



Regina Catholic Education Center 2014-2019 STRATEGIC PLAN



Based upon the
**NATIONAL STANDARDS
AND BENCHMARKS**
for
**EFFECTIVE CATHOLIC
ELEMENTARY AND
SECONDARY SCHOOLS**

Center for Catholic School Effectiveness,
School of Education, Loyola University Chicago,
in partnership with Roche Center for Catholic Education,
School of Education, Boston College (2012)

March 2016

With a rich history steeped in tradition, Regina has been educating and preparing students for the rigors of college and a successful Catholic life since 1958. To ensure Regina's vitality and strength going forward, our Strategic Planning team has evaluated our internal and external environment; we have identified opportunities and challenges to Regina and established our most important priorities.

Regina has chosen to utilize the National Catholic Educational Association's (NCEA) Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools as the foundation for our document. Within each Benchmark we have added a goal that is "Specific to Regina" as well as the individual or group that will be held accountable for achieving that goal and a timeline for completion. We believe that this will help us keep our strategic plan on track as we move Regina forward. The Regina Board of Education is committed to keeping a sharp focus on meeting these individual goals through our committee work and goal progress will be reported on throughout the year to ensure completion.

With a long term strategic focus we will continue to provide an excellent Catholic education with a solid 21st century curriculum and quality facilities. Regina's strategic plan provides a clear direction for the next 5 years. This plan represents a collaboration from many individuals. We want to thank our dedicated staff, school families, parish members, BOE members, the Diocese of Davenport and board committee members for their contributions to the formulation of this plan. Your strong relationship with Regina is valued, appreciated and essential for the continued strength and success of Regina. Thank you for your ongoing commitment to Regina's mission.

God Bless,

Matt Pacha

Chair, Regina Board of Education

PERMISSION TO USE

The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools may be used for purposes consistent with the support and improvement of Catholic education. It may not be sold for profit by any person or institution. The content contained herein may not be altered, edited or amended. Any reproduction or use must include acknowledgement of the Center for Catholic School Effectiveness, School of Education, Loyola University Chicago, in partnership with the Barbara and Patrick Roche Center for Catholic Education, Lynch School of Education, Boston College.

TABLE OF CONTENTS

Regina’s Vision and Mission.....4

Definition of Terms.....5

Mission and Catholic Identity.....7
 Standards and Benchmarks.....8-13

Governnce and Leadership.....15
 Standards and Benchmarks.....16-19

Academic Excellence.....21
 Standards and Benchmarks.....22-26

Operational Vitality.....27
 Standards and Benchmarks.....28-32

Regina Leadership.....34

Regina Organization Chart.....35

APPENDIX A.....36
 Regina Campus View

APPENDIX B.....38
 National Standardds and Benchmarks for Effective
 Catholic Elementary and Secondary Schools

APPENDIX C.....39
 Defining Characteristics of Catholic Schools

APPENDIX D.....41
 NCEA Acknowledgements

HOW THIS STRATEGIC PLAN WILL BE USED

Each year in June, the Regina Board of Education, along with the Regina Administrative Team, will score the completion of each objective on a one to four scale; a one (1) signifies little or no progress, a two (2) implies some progress, a three (3) indicates full completion/compliance, and a four (4) indicates achievement above and beyond the original objective.

Regina's Vision

Regina strives to be the leading faith-based PreK-12 educational center in the Midwest.

Regina's Mission

Regina is committed to preparing tomorrow's leaders through a comprehensive educational experience focused on excellence and anchored in the teachings of the Roman Catholic Church.

Our Guiding Principle

Inspiring Faith and Excellence

We Believe

We believe that living, celebrating, and sharing our faith creates life-long, active members of the Catholic Church | We believe in embracing all learners regardless of religion, ethnicity, or financial circumstances | We believe that all members of our community, including parents, parishes, and alumni, are integral to the educational process | We believe that fostering community relationships in a safe, supportive environment allows students to understand the importance of being of service to others | We believe in providing all students with multiple opportunities to participate in academic endeavors, athletics, and the arts.

Definition of Terms

Mission

Why we exist. A statement of purpose of the organization, which includes the business the organization is in, its customers, and the products/ services of the business. It clarifies the nature and scope of the organization's product/service offerings and broadly outlines the primary emphasis.

Vision

What we want the organization to be in the future. A description of the ideal future contribution/state of the organization. A consciously created image of what the organization would ideally like to be. Typically the Vision can be stated in one sentence.

Vision Priorities

How we will achieve the vision by focusing on the critical few areas of focus.

Goals and Actions

Broadly defined strategic positions or conditions, which the organization desires to reach. Goals close the gap between the organization's preferred vision and its current situation.

Objectives

Measurable statements of achievement that lead to the accomplishment of a goal. In the short-term and through the long-term, they provide indicators of progress.

Strategies

A plan of action or policy designed to achieve an objective or overall aim.

Values

How we will treat each other and our constituents.

Accountability

Those individuals primarily involved with seeing the goal or objective met. While other individuals or groups may be involved, it will ultimately rest on the shoulders of the individuals or groups held accountable to complete the task.



Judy Duncan presents her Regina High School Choir members during their Spring 2014 concert held at St. Mary of the Visitation in Iowa City.

MISSION and CATHOLIC IDENTITY

The Church’s teaching mission includes inviting young people to a relationship with Jesus Christ or deepening an existing relationship with Jesus, inserting young people into the life of the Church, and assisting young people to see and understand the role of faith in one’s daily life and in the larger society.

“This unique Catholic identity makes our Catholic elementary and secondary schools ‘schools for the human person’ and allows them to fill a critical role in the future life of our Church, our country and our world” (*The Catholic School on the Threshold of the Third Millennium*, 1997). The following standards address Catholic identity and culture as vital to the mission of Catholic schools in the United States.

