



EST. 1882

# Immaculate Conception School

## Strategic Plan

### 2012-2017

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Immaculate Conception School  
One Washington Street  
Newburyport, Massachusetts 01950

## TABLE OF CONTENTS

I. Executive Summary _____	3
II. Planning Themes And Goals _____	4
Theme I: Infrastructure – Goal 1 _____	5
Theme I: Infrastructure – Goal 2 _____	6
Theme I: Infrastructure - Goal 3 _____	7
Theme I: Infrastructure - Goal 4 _____	8
Theme I: Infrastructure - Goal 5 _____	9
Theme II: Academic Program (Curriculum, Instruction and Assessment) – Goal 1 _____	10
Theme II: Academic Program (Curriculum, Instruction and Assessment) – Goal 2 _____	10
Theme II: Academic Program (Curriculum, Instruction and Assessment) – Goal 3 _____	11
Theme II: Academic Program (Curriculum, Instruction and Assessment) – Goal 2 _____	11
Theme III: School Climate and Culture - Goal 1 _____	12
Theme III: School Culture and Climate - Goal 2 _____	12
III. Reports Considered In Determining Theme, Goals, And Action Plans _____	14
Appendix A Major Trends, Changes, Attitudes _____	14
Appendix B – Report on Building and Grounds _____	16
Appendix C – Curriculum _____	17
Appendix D – Development _____	22
Appendix E – Financials _____	24

## I. EXECUTIVE SUMMARY

A quality academic program, Gospel values of love, justice and responsibility, cultivation and honoring of individual gifts and responsibility in a spirit of unity and cooperation – these are the hallmarks of an education at Immaculate Conception School.

The impressive task of honoring our vision and preparing for a strategic future continues to be a community wide-effort. This on-going process, spanning nearly 130 years, requires the insight and efforts of faculty, staff, Advisory Board, parents and students – the whole Immaculate Conception community.

Our vision defines the educated young adult we strive to develop, one who is cognizant of the needs of others and responds with empathy, tolerance and respect towards all people. Our mission commits us to communicating Catholic Christian values to our students and community, to providing a quality academic program, and to developing in our students an awareness, empathy, and respect for the needs of all people in an ever-changing world. This is a commitment to the whole child, developed in the Gospel spirit of love, justice and responsibility. This is a commitment to honor and to cultivate individual gifts in an atmosphere of unity and cooperation among faculty and staff.

In order for our vision and mission to be accomplished we must plan for a sustainable, viable school, which offers a quality education within the economic reach of our community. This Strategic Plan is designed and formulated by the school community and addresses the fulfillment of our vision and mission for the time period of 2012-2017.

- History

On September 4, 1882, the Immaculate Conception School opened formally with 520 pupils under the tutelage of the Sisters of Charity of Nazareth, Kentucky. The first school was located on Court Street on the site now used as the parish parking lot.

The following year saw an influx of an additional two hundreds students. The increase caused the parish to rent two vacant public school buildings in order to make Catholic training possible for the maximum number of children

A high school was inaugurated the following year, but due to the fact that only a small number of students went on to secondary training in those days, Catholic high school training was declared impractical. The high school closed for boys in 1889 and girls in 1905. In 1946, the high school was reopened and served the parish well until economic conditions forced the closing in 1964.

In 1937, the parish purchased the vacated Newburyport High School building which was located right next to the church, and used the facility until it was destroyed by a tragic fire on May 9, 1945.

The Sacred Heart Chapel and its adjoining hall were converted to classrooms, and the Immaculate Conception School reopened its doors the following September in a refurbished facility serving close to 400 students.

A long time dream became a reality in 1954 when a new brick building was constructed consisting of eight classrooms, a large auditorium/gymnasium and a spacious cafeteria. The present facility serves close to 270 students well, and is used by other parish and civic groups throughout the year.

The Immaculate Conception School is well respected in the community. Many of the professional, political and business leaders of the city, as well as the parents and grandparents of many present day students have graduated from the school.

