



**ST. ROSE OF LIMA**  
CATHOLIC SCHOOL

**St. Rose of Lima Catholic School  
Strategic Plan 2019 – 2023**

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ST. ROSE OF LIMA  
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## St. Rose of Lima Catholic School Strategic Plan 2019-2023

We are pleased to present our school's Strategic Plan. This plan presents a forward-looking vision for St. Rose of Lima Catholic School while it affirms the fundamental principles and values that serve as the foundation of a school that was originally supported by the Sisters of St. Joseph of Carondelet. Building on the success of earlier two-year plans, this new strategic plan provides the framework for enhancing the excellence that has characterized our school for years.

Our strategic plan is implemented to guide the school's priorities for the next five years as we work to manage the growing community that surrounds us. The school's goals are established by the pastor, administration, school advisory board, and faculty to reflect the mission and philosophy of St. Rose of Lima. It defines a vision for how St. Rose of Lima Catholic School will pursue its mission to provide a Catholic education of highest quality where students are challenged to learn and live their faith mind, body, and spirit through commitment and service in a loving and supportive academic environment.

The Strategic Plan identifies priorities in each of the following areas that will guide the school community's activities and resource decisions:

- Facilities
- Temporal Vitality
- Excellence in Education: Student Achievement, Curriculum, and Instruction  
Professional Development  
Technology
- Leadership and Governance
- Enrollment, Marketing, Growth, and Expansion
- Catholic Identity
- Student Life

### Mission Statement

As a faith community, the mission of St. Rose of Lima Catholic School is the integral formation of the entire Christian youth- mind, body and spirit. **Catholic Schools of Texas** call young people to holiness and prepare them to live and proclaim the Gospel of Jesus Christ. In collaboration with families, Catholic schools teach the values of faith and tradition, foster experiences of community and service, and provide educational excellence. Catholic schools in

the Archdiocese of Galveston-Houston are committed to the evangelizing mission of the Church to educate and the whole person in mind, heart and spirit.

### **Vision Statement**

St. Rose of Lima Catholic School will continue to be committed to the mission of the Church and the mission of Catholic Education including to a culture of excellence and rigor founded by the Sisters of St. Joseph of Carondelet. St. Rose of Lima Catholic School will focus on the “operation” of the school- how it works and how it is supported through key areas that include finances, personnel, facilities, and institutional advancement. The administration team will manage each area and be subject to the direct oversight of the governing body in these matters. The administration team will seek advice from School Advisory Committee, Financial Advisory Committee, and volunteers, as needed.

### **Philosophy Statement**

We, the members of St. Rose of Lima Catholic School community, firmly believe:

- Children learn best in a comfortable, nurturing environment where they feel safe, secure, and valued.
- All children should be given the opportunity to achieve their full potential through instruction in the Catholic tradition and the academic disciplines in order to achieve intellectual competence and to learn services to others as modeled by Jesus Christ.
- The partnership of parents and teachers working together greatly enhances a child’s school success.
- All children deserve a school that challenges them to develop as life-long learners with self-respect, self-confidence, and self-discipline.

### **School Profile & History Statement**

St. Rose of Lima Catholic School is centered in the heart of Houston, Texas in one of the fastest growing neighborhoods in the city. Current enrollment includes 485 student’s grades Prekindergarten 3 through 8<sup>th</sup> Grade accredited on May 3, 2017.

St. Rose of Lima Catholic School was opened by the Sisters of St. Joseph of Carondelet from St. Louis, Missouri, in August 1948. This was at the request of Bishop Byrne of the Diocese of Galveston-Houston. The enrollment increased steadily. In August 1969, St. Rose of Lima’s middle school was consolidated with other area schools to form Northwest Junior High, soon named Seton Catholic High. In 2009, Seton and St. Charles combined to form Assumption Catholic School.

At that point, SRLCS solicited the Superintendent and the Cardinal for consideration to extend instruction into the grades of sixth, seventh, and eighth and host a middle school on our campus. Permission was granted in January 2010 for a new sixth grade class to begin in the fall. SRLCS graduated an eighth-grade class again in May 2013.

SRLCS opened an education building while increasing enrollment in March of 2021. Current principal is Bernadette L. Drabek, M.Ed.

