

BISHOP BLANCHET HIGH SCHOOL 2009-2014 STRATEGIC GOALS

We are pleased to share the four goals recommended by our community as a result of our intensive five-year strategic planning process completed during the 2008-2009 school year. The goals are listed as end results by June 30, 2014, and then more specifically with action steps to be taken this first year with the desired results to be attained by June 30, 2010.

The Strategic Goals Planning committee was established in the 2008-2009 school year. Input was gathered from the faculty and used to establish goals which directly reflect the mission statement of Bishop Blanchet High School.

Mission Statement

Bishop Blanchet is a Catholic, college preparatory high school established by the Archbishop of Seattle. Rooted in Gospel values, we educate students within a challenging, positive and diverse learning environment. We inspire students to transform the world around them through a lifelong commitment to faith, scholarship and service

GOAL 1: Enrich and enhance our Catholic faith

JUNE 2014 END RESULTS:

- All students will demonstrate Vatican II spirituality integrated into action by completing 15-hours of service annually.
- The retreat program will be enhanced to include freshmen through seniors. Students will be empowered to take responsibility for their progression of faith development. At least four more retreats will be added to the existing retreat program.
- All five programs of Christian Ministry will have a student-led component: prayer/liturgy ministry, retreat ministry, service ministry, faith group ministry, and pastoral ministry.
- Core religion curriculum will align with USCCB (US Conference of Catholic Bishops) expectations.
- Catholic values and practices will be evident and valued in all interactions and decision making.
- All faculty and staff will be encouraged to continue to grow in their faith, and be provided two full-day faculty retreats and one release day per year for service or parish work.
- All of our curriculum will be evaluated to ensure Catholic Social Teachings and Global Stewardship are an integral part of it.
- A new priest/chaplain will be fully integrated into BBHS to provide for our sacramental needs.
- The Parish Connection Program will be in place. We will interact with at least eight parishes each year for a month of Sunday mass participation as a team with our Christian Minister.
- The Brave Faith Program, a peer-based faith sharing group with student leaders, will meet at least quarterly.
- The Campus Ministry Office will continue to provide opportunities for daily prayer and worship through daily prayer presented by both faculty and students, school-wide liturgies, school-wide service projects and retreats.

JUNE 2010 RESULTS:

- An additional retreat opportunities will be developed and planned for implementation in the 2009-2010 school year.
- A student leadership component, The Brave Faith Program, will be built into the prayer liturgy team. This means that student leaders will be encouraged and trained to lead their peers in prayer and liturgy.
- Core religion curriculum will continue to be assessed for its alignment with the most current USCCB expectations.
- Faculty/staff spirituals will focus on Catholic values and practices in our daily interactions and decision-making.
- All faculty and staff will be encouraged to continue to grow in their faith and will be provided with two full-day faculty spirituals during the school year.
- The curriculum will continue to be evaluated to ensure Catholic Social Teachings and Global Stewardship are an integral part of it.
- Local parish priests will be introduced to BBHS on a weekly basis to celebrate lunchtime mass in addition to Fr. Douglas celebrating mass on Fridays.
- Service learning hours (15) will be introduced as a requirement for Religion courses.
- The Parish Connection Program will begin with at least five parishes. We will interact with these parishes each year for a month of Sunday mass participation as a team with our Christian Minister.
- The Brave Faith Program, a peer-based faith sharing group with student leaders, will begin with at least four meetings.
- The Campus Ministry Office will continue to provide opportunities for daily prayer and worship through daily prayer presented by both faculty and students, school-wide liturgies, school-wide service projects and retreats.

GOAL 2: Ensure that every student has the opportunity to reach his/her highest academic and personal potential.

JUNE 2014 END RESULTS:

- Both enrollment in and the number of scheduled classes of Honors/AP courses will continue to increase appropriately.
- All students diagnosed with special needs or enrolled in the Michael Ufer Program for Academic Support Program will have individual learning plans.
- All of the faculty will follow the accommodations/modifications listed in the Educational and Support Services Department individual learning plans.
- Community block will have a clearly defined and articulated supportive advisory model in place.
- Parent and student satisfaction with college admission support will increase by 50% from the baseline survey in January 2009. (To be measured in the annual senior exit survey.)
- Students will continue to have access to higher education opportunities.
- To ensure that all students are competitive in college applications:
 - Student PSAT/SAT/ACT scores will each increase annually from the previous year's scores.
 - All students in AP courses will take the AP test.
- Students will be provided opportunities to awaken and develop their interests and innate talents through award-winning activities and service projects.
- All of our faculty and staff will communicate professionally and respond appropriately to parent issues and concerns.