Mission and Catholic Identity

Mission and Catholic Identity

Section Two | NCEA Standards and Benchmarks

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.

BENCHMARKS		Timeline	*
1.1 The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic Identity.			
Accountable	Specific to Regina		
Regina Board	Review current mission and vision statement to ensure alignment with National Standards.	July 2014	*
1.2 The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.			
Accountable	Specific to Regina		
Board, Administration	All agree to use the current Strategic Plan document as a “playbook” for board and committee meetings.	On- going	
1.3 The school leader/leadership team regularly calls together the school’s various constituencies (including but not limited to faculty, staff, parents, students, alumni(ae) to clarify, review and renew the school’s mission statement.			
Accountable	Specific to Regina		
Administration, Executive Committee	A town hall meeting will be scheduled in the fall to review the Vision and Mission Statements and Strategic Pain updates.	Minimal Annually in the Fall	
1.4 The mission statement is visible in public places and contained in official documents			
Accountable	Specific to Regina		
Administration	Posters will be developed and displayed in each classroom. Personal prayer cards will be distributed.	January 2015	*
1.5 All constituents know and understand the mission.			
Accountable	Specific to Regina		
Administration	Reference to the importance of the mission at faculty, parent meetings. Mission on website, social media, and posters.	Ongoing	

Mission and Catholic Identity

Section Two | NCEA Standards and Benchmarks

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.

BENCHMARKS		Timeline	*
2.1 Religious education curriculum and instruction meets the religious education requirements and standards of the diocese.			
Accountable	Specific to Regina		
Religion Faculty Principals	<ul style="list-style-type: none"> Submit review of Religion curriculum to Diocesan Religion Staff and Principals Review Religious Education curriculum with Catholic Identity committee. 	Annually Annually	
2.2 Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.			
Accountable	Specific to Regina		
Principals, Campus Minister VIA Leadership Team	<ul style="list-style-type: none"> Annually select VIA teachers based upon skill sets and background in theology. Review VIA content every two years. 	By June Annually April 2016	
2.3 Faculty who teach religion meet diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.			
Accountable	Specific to Regina		
Principals	Hire a Campus Minister. (Background in theology preferred).	August 2014	*
Principals	All religion teachers are practicing Catholics in good standing with the church	On-Going	
2.4 The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.			
Accountable	Specific to Regina		
Diocesan Staff	One faculty Professional Development day is dedicated to religious instruction (See 7.1).	Annually in January	
Provost, Finance Committee, Catholic Identity	<ul style="list-style-type: none"> Work with local Diocese and pastoral staff to locate a campus priest/nun spiritual director. A weekly K-12 Mass or weekly religious programming is worked into the academic schedule. 	August 2016 August 2015	

Mission and Catholic Identity

Section Two | NCEA Standards and Benchmarks

STANDARD 2 (cont.)

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.

BENCHMARKS		Timeline	*
2.5 Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.			
Accountable	Specific to Regina		
Principals, Campus Minister, Catholic Identity	<ul style="list-style-type: none"> Each class begins with a short prayer. Teaching moments link the subject matter back to the values taught in the Church. “Saints of the subject” are portrayed in classrooms. 	August 2015 August 2015 August 2016	* *
2.6 Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.			
Accountable	Specific to Regina		
Catholic Identity Committee	Catholic Identity Committee to identify potential areas for Catholic culture improvement on campus. Make recommendation to Board to approve and acquire art.	Ongoing	
Principals, Music Director	High School students partner with the Newman Center Singers for two annual choir events (RE-New Singers).	September 2016	
Campus Minister	Liturgical colors displayed throughout the center during seasons.	December 2016 (advent)	
2.7 The theory and practice of the Church’s social teachings are essential elements of the curriculum.			
Accountable	Specific to Regina		
Principals, Campus Minister	Principals review religious curriculum with Campus Minister.	Annually in Fall	

Mission and Catholic Identity

Section Two | NCEA Standards and Benchmarks

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.

BENCHMARKS			Timeline	*
3.1 Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy				
Accountable	Specific to Regina			
Principals	A weekly K-12 Mass or weekly religious programming is worked into the academic schedule.		September 2015	
Campus Minister & Provost	Each Fall, students attend a Mass “refresher” course on the Order of the Mass led by Campus Minister & Provost.		September 2015	
3.2 Every student is offered timely, regular, and age appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.				
Accountable	Specific to Regina			
Campus Minister	Campus Minister works with center leadership team to develop a religious theme for each retreat.		Annually in September	
3.3 Every student participates in Christian service programs to promote the lived reality of action in service of social justice.				
Accountable	Specific to Regina			
Principals, Catholic Identity	All service projects place an emphasis on social justice.		Annually in Fall/ Spring	
3.4 Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.				
Accountable	Specific to Regina			
Board, Administration, Faculty, Staff	<ul style="list-style-type: none"> Each board member, administrator, faculty, and staff member performs at least one service project each year. Staff and student service projects are portrayed in news releases, Regina website, and social media. 		Annually Ongoing	

Mission and Catholic Identity

Section Two | NCEA Standards and Benchmarks

STANDARD 4

An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

BENCHMARKS		Timeline	*
4.1 The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis.			
Accountable	Specific to Regina		
Finance Committee	Budget opportunities where all faculty would be able to attend a professional faith seminar/retreat once every three years.	Ongoing	
4.2 The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith.			
Accountable	Specific to Regina		
IT, Catholic Identity	Regina App successfully developed and launched.	August 2016	
4.3 The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents/guardians to grow in the knowledge and practice of the faith.			
Accountable	Specific to Regina		
Campus Minister	Meet with local Catholic entities to discover new ways to broaden the Regina reach and simultaneously immerse Regina students into Catholic service opportunities beyond K-12. (ie. Knights of Columbus)	August 2016	
4.4 All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.			
Accountable	Specific to Regina		
Administration	Include school-based and parish-based service project opportunities in Regal Weekly.	Ongoing	
4.5 Every administrator, faculty, and staff member visibly supports the faith life of the school community.			