### **St. Rose of Lima Catholic School Strategic Plan**

In April of 2018, the Pastor, Principal, School Advisory Committee (SAC), Faculty and Staff, met to create a Five-Year Strategic Plan to implement in the fall of 2019. The Five-Year Strategic Plan was created after the TCCB ED Accreditation was completed in May of 2017.

To ensure the future growth of our school, the strategic plan was put in place to show our goals for the next five years. To understand the stages of our goals, the plan is marked with codes that represent the phase the specific item is in.

The following coding is used to indicate the phase in which each goal is addressed throughout the next five – years:

- **(E)xploration Phase:** In this phase, we identify, research, and evaluate new initiatives, ideas, or changes that can be introduced in the school. It is the brainstorming phase where new opportunities are considered. The focus is on gathering information, seeking feedback, assessing feasibility, and potentially piloting an idea.
- **(I)mplementation Phase:** Once an idea is determined in the Exploration Phase, we move into the Implementation Phase. This could involve training staff, purchasing new resources, or introducing new programs. This is an active phase of identifying opportunities to the Exploration Phase to fruition.
- **(M)aintenance Phase:** After implementing strategies, the Maintenance Phase ensures sustainability. This period focuses on upholding the standards, protocols, and procedures established by monitoring the changes implemented to make sure things are running in the matter desired or make adjustments as needed. This phase ensures that the school continues to benefit from the changes over the long-term.
- **(R)evision/Refine Phase:** This phase assesses the outcomes of the goal. SRLCS will consider feedback from all stakeholders, evaluate the impact, and make changes if necessary. This phase ensures that the initiative remains effected and/or relevant.
- **E(X)cluded:** This code is used for goals that did not apply for a particular year, the goal did not exist, was not relevant at the time, or simply not a priority.

This coding system is meant to share a snapshot of where the individual goals stand in the strategic plan, ensuring that the SRLCS community is striving towards our mission to the integral formation of the entire student, mind, body and spirit.

## Domain I – Catholic Identity

<b>Standard 1- The Catholic school is a unique environment which has its primary purpose the continued formation of the Christian person. The mission and beliefs of the school shall reflect the integration of Catholic faith and Gospel values and promote a community of believers and learners. Members of the school are a community and are called to unite in prayer, to proclaim the Gospel message and to serve others.</b>	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
<i>Benchmark 1.1 – The mission statement describes the purpose of the school its reason for existence and is rooted in the Catholic faith and Gospel values.</i>					
<b>A.</b> Evaluate current mission statement with a focus on the creation of a separate but aligned vision and philosophy statements.	<b>R</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>B.</b> Purposefully integrate the mission, vision, and philosophy statements to enhance Catholic identity throughout the campus.	<b>M</b>	<b>R</b>	<b>I</b>	<b>I</b>	<b>M</b>
<i>Benchmark 1.2 – The school maintains a relationship with the pastor, school/parish organization, and the larger Catholic community in promoting Catholic identity with in the school.</i>					
<b>A.</b> Identify ways to increase collaboration and communication with the parish and pastor to build a stronger Catholic community.	<b>X</b>	<b>E</b>	<b>I</b>	<b>R</b>	<b>I</b>
<b>B.</b> Upgrade the St. Rose of Lima Prayer Garden to include a rosary walk between the school and church.	<b>E</b>	<b>E</b>	<b>E</b>	<b>I</b>	<b>M</b>
<b>C.</b> Increase Catholic identity on campus by adding the timeline of the school, pictures of Sisters of St. Joseph of Carondelet, stained glass of Jesus and patron Saint Rose of Lima.	<b>X</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>I</b>
<i>Benchmark 1.3 – The school provides opportunities for prayer, liturgy, spiritual formation and services.</i>					
<b>A.</b> Evaluate current practices and engagement in the liturgy, seeking ways to enhance faith-filled experiences for all grades.	<b>E</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>B.</b> Create distinct, faith-filled experiences that relate to the liturgical calendar/seasons.	<b>E</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>C.</b> Create a comprehensive community service program that allows the participation of students at all-age groups.	<b>E</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>R</b>
<b>D.</b> Increase the active involvement of parents in the faith of their parish, the broader faith community, and the continued faith formation of their children.	<b>E</b>	<b>I</b>	<b>I</b>	<b>R</b>	<b>I</b>

*Benchmark 1.4 – The school hires faculty/staff that support the mission of the school.*

**A.** Review the hiring process to ensure that the Catholic mission is clearly evident for all faculty, staff and volunteers in a leadership position.