At the heart of the Immaculate Conception School, today as in the past years is the profound belief that each child is a special individual created by God and endowed with natural intelligence, curiosity, and a yearning to learn and discover. Its daily curriculum includes: computer literacy/applications, language arts, math, music, religion, physical education, science, Spanish, social studies and art.

The school is accredited by the Department of Education of the Archdiocese of Boston and New England Association of Colleges and Schools. These accreditations attest to continuing emphasis on curriculum development, creation of an optimal learning climate and education in Catholic doctrine and values.

At the present time three religious women, serve on the faculty of the school, one is from the founding order, the Sisters of Charity of Nazareth. In addition, there are fifteen Massachusetts certified lay teachers who continue the tradition of excellence that characterizes Immaculate Conception School.

- **Process**  
The process of developing this Strategic Plan has been lengthy and complex. The faculty and staff met to examine the direction the school would take; further faculty meetings addressed new and more specific goals for the school. Parent surveys as well as focus groups added to the information that was needed to monitor the progress of our mission and up-date our goals. The School Advisory Board conducted an environmental scan of major trends, changes and attitudes. They also looked closely at the areas of development, buildings and grounds, staffing, and finances.

## II. PLANNING THEMES AND GOALS

The Strategic Plan is developed around a series of standards developed by our accrediting organization the New England Association of School and Colleges (NEASC). These guiding standards are used to advance our choice of goals and action plans.

- **Theme I: Infrastructure**  
Goal 1: Ensure that the school has a development program which promotes fiscal soundness, sustainability and viability of the school.  
Goal 2: Ensure that the school maintains a stable, maximum and appropriate enrollment.  
Goal 3: Provide facilities and technology necessary to support student learning expectations.

Goal 4: Raise appropriate funds to maintain a viable school, compensate faculty and staff competitively, improve facility and curriculum as needed to create an “in-demand” school.

Goal 5: Provide appropriate and adequate human resources to promote the program

- Theme II: Academic Program (Curriculum, Instruction and Assessment)

Goal 1: Ensure that the school provides a high quality, standards-based, diverse, in-demand, community focused program

Goal 2: Ensure that the school has a technology program which supports the curriculum, is standards-based and up-to-date.

- Theme III: School Climate and Culture

Goal 1: Ensure that the schools’ climate and culture support an effective educational program, consistent with its stated mission.

Goal 2: Ensure that the school has a mechanism in place to receive input from staff in the decision-making process as appropriate.

Theme I: Infrastructure – Goal 1

*Ensure that the school has a development program which promotes fiscal soundness, sustainability and viability of the school.*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
1. The school develops an accelerated marketing plan and public relations crusade.	Explore methods for developing a marketing plan which includes augmented public relations.	Secure personnel to implement program.	Set yearly marketing and public relations goals.	Review goals.	Review goals.
2. The school fosters community building by single-focused fundraising which supports parent participation, alumni and corporate involvement.	Explore viability of current fundraising and feasibility of single focus fundraising.	Secure personnel to implement program.	Set yearly goals for phase-in and phase - out of fundraising avenues.	Review goals.	Review goals.
3. The school will continually monitor overall satisfaction of parents and students.	Establish review schedule and develop an instrument to assess satisfaction.	Administer and evaluate assessment results.	On-going assessment and evaluation.	On-going assessment and evaluation	On-going assessment and evaluation

**Theme I: Infrastructure – Goal 2**

*Ensure that the school maintains a stable, maximum and appropriate enrollment.*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
1. The school will develop a profile of its student body that defines the range and type of students suitable for admission.	Explore range in consultation with faculty.	Publish profile.	Implementation and review	Implementation and review	Implementation and review
2. The school will target marketing for enrollment and retention.	Faculty and Board will determine target enrolment demographic and applicable marketing	Implement	Evaluate and reorient	Evaluate and reorient	Evaluate and reorient
3. The school will retain more students in grades 5-8 by offering programs which will draw students of that age level.	Survey parents, students and competing schools to develop a list of possible programs to be added.	Develop list of programs to add, ascertain fiscal impact, budget funds and establish a timetable.	Review and implement new programs as warranted by goal effectiveness and financial resources.	Review and implement new programs as warranted by goal effectiveness and financial resources.	Review and implement new programs as warranted by goal effectiveness and financial resources.
4. The school will offer a math enrichment program in grades 5-8.	Explore number of students program would include, possible staffing options and space needs.	Plan to implement program, budget for staff and materials.	Program implementation and review.	Program implementation and review.	Program implementation and review.