Mission and Catholic Identity

Section Two | NCEA Standards and Benchmarks

STANDARD 4 (cont.)

An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

BENCHMARKS		Timeline	*
Accountable	Specific to Regina		
Board, Administration, Faculty, Staff	<ul style="list-style-type: none"> All commit to participate in all Masses at school and their parish/church. Participation includes serving as Eucharistic Minister, Lector, Usher, Altar Server, and other roles as needed, either at Regina or in the parish. Consider recognition to those staff and faculty members who have gone above and beyond. 	Ongoing in June	



Regina Elementary students participate during the annual Christmas pageant held at St. Patrick's parish in Iowa City.

GOVERNANCE and LEADERSHIP

Central to the mission of the Church is the work of Catholic school education. The success of this mission depends on the key components of effective governance, which provides direction or authority, and leadership, which ensures effective operations.

Catholic school governance and leadership can be seen as a ministry that promotes and protects the responsibilities and rights of the school community. Governance and leadership based on the principles and practices of excellence are essential to insuring the Catholic identity, academic excellence, and operational vitality of the school. Although governance models vary based on the sponsorship of the school, those who serve on the governing body or leadership team in Catholic schools provide for an environment for the teaching of doctrine and Sacred Scripture, the building and experiencing of community, the serving of others, and the opportunity for worship.

Governance and Leadership

Section Two | NCEA Standards and Benchmarks

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.

BENCHMARKS		Timeline	*
5.1 The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.			
Accountable	Specific to Regina		
Board Chair/Executive Committee	All new board members are provided with board training to better understand their responsibilities	Every July or as needed	
Board Chair/Executive Committee	Conduct an annual diocesan orientation	Every July or as needed	
5.2 The governing body systematizes the policies of the school’s operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.			
Accountable	Specific to Regina		
Policy Committee	Policy Committee provides a report each month at Board meetings and highlights each policy reviewed that month in committee.	On-going	
5.3 The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop’s legitimate authority.			
Accountable	Specific to Regina		
Policy and Finance Committee	An annual report is sent to the Bishop to highlight the past year’s achievements and go over goals for upcoming year.	Every June	
5.4 The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the diocesan Education Office consistent with diocesan policy pertaining to the recognition of Catholic schools by the Bishop.			
Accountable	Specific to Regina		

Section Two | NCEA Standards and Benchmarks

STANDARD 5 (cont.)

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.

BENCHMARKS		Timeline	*
Policy Committee	All policies are reviewed on a three year rotation unless more immediate action is necessary.	On-going	
5.5 In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue.			
Accountable	Specific to Regina		
Board	Each year, the board selects a provost from one of the four parish pastors. The provost provides guidance in matters of theology and sits on the Executive committee.	On-going	
5.6 The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities.			
Accountable	Specific to Regina		
Board	Principals are evaluated yearly by Diocesan Superintendent	Every February	
Board	Each June, the Board reviews and scores its activities based upon this Strategic Planning document.	Every June	

Section Two | Standards and Benchmarks

STANDARD 6

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.

BENCHMARKS		Timeline	*
6.1 The leader/leadership team meets national, state and/or diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.			
Accountable	Specific to Regina		
Executive Team	All administration, faculty, staff, coaches, and volunteers are VIRTUS trained per Diocese of Davenport requirements.	On-going	
6.2 The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.			
Accountable	Specific to Regina		
Administration	Posters with Vision and Mission are hung in every classroom and in the hallways for parents to see and read.	January 2015	*
Principals	Utilize 3rd party programming that can best motivate and track students' behavior (see 7.5).	October 2014	*
6.3 The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with diocesan policies and/or religious congregation sponsorship policies.			
Accountable	Specific to Regina		
Principals	School administrators annually evaluate each faculty member two times per year based upon their “tier” level.	On-going	*
6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.			
Accountable	Specific to Regina		
Principals	Develop and implement models for vertical alignment between the faculty members of all centers (see 8.5).	Fall 2016	

Section Two | Standards and Benchmarks

STANDARD 6 (cont.)

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.

BENCHMARKS		Timeline	*
6.5 The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.			
Accountable	Specific to Regina		
Principals	Results of BEDS report, CSIP, and Iowa Assessments are shared at Board meetings when compiled .	Every Fall	*
6.6 The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school.			
Accountable	Specific to Regina		
Principals	Center curriculum is reviewed regularly with SIAC committee	Monthly	*
6.7 The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.			
Accountable	Specific to Regina		
Principals	When changes occur, the principals share information at weekly staff meetings or via email if there is urgency.	As needed	



Regina Junior High students present "Alice in Wonderland" for the Spring 2014 play.

ACADEMIC EXCELLENCE

The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand.

Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that “young people of the third millennium must be a source of energy and leadership in our Church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (Renewing Our Commitment to Catholic Elementary and Secondary School in the Third Millennium, 2005).

The essential elements of “an academically rigorous and doctrinally sound program” mandate curricular experiences—including co-curricular and extra-curricular activities—which are rigorous, relevant, research-based, and infused with Catholic faith and traditions. The following essential elements provide a framework for the design, implementation, and assessment of authentic academic excellence in Catholic school education from prekindergarten through secondary school.