**E**

**I**

**M**

**M**

**R**

## Domain II – Governance, Administration and Management

<b>Standard 2- School governance and leadership support an educational program of quality with systemic, legal and fiscal responsibilities that support the school’s mission. School governance and leadership effectively plan and monitor school growth vitality in all areas. School governance and leadership support an effective and efficient instructional program.</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<i>Benchmark 2.1 – The governance structure (e.g. advisory board, governing council, etc.) supports the mission, vision and/or philosophy of the school.</i>					
<b>A.</b> Participate in the review and approval of the mission, vision and philosophy statements, supporting integration, and implementation.	<b>R</b>	<b>I</b>	<b>M</b>	<b>R</b>	<b>I</b>
<b>B.</b> Adhere to the functions and responsibilities of the School Advisory Committee (SAC), and adhere to the by-laws and regulations.	<b>R</b>	<b>I</b>	<b>I</b>	<b>R</b>	<b>R</b>
<i>Benchmark 2.2 – Code of Canon Law 801 states, “Religious institutes whose proper mission in education, retaining their mission faithful, are also to strive to devote themselves to Catholic education through their schools, established with the consent of the diocesan bishop.</i>					
<b>A.</b> Support Faculty in the completion of religious certification hours by keeping faculty informed of training opportunities and tracking yearly progress for each individual.	<b>R</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>
<i>Benchmark 2.3 – Rights and responsibilities of the faculty, staff, students, and parents/guardians are explicitly defined in regulatory handbooks.</i>					
<b>A.</b> Review and update family/student handbook to meet requirements of Diocesan policy.	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>B.</b> Review and update faculty handbook to meet requirements of Diocesan policy.	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>C.</b> Review and update athletic handbook to meet requirements of Diocesan policy.	<b>X</b>	<b>X</b>	<b>E</b>	<b>I</b>	<b>I</b>
<b>D.</b> Review and update volunteer coach’s guidelines to meet Diocesan policy.	<b>X</b>	<b>X</b>	<b>X</b>	<b>E</b>	<b>I</b>
<i>Benchmark 2.4 – The school demonstrates long range strategic planning to support the mission, vision and/or philosophy.</i>					
<b>A.</b> Initiate a process to create a long-range strategic plan, reflecting TCCB ED and diocesan requirements considering stakeholder input.	<b>X</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>I</b>

<b>B.</b> Follow the evaluation process to reflect on the progress of the long-range strategic plan.	<b>X</b>	<b>X</b>	<b>E</b>	<b>E</b>	<b>I</b>
<i>Benchmark 2.5- The Instructional program and education facilities are funded to meet the stated goals of the long-range strategic plan.</i>					
<b>A.</b> Create a 5-year Financial Plan for the school that includes sources of revenue and projected expenditures to align with the mission of the school and identified needs.	<b>X</b>	<b>X</b>	<b>E</b>	<b>I</b>	<b>I</b>
<b>B.</b> Align the school’s financial resources by adhering to a budget that is in harmony with the institution’s mission while addressing specific needs within the school community.	<b>E</b>	<b>I</b>	<b>R</b>	<b>I</b>	<b>I</b>
<i>Benchmark 2.6 – There is a comprehensive plan for Institutional Advancement.</i>					
<b>A.</b> Create a comprehensive Advancement Plan that focuses on the areas of admission, development and communication.	<b>X</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>R</b>
<b>B.</b> Fully implement the school’s Advancement Plan that focuses on the areas of events, annual fund, and alumni relations.	<b>X</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>R</b>
<i>Benchmark 2.7 – The school is aware of and responds to the changing needs of the community.</i>					
<b>A.</b> Improve communication between school and home about academics and instructional programming.	<b>X</b>	<b>E</b>	<b>I</b>	<b>R</b>	<b>I</b>
<b>B.</b> Provide a Resource Center for students needing additional educational services not offered at the school.	<b>X</b>	<b>E</b>	<b>I</b>	<b>R</b>	<b>I</b>
<i>Benchmark 2.8 – School effectiveness is monitored and evaluated by the principal and/or administrative team.</i>					
<b>A.</b> Administrative staff will implement regular walk-throughs of faculty and a timeline for formal teacher and staff evaluations.	<b>E</b>	<b>I</b>	<b>R</b>	<b>E</b>	<b>I</b>
<i>Benchmark 2.9 – The school provides professional development opportunities for faculty and staff.</i>					
<b>A.</b> Research, collect and distribute opportunities for ongoing professional development.	<b>E</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>I</b>
<b>B.</b> New staff are provided a mentor and training to effectively onboard for all aspects of the school organization (culture, curriculum and instruction, communication, discipline, etc.)	<b>X</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>R</b>



