breadth of the objectives and action plans the school expects to achieve during the next seven years. One need only view the communication materials distributed by the Planning Team to understand the pride the team feels in what faculty, students, parents, alumni, and parish members have accomplished to date.

The Planning Team will serve as the host for the visiting team and will communicate to the community the good things that come as a result of the visit. It will be the responsibility of the Planning Team to 'cheerlead' for the school during the next seven years.

***A.4 Planning Team Feedback – See feedback forms attached at end of section.***

***A.5 Role of Administration***

As a small school community, the role of the principal in the planning process was as a facilitator and delegator rather than a manager. While the principal was involved in and knowledgeable of all aspects of planning, the authority and autonomy to coordinate the process were left to the Internal Coordinators and the Planning Committee. The key objective was to involve as many stakeholders in the process as possible. As a school within a parish system, the ultimate authority of the school rests with the Pastor, who supported and relinquished his role in the planning process to school personnel.

## **A.6 Role of Governing Body**

As a parish high school under the auspices of the Diocese of Wilmington, the ultimate governing authority of the school rests with the Pastor of Saints Peter and Paul Parish and the Bishop of Wilmington and his delegates. While the Pastor of Saints Peter and Paul Parish supports the school, he delegates the day-to-day operation of the school to the Principal and his staff. The Pastor formally approved the Middle States protocol chosen for the school, but has not been a formal part of the planning process. The Superintendent of Schools for the Catholic Diocese of Wilmington is aware of the Middle States process that the school is undergoing, and has been an active supporter of the school since his ascendancy to the superintendency. As this is a parish high school the Superintendent plays no direct role in the operation or planning of the school, but has been active in planning the possible future direction for the high school.

## **A.7 Role of Internal Coordinators**

### **a.) Responsibilities in Planning**

In the spring of 2004, Saints Peter and Paul's Principal asked the Assistant Principal for Academic Affairs and the English Department Chair to serve as the Internal Coordinators for the *Accreditation For Growth* process. Their role was to chair the Planning Team, oversee the development of the student performance objectives and action plans, and serve as liaisons to faculty, students, parents, alumni, and the parish community. The Internal Coordinators planned all Planning Team meetings and established the timeline for each phase of the *AFG* process. They organized faculty professional development sessions for the completion of such items as Middle States standards, student performance objectives and action plans. The coordinators communicated with each stakeholder group on a regular basis and met with various groups to clarify and coordinate each step in the *AFG* process. They were responsible for obtaining, distributing, and analyzing surveys, both internal and external in nature.

The Internal Coordinators also serve as writers, proofreaders, and compilers of the final *AFG* Planning Document. The coordinators have been the facilitators of the entire self-study and re-accreditation process for Saints Peter and Paul High School.

### **b) Time and Resources**

The Internal Coordinators were given the time and funds they believed necessary to complete the *AFG* process. Time during the school day and at faculty meetings was available for the planning, completion, and review of *AFG* tasks. Several half-day professional development sessions were utilized to complete the Middle States Standards, the student performance objectives, and the action plans.

A Middle States budget was made available by the school's principal for all incurred costs such as surveys, stationary, postage, refreshments, and the Validation Team's visit.

**A.8 Role of External Facilitator – N/A**

**A.9 Communications and Awareness Activities**

Efforts have been made to keep all stakeholder groups aware of the Middle States process through multiple means. All stakeholder groups have been represented on the Planning Team from the beginning. All stakeholder groups were sent an initial letter in the fall of 2004 informing them of the process and inviting them to participate. All also were given an opportunity for input through the survey process. They were provided with general information surveys as well as multiple standards surveys.

Throughout the process the Principal has attempted to keep everyone apprised of the progress of the process through the weekly parish bulletin, *Sabre Notes*, and regular parental communication.

**A.10 Action Plan Teams**

**a.) Team Membership**

***Action Plan Team # 1 – Mind***

<b>Name</b>	<b>Relationship to School</b>	<b>Phone</b>
Tim Linck (Chair)	English Department Chair	410-822-2275
Mike Brown	Math Instructor	410-822-2275
Paul Dahlen	Computer Science Department Chair	410-822-2275
Sharon Christopher	Foreign Language Department Chair	410-822-2275
Suzette Kelly	Fine Arts Department Chair	410-822-2275
Edna Patchett	Math Department Chair	410-822-2275
Carol Murphy	English Instructor	410-822-2275
Linda Smith	Computer Science Instructor	410-822-2275