Academic Excellence

Section Two | NCEA Standards and Benchmarks

STANDARD 7

An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

BENCHMARKS		Timeline	*
7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.			
Accountable	Specific to Regina		
Principals	Continue to do K-12 Iowa Core alignment	On-going	*
7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.			
Accountable	Specific to Regina		
Principals	As new K -12 Diocesan Faith Formation Standards are developed they are integrated into the academic curriculum	On-going	*
7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.			
Accountable	Specific to Regina		
Principals	Align curriculum with Iowa Core 21st Century Skills	On-going	*
Faculty	Develop and share specific classroom goals to meet above objectives	On-going	
7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.			
Accountable	Specific to Regina		
Faculty	Continued emphasis on technology integration in all areas (see 12.1).	On-going	*

Section Two | NCEA Standards and Benchmarks

STANDARD 7 (cont.)

An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

BENCHMARKS		Timeline	*
7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.			
Accountable	Specific to Regina		
Principals	Investigate & use character development curriculum; topics are emphasized through Character Counts and Religion courses (see 6.2).	On-going	*
7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.			
Accountable	Specific to Regina		
Principals	CAP & Accommodation Plans are used; Resource and TAG programming is utilized in K-12	On-going	*
7.7 Faculty collaborate in professional learning communities (PLC) to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.			
Accountable	Specific to Regina		
Principals, Faculty	Implement ideas from PLC training in June	Annually in Fall	*
7.8 The faculty and professional support staff meet diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.			
Accountable	Specific to Regina		
Principals, Faculty	Maintain licensure through professional folders	On-going	*

Section Two | NCEA Standards and Benchmarks

STANDARD 7 (cont.)

An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

BENCHMARKS		Timeline	*
7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.			
Accountable	Specific to Regina		
Principals	Professional Development includes topics such as ALiCE, instructional strategies, technology, and required Catechesis hours	On-going	*
7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.			
Accountable	Specific to Regina		
Finance Committee	Budget a program where all faculty would be able to attend a professional faith seminar/retreat once every three years.	July 2015	

Section Two | NCEA Standards and Benchmarks

STANDARD 8

An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and improvement of instructional practices.

BENCHMARKS		Timeline	*
8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.			
Accountable	Specific to Regina		
Principals/SIAC	K-12 administration review goals related to Annual Progress Report by using results from Iowa Assessments, EXPLORE, PLAN, PSAT, AP, and ACT	Every August	*
8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.			
Accountable	Specific to Regina		
Principals	Results from Benchmark 8.2 are shared with Board SIAC committee and reported to Board.	Every October	*
8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.			
Accountable	Specific to Regina		
Principals	Multiple forms of assessment are used school-wide and in specific courses	Every August	
8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.			
Accountable	Specific to Regina		
Principals	Grading scales are established; assessments are evaluated for effectiveness. Grade posting guidelines adhered to.	On-going	*
Principals	Communicating guidelines and create a mechanism for adherence.	On-going	
8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.			
Accountable	Specific to Regina		
Principals, Faculty	Implement ideas from PLC training in June.	Fall	*

Section Two | NCEA Standards and Benchmarks

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.

BENCHMARKS		Timeline	*
9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.			
Accountable	Specific to Regina		
Principals/Board of Education	Continue to utilize SIAC committee, parent support groups and foster parental involvement	On-going	
9.2 Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.			
Accountable	Specific to Regina		
Principals	Guidance and behavior management services are in place	On-going	*
9.3 Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.			
Accountable	Specific to Regina		
Principals/Activities Director	Multiple opportunities are provided outside of the classroom (Current 7-12 participation = 2.3 ave. activities/student).	On-going	*

OPERATIONAL VITALITY

Catholic schools are temporal organizations committed to the Church and the mission of Catholic education including a commitment to a culture of excellence and rigor.

These schools exist in a milieu of constant socioeconomic challenges grounded in continuous need for sustainable financial planning, human resource/personnel management and professional formation, facilities maintenance and enhancement, and the requirement for institutional advancement and contemporary communication. Catholic schools must adopt and maintain standards for operational vitality in these areas and define the norms and expectations for fundamental procedures to support and ensure viability and sustainability. When a school does not maintain standards for operational vitality, the continuation of academic excellence is in grave jeopardy. Over time, even an academically rigorous school with strong Catholic identity will not survive without operational vitality. Standards for operational vitality must focus on the “operation” of the school—how it works and how it is supported—in four key areas: finances, human resources/personnel, facilities, and institutional advancement. The leader/ leadership team must manage each area and be subject to the direct oversight of the governing body in these matters.

Operational Vitality

Section Two | NCEA Standards and Benchmarks

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.

BENCHMARKS		Timeline	*
10.1 The governing body and leader/leadership team engage in financial planning in collaboration with experts in nonprofit management and funding.			
Accountable	Specific to Regina		
Board	Approve funding to hire an industry expert to conduct a formal campus site plan. Hired Spring 2015	On-going	*
Board/Finance	Approve funding to conduct an audit of all financials.	January 2016	
10.2 Financial plans include agreed-upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards.			
Accountable	Specific to Regina		
Board, Parishes	Monitor recently approved funding model to bring all four parishes to equal percentage levels over seven year period.	On-going	*
10.3 Financial plans define revenue sources that include but are not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities' assistance, foundation gifts, entrepreneurial options and other sources not listed.			
Accountable	Specific to Regina		
Executive Committee	Become actively involved in passing legislation for state wide approval of Educational Savings Accounts (ESA).	On-going	
Board	Explore all costs for campus based, stand alone daycare. (Report back to board in conjunction with 10.1 above).	Rejected by committee	*
10.4 Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects.			
Accountable	Specific to Regina		
Finance Committee	Future capital campaigns address areas identified and provide for on-going contributions to teacher endowment.	June 2016	

Section Two | NCEA Standards and Benchmarks

STANDARD 10 (cont.)

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.