## Domain III– Curriculum, Instruction & Assessment

<b>Standard 3 – The purpose, design, and implementation of the curriculum represent the school’s mission. A Catholic atmosphere, which is shared as well as understood by the teachers, students, and parents, permeates all areas of the curriculum. Instructional decisions support the school’s academic goals, objectives, and priorities. Evaluation of the curriculum is continuous and responsive to student needs.</b>	<b>2019 - 2020</b>	<b>2020 - 2021</b>	<b>2021 - 2022</b>	<b>2022 - 2023</b>	<b>2023 - 2024</b>
<i>Benchmark 3.1 – The curriculum content and instructional program are rooted in Catholic teachings, traditions and values.</i>					
<b>A.</b> Assess curriculum resources for foundations in the Catholic faith and provide access to needed resources.	E	I	R	I	I
<b>B.</b> Review assessments results from the ACRE religion test given to students in grade five, eight, and teaching staff.	I	I	I	I	R
<i>Benchmark 3.2 – Curriculum (objectives to be taught) and instruction (what is actually being taught) are explicitly aligned.</i>					
<b>A.</b> Audit the curriculum being used for grade-level instruction (TEKS) and vertical alignment.	E	I	I	I	I
<b>B.</b> Consider extensions for the curriculum in special areas of study.	E	I	R	I	R
<b>C.</b> Implement middle school health course that is aligned to TEKS.	X	E	I	I	M
<i>Benchmark 3.3 – There is evidence of the use of current technology in the instructional program.</i>					
<b>A.</b> Create a five-year Technology Plan to monitor curriculums, inventory/assets, and infrastructure to support learning in the classroom.	R	I	R	M	M
<b>B.</b> Monitor technology infrastructure to support high-speed internet connectivity, increase wireless coverage, and improve network security.	M	R	M	M	M
<b>C.</b> Increase student and staff access to technology tools by providing more devices in the classroom that support personalized learning and collaboration.	M	R	I	M	R
<b>D.</b> Provide opportunities to learn about digital citizenship and how to engage with technology for all stakeholders.	R	I	M	M	R
<b>E.</b> Deliver or offer opportunities for professional development on the use of technology in the classroom.	R	I	M	M	R

<i>Benchmark 3.4 – Individual student needs are met through programs of instruction.</i>					
<b>A.</b> Provide adequate resources for teachers to differentiate instruction.	<b>R</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>M</b>
<b>B.</b> Distinguish between Honors and On-level courses to ensure appropriate placement of students in each level.	<b>X</b>	<b>X</b>	<b>X</b>	<b>E</b>	<b>E</b>
<b>C.</b> Students complete own goal setting and progress monitoring.	<b>X</b>	<b>X</b>	<b>E</b>	<b>I</b>	<b>I</b>
<i>Benchmark 3.5- The library provides resources and media support to the school's instructional program.</i>					
<b>A.</b> Operate two school libraries with one at full capacity and one for middle school research.	<b>E</b>	<b>I</b>	<b>I</b>	<b>M</b>	<b>M</b>
<i>Benchmark 3.6 – The administrative team and faculty review and analyze student achievement information and tests results to plan program effectiveness.</i>					
<b>A.</b> Review NWEA achievement data to inform instructional practices and analysis of instructional systems.	<b>X</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>M</b>
<b>B.</b> Create goals for campus wide growth in NWEA scores in Math and ELA.	<b>X</b>	<b>E</b>	<b>I</b>	<b>I</b>	<b>I</b>
<b>C.</b> Increase the academic rigor in all content areas and grade levels.	<b>R</b>	<b>I</b>	<b>I</b>	<b>I</b>	<b>R</b>