JUNE 2010 RESULTS:

- Both enrollment and the number of scheduled classes of Honors/AP courses will be offered to more students.
- At least 20% of students diagnosed with special needs or enrolled in the Michael Ufer Program for Academic Support program will have individual learning plans.
- The faculty, through departments, will have training in dealing with and following the accommodations/modifications listed in the Educational and Support Services Department individual learning plans.
- A supportive advisory community block model will be developed for introduction in the 2010-11 school year.
- Parent and student satisfaction with college admission support will increase from the baseline survey in January 2009. (To be measured in the annual senior exit survey.)
- Help and encourage students to reach their potential by making college and university options/choices available to them for consideration.
- To ensure that all students are competitive in college applications:
 - Student PSAT/SAT/ACT scores will each increase from 2009 scores
 - Most students in AP courses will take the AP test
- Faculty and staff will continue to be attentive to and responsible for effective parent communication.

GOAL 3: Advance faculty excellence by supporting ongoing development and enrichment.

JUNE 2014 END RESULTS:

- All faculty will align with outstanding and distinguished levels on the Danielson Teaching Framework 80% of the time.
- All faculty will have self-assessed and been evaluated by a qualified building administrator annually for at least three of the five previous years using the Danielson Teaching Framework.
- All courses will be curriculum mapped on *Atlas*.
- All faculty will be trained in using an appropriate variety of effective assessment strategies to improve student learning.
- All faculty will be trained in and utilize differentiated and relational teaching strategies to best serve all students' learning needs.
- All faculty will be teaching effectively in a block schedule.
- Technology will be integrated into all of our classrooms and utilized by all of our faculty.
- 50% of our faculty will incorporate Web 2.0 tools (such as blogs and podcasts) in the classroom.
- All courses will continue to be accessible from Virtual School and more teachers will continue to use it to support their classroom instruction.
- All faculty will update grades on Power School weekly.
- All course offerings will be evaluated to reflect the latest technology. A four year rotation will review technology and establish upgrade or replacement plans.
- Teachers and students will be encouraged to submit class work online.
- Per outside assessment, our technology infrastructure will meet best industry standards.

JUNE 2010 RESULTS:

- At least 20% of our faculty will align with outstanding and distinguished levels on the Danielson Teaching Framework 80% of the time.
- All of our faculty will self-assess and be evaluated by a qualified building administrator using the Danielson Teaching Framework.
- At least 10% of our courses will be curriculum mapped on Atlas.
- At least 20% of our faculty will be trained in using an appropriate variety of effective assessment strategies to improve student learning.
- All of our faculty will set clear performance standards.
- All of the faculty will receive training and preparation time to implement block schedule pacing.
- All of our teachers will be trained in and utilize differentiated teaching strategies to best serve all students' learning needs.
- Technology will be integrated into our classrooms and utilized by all of our faculty.
- All courses will be accessible from Virtual School and most teachers will use it on a regular basis.
- All of the faculty will continue to update grades on Power School at least bi-monthly.
- All courses will be evaluated for the use of technology on a rotating plan. A four year rotation will be established to review technology and establish upgrade or replacement plans.
- Students and teachers will be encouraged to use paperless technology when possible.
- The technology infra-structure will meet at least 80% of best industry standards.

GOAL 4: Foster a community that celebrates diversity (multicultural, learning differences, socio-economic) and inclusiveness.

JUNE 2014 END RESULTS:

- We will increase the numbers of students of color we serve from 27% of our population to 30%.
- We will continue to maintain our practice of hiring the best candidates, and positions will be advertised more broadly to encourage diversity among applicants.
- We will develop and support a “Diversity and Social Justice Office” to support admissions, professional development, and student/family services.
- All of our faculty/staff will demonstrate cultural competency based on the Danielson Teacher Framework.
- Multicultural standards will be integrated into the curriculum.
- The BBHS Advisory board will maintain membership that encourages people of color to participate.
- We will develop and maintain an Educational and Support Services Department focused on addressing parents and students with unique needs. This will include counseling and supporting cultural, socio-economic, and academic diversity.
- Our Academic Support program will serve the 20% of students who statistically need extra help in most high schools by developing learning plans, accommodations, academic coaching, and/or the Michael Ufer Program for Academic Success.
- We will research and implement ways to empower women/female students in leadership roles.
- We will continue to support the integration of Aaron’s Place students into BBHS facilities and activities.
- We will continue to place a priority on providing student financial assistance as fully as possible.

JUNE 2010 RESULTS:

- Diversity and Social Justice facilitators will develop a mission statement to be approved by administration, Academic Council, and Advisory Board.
- Various strategies (transportation options, athletic/leadership MS summer camp, dedicated efforts with specific feeder schools, hosting admissions event at Rainier Center, etc.) will be investigated to attract more families of color.
- We will increase our population of students of color from 25% to at least 27% of the school population.
- The Educational Support Services Department will be established to focus on addressing parents and students with unique educational and social needs. This will include counseling and supporting cultural, socio-economic and academic diversity.
- Faculty and staff positions will be advertised more broadly to encourage diversity among applicants.
- A mentoring program for students and parents of color will be developed and at least one event will be held by the end of the school year.
- Diversity and Social Justice facilitators will develop a webpage with diversity goals, mission statement, and five-year plan.
- Cultural competency training will be offered/encouraged for the faculty and staff.
- Aaron’s Place will continue to be a part of the school community in as many ways as possible.