BENCHMARKS		Timeline	*
10.5 Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs.			
Accountable	Specific to Regina		
Finance Committee	P&L Statements reviewed quarterly	Every quarter	*
10.6 Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.			
Accountable	Specific to Regina		
Finance Committee	Better explanation in Annual Report and other sources to illustrate total cost to educate.	On-going	*
10.7 The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.			
Accountable	Specific to Regina		
Business Office/Finance	Regular reminders for families to utilize STO and Financial Aid as available	On-going	*
10.8 The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices as a means of providing good stewardship of resources.			
Accountable	Specific to Regina		
Finance Committee	Expected STO funds are used to offset Regina's internal Financial Aid budget.	Reviewed annually	*

Section Two | NCEA Standards and Benchmarks

STANDARD 11

An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity, and volunteers) and provide clarity for responsibilities, expectations, and accountability.

BENCHMARKS		Timeline	*
11.1 Human resource programs are professionally staffed at the appropriate level (i.e central office, school office) and ensure full compliance with human resource policies.			
Accountable	Specific to Regina		
Exectutive Team	Employee handbook reviewed and updated annually.	Every August	*
11.2 Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement.			
Accountable	Specific to Regina		
Policy Committee.	Ensure policy handbook includes up-to-date job descriptions for all positions. Review hiring practices.	On-going	
11.3 Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.			
Accountable	Specific to Regina		
Board/Finance	Compensation matrix established June 2015.	June 2015	*
Board/Finance	Increased rate of pay planned for in capital campaign (see 10.4).	On-going	
Finance Committee	Establish a peer group to routinely compare Regina's rate of pay with similar size Catholic schools local and public.	On-going	*
11.4 Human resource policies ensure that institutional planning includes investment in personnel growth, health care and retirement.			
Accountable	Specific to Regina		
Finance Committee	Annually review investments in Professional Development, health care program, and retirement funding as part of budget process.	Report every June	*

Section Two | NCEA Standards and Benchmarks

STANDARD 12 (cont.)

An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

BENCHMARKS		Timeline	*
12.1 The school's facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.			
Accountable	Specific to Regina		
Board/SIAC/Finance	Discuss providing Chromebooks for each Jr./Sr. High School faculty member and how the Chromebooks would be used.	Spring 2015	
Director of IT	Using a grade 7-12 one-to-one (1:1) computing model as a goal, assemble a cost analysis assessment of all equipment, front and back end, any additional personnel, etc. needed to launch. Pilot 2015-16 school year, implement 2016-17 school year.	2014-2015	*
12.2 The school's budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.			
Accountable	Specific to Regina		
Finance Committee, Build & Grounds Committee	Areas of concern identified in the ISES report are placed within site plan. Determine if a capital improvement campaign is needed.	June 2015	
Board	Comprehensive Capitol Campaign	2017	
12.3 The school's purchasing, and physical and technological improvements are, by design, done in alignment with the mission and the school's planning and curricular goals, and consistent with environmental stewardship.			
Accountable	Specific to Regina		
Director of Operations	School-wide recycling program in place.	On-going	*

Section Two | NCEA Standards and Benchmarks

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.

BENCHMARKS		Timeline	*
13.1 The communications/marketing plan requires school leader/leadership team and staff person(s) to insure the implementation of contemporary, multiple information technologies to reach targeted audiences, and to establish reliable and secure databases and accountability to stakeholders.			
Accountable	Specific to Regina		
Financial Office	Converted to QuickBooks in 2011. All Regina fundraising groups also required to use QuickBooks in 2011.	On-going	*
Advancement team	Continually improve data base mgmt. Personal visit to donors fully implemented.	On-going	*
13.2 The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups.			
Accountable	Specific to Regina		
Director of Operations/Board Chair	Create permanent STO committee to oversee STO efforts to achieve current year goals.	Monthly reports	
Board	Director of Admissions shares monthly enrollment statistics with Director of Operations and Board of Education.. Shares challenges and successes. Annual goals set by the Director of Operations.	Monthly reports	*
13.3 The development plan requires school leader/leadership team, in collaboration with the governing body, to insure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate.			
Accountable	Specific to Regina		
Ex. Director of Foundation/ Board	Advancement Team was established in July 2013.	On-going	*
Regina Board and Foundation Board	As discussed in July, 2013 following Ray German's report from benefactors, fully merge Foundation staff with Regina staff.	July 2016	



Regina Board of Education 2015-2016

St. Mary



Fr. Steve Witt
 Matt White
 Rick Larew
 Angela Villhauer, Treasurer

St. Patrick



Fr. Rudy Juarez
 Scott Nibaur
 Patrick Gavin
 Matt Pacha, Chairperson

St. Thomas More



Fr. Stephen Page, Provost
 Janan Rustan
 Anne Kelly, Vice-Chairperson
 Dr. Jim Nepola

St. Wenceslaus



Fr. Gary Beckman
 Dr. Theresa Brennan
 Jason Dumont
 Kathy Shey, Secretary

Regina Administrative Team

Administrative Offices

Alan Opheim, Director of Finance & Operations
 Pam Schowalter, Director of Admissions

Junior / Senior High School

Glenn Plummer, Principal
 Tim Foley, Assistant Principal
 Ryan O'Hern, Athletic Director