***Action Plan Team # 2 – Body***

<b>Name</b>	<b>Relationship to School</b>	<b>Phone</b>
Steven Brohawn (Chair)	Social Studies Instructor	410-822-2275
Tom Robbins	Social Studies Department Chair	410-822-2275
Ron Leshner	Math/Science Instructor	410-822-2275
Dan Leve	Science Instructor	410-822-2275
Jim Samiec	Math Instructor	410-822-2275
Mike Morse	Athletic Director	410-822-2275
Debbie McQuaid	Director of Guidance	410-822-2275
Chrisine Valeo	English Instructor	410-822-2275

***Action Plan Team # 3 – Spirit***

<b>Name</b>	<b>Relationship to School</b>	<b>Phone</b>
Vicki Cappa (Chair)	Campus Minister	410-822-2275
Paula Grimes	Science Instructor	410-822-2275
Helen Riddle	Foreign Language Instructor	410-822-2275
Beth Thompson	Librarian	410-822-2275
Gina Hovland	Theology Department Chair	410-822-2275
Alex Pool	Theology Instructor	410-822-2275
Kirsten Keppel	Foreign Language Instructor	410-822-2275

b.) **Team Selection:** Teams were selected from among the faculty by the Internal Coordinators in conjunction with the Principal and with the approval of the Planning Team.

c.) **Team Responsibilities:** Teams were responsible for taking their assigned student performance outcome and developing a viable plan of action to achieve that outcome over the ensuing seven years. Developed action plans were then submitted to the administration and the Planning Team for approval.

***A.11 Implementation Teams***

**a.) Team Membership**

***Implementation Team # 1 – Mind***

<b>Name</b>	<b>Relationship to School</b>	<b>Phone</b>	<b>Years Served</b>
Tim Linck (Chair)	English Department Chair	410-822-2275	2005 to Present
Mike Brown	Math Instructor	410-822-2275	2005 to Present
Paul Dahlen	Computer Science Department Chair	410-822-2275	2005 to Present
Sharon	Foreign Language	410-822-2275	2005 to Present
Christopher	Department Chair		
Suzette Kelly	Fine Arts Department Chair	410-822-2275	2005 to Present
Edna Patchett	Math Department Chair	410-822-2275	2005 to Present
Barbara Biddle	English Instructor	410-822-2275	2005 to Present
Linda Smith	Computer Science Instructor	410-822-2275	2005 to Present

***Implementation Team # 2 – Body***

<b>Name</b>	<b>Relationship to School</b>	<b>Phone</b>	<b>Years Served</b>
Stevem Brohawn (Chair)	Social Studies Instructor	410-822-2275	2005 to Present
Tom Robbins	Social Studies Department Chair	410-822-2275	2005 to Present
Ron Leshner	Math/Science Instructor	410-822-2275	2005 to Present
Dan Leve	Science Instructor	410-822-2275	2005 to Present
Jim Samiec	Math Instructor	410-822-2275	2005 to Present
Mike Morse	Athletic Director	410-822-2275	2005 to Present
Debbie McQuaid	Director of Guidance	410-822-2275	2005 to Present
Chrisine Valeo	English Instructor	410-822-2275	2005 to Present
Chris Aiello	Social Studies/English Instructor	410-822-2275	2005 to Present

***Implementation Team # 3 – Spirit***

<b>Name</b>	<b>Relationship to School</b>	<b>Phone</b>	<b>Years Served</b>
Vicki Cappa (Chair)	Campus Minister	410-822-2275	2005 to Present
Paula Grimes	Science Instructor	410-822-2275	2005 to Present
Karen Hill	Foreign Language Instructor	410-822-2275	2005 to Present
Beth Thompson	Librarian	410-822-2275	2005 to Present
Gina Hovland	Theology Department Chair	410-822-2275	2005 to Present
Alex Pool	Theology Instructor	410-822-2275	2005 to Present
Kirsten Keppel	Foreign Language Instructor	410-822-2275	2005 to Present

b.) **Team Selection:** Teams were selected from among the faculty by the Internal Coordinators in conjunction with the Principal and with the approval of the Planning Team.

c.) **Team Responsibilities:** Teams are responsible for taking their assigned action plan and implementing its designated actions in coordination with the Internal Coordinators and with the approval of the administration.

### ***A.12 Annual Review Process***

The annual review of the *AFG* plan will be conducted by the Planning Team. Beginning in January 2006 and continuing on a quarterly basis, the team will meet to assess the progress of the student performance objectives and the action plans. The team will produce an annual report at the end of each year that will include:

- The actions that have been taken to date.
- An evaluation of the actions including whether they have been met in a timely manner.
- Why actions have not been implemented or have been altered.
- Minutes of Planning Team meetings.
- Minutes of implementation team meetings.
- Minutes of any faculty meetings or professional development sessions that relate to the *AFG* process.
- The collection and evaluation of data as mandated by the action plans.
- All evidence of the successful implementation and completion of action plan activities.
- And, any suggestions for alteration or improvement in the student performance objectives and accompanying action plans.