## Domain IV– Student Services, Resources and Activities

Standard 4 – Student services enhance the curriculum and serve as an integral part of the learning process.	2019	2020	2021	2022	2023
	-	-	-	-	-
	2020	2021	2022	2023	2024
<i>Benchmark 4.1 – The school plans, implements and documents a comprehensive counseling and guidance program for students.</i>					
<b>A.</b> Assess current counseling services and implement structures for ongoing support across all grade levels and student groups.	<b>E</b>	<b>I</b>	<b>R</b>	<b>I</b>	<b>R</b>
<i>Benchmark 4.2 – The school plans, implements and documents the need for student academic assistance.</i>					
<b>A.</b> Establish guidelines for documentation and implementation for student support CAPs.	<b>X</b>	<b>E</b>	<b>I</b>	<b>M</b>	<b>M</b>
<b>B.</b> Explore options for providing additional instructional services to students.	<b>X</b>	<b>E</b>	<b>I</b>	<b>M</b>	<b>R</b>
<i>Benchmark 4.3 – The school provides support to new families and students on the campus to ensure success.</i>					
<b>A.</b> Establish a process to welcome and orient new families to our school family.	<b>R</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>R</b>
<b>B.</b> Establish a process to welcome and orient new students.	<b>R</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>R</b>
<i>Benchmark 4.4 – The school provides additional services and resources to meet student needs.</i>					
<b>A.</b> Create opportunities to address other student needs (social, emotional, physical, etc.) that potentially impact their success.	<b>X</b>	<b>E</b>	<b>I</b>	<b>M</b>	<b>R</b>
<i>Benchmark 4.5- The school sponsors extracurricular activities, including athletics and student organizations, to meet the special interests of the students.</i>					
<b>A.</b> Evaluate current secondary athletic and student organization offerings to meet the needs of the mission of the school.	<b>R</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>B.</b> Evaluate current elementary student organization offerings to meet the needs of the mission of the school.	<b>R</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>M</b>

## Domain V – Plant and Facilities

Standard 5 – The physical plant/facilities and safety practices of the school promote a safe environment conducive to student learning.	2019	2020	2021	2022	2023
	-	-	-	-	-
	2020	2021	2022	2023	2024
<i>Benchmark 5.1 – The physical facilities and indoor/outdoor areas of the school are designed for their functions.</i>					
<b>A.</b> Access physical space for the functionality of teaching and learning across campus.	<b>E</b>	<b>I</b>	<b>I</b>	<b>M</b>	<b>R</b>
<i>Benchmark 5.2 – The school maintains a safe environment for the school community.</i>					
<b>A.</b> The school is in need of a new education building to meet the needs of a growing campus.	<b>E</b>	<b>I</b>	<b>I</b>	<b>M</b>	<b>M</b>
<b>B.</b> The school is in need of a drop off/pick up lane to expedite carpool line and increase safety for students.	<b>E</b>	<b>I</b>	<b>I</b>	<b>M</b>	<b>M</b>
<b>C.</b> The school needs a facility personnel to handle all issues for existing campus needs including simple maintenance needs and meeting outside contractors.	<b>E</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>D.</b> The school is in need of an updated intercom system to reach all facets of campus loud and clear.	<b>E</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>E.</b> The gymnasium needs to be refreshed with Cardinal colors, scoreboard and flooring to meet the need of students.	<b>I</b>	<b>I</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>F.</b> Update practices to increase safety and security of the school by adding cameras, electronic key system for doors and gates.	<b>I</b>	<b>I</b>	<b>I</b>	<b>R</b>	<b>I</b>
<i>Benchmark 5.3 – The school community is informed and aware of a safety practices.</i>					
<b>A.</b> Create a comprehensive Crisis Management Plan to include full emergency operations and regular safety reporting options.	<b>X</b>	<b>E</b>	<b>I</b>	<b>M</b>	<b>M</b>