Elementary School

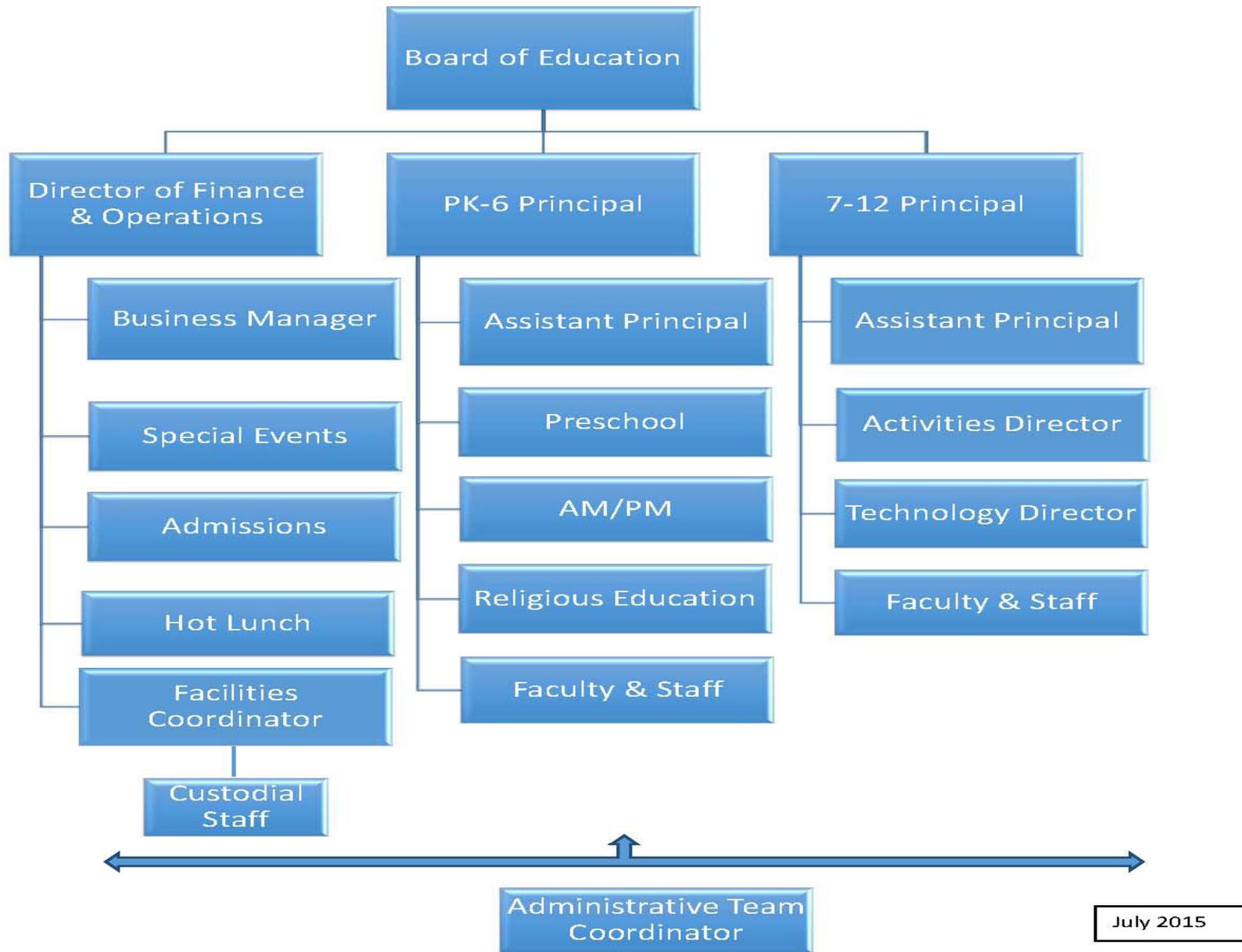
Celeste Vincent, Principal
 Bill Battistone, Assistant Principal

Regina Foundation 2015-2016

Chrissy Chambliss, President
 Gary Schmit, Treasurer
 Rev. Gary Beckman, Pastoral Representative
 April Rouner, Executive Director/Secretary

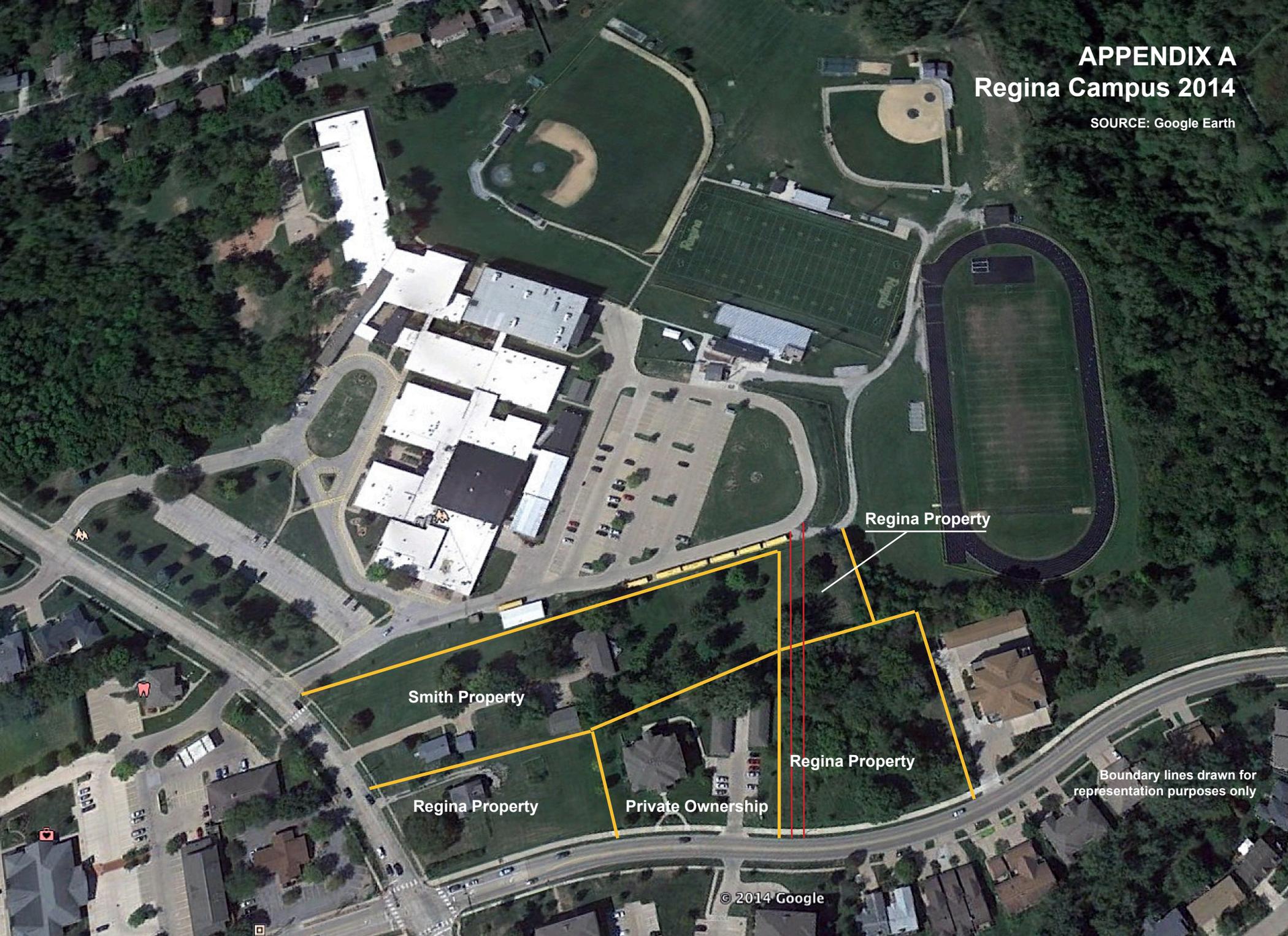
Eric Aitchison President Elect
 John Evans
 Chris Clark
 Greg McLaughlin

Mike McLaughlin
 Janan Rustan, Regina BOE Liason



APPENDIX A Regina Campus 2014

SOURCE: Google Earth



Regina Property

Smith Property

Regina Property

Regina Property

Private Ownership

Boundary lines drawn for representation purposes only

© 2014 Google



Regina Junior High students prepare for an evening Mass at St. Patrick in Iowa City.

NATIONAL STANDARDS AND BENCHMARKS for EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS

The *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* is intended to describe how the most mission-driven, program effective, well managed, and responsibly governed Catholic schools operate. They are offered as school effectiveness standards rather than curriculum content standards, although they support curriculum development consistent with national standards and the Common Core State Standards. They provide benchmarks to determine how well a school is fulfilling its obligation to those who benefit from its services (e.g. students, parents/guardians and families, faculty and staff), to donors and contributors, to the Church, and to civil society. Catholic schools and sponsors are encouraged to commit to the defining characteristics and performance benchmarks of the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* and to work toward implementing the principles and practices outlined here within the context of their own culture and community.

This document contains three types of statements grounded in Church teachings, best practice, and proven success of those committed to the future of Catholic elementary and secondary education in the United States.

The *Defining Characteristics* flow directly from the Holy See's teaching on Catholic schools as compiled by Archbishop J. Michael Miller, CSB (*The Holy See's Teaching on Catholic Schools*, 2006), and from statements by Pope Benedict XVI and the American bishops. The characteristics define the deep Catholic identity of Catholic schools and serve as the platform on which the standards and benchmarks rest. The defining characteristics authenticate the standards and benchmarks, justifying their existence and providing their meaning.

The *Standards* describe policies, programs, structures, and processes that should be present in mission-driven, program effective, well-managed, and responsibly governed Catholic schools that operate in concert with the defining characteristics. The standards address four domains: Mission and Catholic Identity, Governance and Leadership, Academic Excellence, and Operational Vitality.

The *Benchmarks* provide observable, measurable descriptors for each standard. Benchmarks provide a solid basis for future development of more detailed self-assessment and diagnostic instruments, data collection and reporting structures, and accreditation tools, as appropriate at the local, diocesan, regional, and national levels.

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools was drafted by a national task force of Catholic school educators and supporters, in communication with the National Catholic Educational Association (NCEA). The first draft was reviewed by participants at the Chief Administrators of Catholic Education (CACE) annual conference in October 2010. Using the feedback from CACE, the task force crafted the second draft for open review at the NCEA national convention in April 2011. Two sessions were attended by stakeholders representing all levels of leadership. Following revisions to the second draft, the Task Force invited selected domain experts, leaders in Catholic education, Bishops, pastors, and other key stakeholders to provide a final round of feedback on the third draft. A fully vetted and revised document is now offered to the entire community March 2012.

SOURCE: The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools. 2012.



The *Defining Characteristics* flow directly from the Holy See's teaching on Catholic schools as compiled by Archbishop J. Michael Miller, CSB (*The Holy See's Teaching on Catholic Schools*, 2006), and from statements by Pope Benedict XVI and the American bishops. The characteristics define the deep Catholic identity of Catholic schools and serve as the platform on which the standards and benchmarks rest. The defining characteristics authenticate the standards and benchmarks, justifying their existence and providing their meaning.

Centered in the Person of Jesus Christ

Catholic education is rooted in the conviction that Jesus Christ provides the most comprehensive and compelling example of the realization of full human potential. (*The Catholic School*, 34, 35) In every aspect of programs, life, and activities, Catholic schools should foster personal relationship with Jesus Christ and communal witness to the Gospel message of love of God and neighbor and service to the world, especially the poor and marginalized. (Miller, 2006, pp. 25–26)

Contributing to the Evangelizing Mission of the Church

By reason of its educational activity, Catholic schools participate directly and in a privileged way in the evangelizing mission of the church (*The Catholic School*, 9; *The Catholic School on the Threshold of the Third Millennium*, 5, 11; *The Religious Dimensions of Education in a Catholic School*, 33).

As an ecclesial entity where faith, culture, and life are brought into harmony, the Catholic school should be a place of real and specified

pastoral ministry in communion with the local Bishop. (*The Catholic School*, 44; *The Catholic School on the Threshold of the Third Millennium*, 14; *The Religious Dimension of Education in a Catholic School*, 34;) The environment in Catholic schools should express the signs of Catholic culture, physically, and visibly (*The Religious Dimension of Education in a Catholic School*; Miller, 2006, p. 40).

Distinguished by Excellence

Church documents, history, and practices, supported by Canon Law, establish that first and foremost a Catholic school is characterized by excellence. Consistent with the defining characteristics, Catholic schools should implement on-going processes and structures and gather evidence to ensure excellence in every aspect of its programs, life, and activities (*Gravissimum Educationis* 8 and 9; Code of Canon Law, Canon 806 #2).

Committed to Educate the Whole Child

Catholic school education is rooted in the conviction that human beings have a transcendent destiny, and that education for the whole person must form the spiritual, intellectual, physical, psychological, social, moral, aesthetic and religious capacities of each child. Catholic schools should develop and implement academic, co-curricular, faith-formation, and service/ministry programs to educate the whole child in all these dimensions (*The Catholic School*, 29).

Steeped in a Catholic Worldview

Catholic education aims at the integral formation of the human person, which includes “preparation for professional life, formation of ethical and social awareness, developing awareness of the transcendental, and religious education” (*The Catholic School*, 31). All curriculum and instruction in a Catholic school should foster: the desire to seek wisdom and truth, the preference for social justice, the discipline to become self-learners, the capacity to recognize ethical and moral grounding for behavior, and the responsibility to transform and enrich the world with Gospel values. The Catholic school should avoid the error that its distinctiveness rests solely on its religious education program (Miller, 2006, pp. 43–45, 52).

Sustained by Gospel Witness

Catholic schools pay attention to the vocation of teachers and their participation in the Church's evangelizing mission. (*The Catholic School on the Threshold of the Third Millennium*, 19; *Lay Catholics in Schools*, 37) A Catholic educator is a role model for students and gives testimony by his or her life and commitment to mission (Benedict XVI, June, 2005; Miller, 2006, p. 53). As much as possible, Catholic schools should recruit teachers who are practicing Catholics, who can understand and accept the teachings of the Catholic Church and the moral demands of the Gospel, and who can contribute to the achievement of the school's Catholic identity and apostolic goals, including participation in the school's commitment to social justice and evangelization. (United States Conference of Catholic Bishops, National Directory for Catechesis, 231)

Shaped by Communion and Community

Catholic school education places an emphasis on the school as community—an educational community of persons and a genuine community of faith. (*Lay Catholics in Schools*, 22, 41) Catholic schools should do everything they can to promote genuine trust and collaboration among teachers, with parents as the primary educators of their children, and with governing body members to foster



appreciation of different gifts that build up a learning and faith community and strengthen academic excellence (Lay Catholics in Schools, 78). The Catholic school should pay especially close attention to the quality of interpersonal relations between teachers and students, ensuring that the student is seen as a person whose intellectual growth is harmonized with spiritual, religious, emotional, and social growth (The Catholic School on the Threshold of the Third Millennium, 18).

Accessible to All Students

By reason of their evangelizing mission, Catholic schools should be available to all people who desire a Catholic school education for their children (Gravissimum Educationis, 6; Code of Canon Law, Canons 793 #2; Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium, Introduction). Catholic schools in concert with the Catholic community should do everything in their power to manage available resources and seek innovative options to ensure that Catholic school education is geographically, programmatically, physically, and financially accessible.

Established by the Expressed Authority of the Bishop

Canon Law states, “Pastors of souls have the duty of making all possible arrangements so that all the faithful may avail themselves of a Catholic education” (Code of Canon Law, Canon 794). Bishops need to put forward the mission of Catholic schools, support and enhance the work of Catholic schools, and see that the education in the schools is based on principles of Catholic doctrine (John Paul II , Pastores Gregis, 52). Catholic schools have a formal and defined relationship with the Bishop guided by a spirituality of ecclesial communion, and should work to establish a relationship marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop’s legitimate authority (Code of Canon Law, Canon 803 #1 and #3; Miller, 2006, p. 33).

SOURCE: The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools. 2012.

ACKNOWLEDGEMENTS

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools

TASK FORCE

Chair

Lorraine A. Ozar, PhD
Director, Center for Catholic School Effectiveness
School of Education, Loyola University Chicago

Members

Margaret F. Boland, EdD
Senior Associate Superintendent,
Diocese of Trenton, NJ

Br. William Carriere, FS C, PhD
Executive Director, Western Catholic
Educational Association

William S. Dinger
President, William H. Sadlier, Inc.

Sr. Jane Herb, IHM, PhD
Superintendent of Schools,
Diocese of Albany, NY

Barbara O'Block, EdD
Superintendent of Schools,
Diocese of Gary, IN

Rev. John J. Serio, SD B
Principal, Don Bosco Cristo Rey High School,
Takoma Park, MD

Province Director of Education,
Salesians of Don Bosco, NY

Patricia Weitzel-O'Neill, PhD
Executive Director, Barbara and Patrick Roche
Center for Catholic Education
Lynch School of Education, Boston College

CITATION REFERENCE FOR STANDARDS

Ozar, L. A., & Weitzel-O'Neill, P. (Eds.). (2012). National standards and benchmarks for effective Catholic elementary and secondary schools. Chicago, IL: Loyola University Chicago, Center for Catholic School Effectiveness.

Further information regarding the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* may be found at: www.catholicschoolsandstandards.org

BACK COVER PHOTO

The Regina Boys Soccer Team celebrate their 2014 State Championship win against Mid-Prairie Wellman at Cownie Fields in Des Moines, Iowa. PHOTO CREDIT: Dr. Glenn Yowell.



 **REGINA**
CATHOLIC EDUCATION CENTER