**Theme I: Infrastructure - Goal 3**

*Provide facilities and technology necessary to support student learning expectations.*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
<p>1. Multi-year plans for facilities, grounds and capital expenditures are developed and implemented collaboratively with Pastor, administration and faculty.</p> <ul style="list-style-type: none"> <li>• Maintain appropriate temperature and ventilation within the building.</li> <li>• Provide for continual upgrade of classrooms, including technology.</li> <li>• Continually review layout and use of the building to ensure optimal use of the facilities to meet learning expectations and fiscal stewardship.</li> </ul>	Plan developed	Implement	Implement and assess.	Implement	Implement and assess.
<p>2. Develop a written, institutional Technology Plan that provides for the coordination of academic and administrative functions, defines the technological services available, projects needs, directions, and describes the management system.</p>	Establish team and develop plan	Implement	Implement and assess	Implement	Implement and assess
<p>3. Put in place procedures to assure that teachers have a leading role in planning the use of technology in their teaching.</p>	Establish team and develop plan	Implement	Implement and assess	Implement	Implement and assess
<p>4. Explore need for a library /technology center.</p>	Conduct needs assessment	Proceed based on evaluation of assessment	Proceed as indicated	Proceed as indicated	Proceed as indicated

**Theme I: Infrastructure - Goal 4**

*Raise appropriate funds to maintain a viable school, compensate faculty and staff competitively, improve facility and curriculum as needed to create an “in-demand” school.*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
1. Move toward tuition which covers actual cost of educating a child	Progressive incremental increase as market will allow.	Progressive incremental increase as market will allow.	Progressive incremental increase as market will allow.	Progressive incremental increase as market will allow.	Progressive incremental increase as market will allow.
2. Offer tuition assistance equaling 3.5% of total tuition collected	Maintain current allocation and cultivate additional sources for funding	Review annually	Review annually	Review annually	Review annually
3. Increase annual giving and donations to compose 75% of fundraising goal	Review need, resources and direction. Establish goals in conjunction with staff responsible.	Review annually	Review annually	Review annually	Review annually
4. Develop ability to access and utilize grant resources.	Establish personnel and/or training	Implement	Review annually	Review annually	Review annually

**Theme I: Infrastructure - Goal 5**

*Provide appropriate and adequate human resources to promote the program*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
<p>1. Provide Professional Development (PD), aligned with the school’s student learning priorities that supports staff in meeting the needs of students.</p> <ul style="list-style-type: none"> <li>• PD links to priorities in Strategic Plan                             <ul style="list-style-type: none"> <li>– Showing accelerated growth in standardized assessments</li> <li>– Fostering component of Mission which calls for development of “awareness, empathy, and respect for the needs of all people”</li> <li>– Promotes enrollment by sustaining and adjusting responsiveness of program to prospective families’ needs and desires</li> </ul> </li> <li>• PD supports technology integration as a tool to support student learning</li> <li>• Staff evaluates PD as highly effective in meeting their needs</li> </ul>	Faculty develops a Professional Development Plan which is aligned with Strategic Plan, integrates technology, and is responsive to staff needs.	Evaluate and adjust PD offerings			
2. Implement student teacher ratio of 25:1	Develop time frame for tuition and fundraising to support	Implement time frame	Implement time frame	Implement time frame	Implement time frame
3. Achieve faculty salary status which is at 75% parity with public sectors	Develop time frame for tuition and fundraising to support	Implement time frame	Implement time frame	Implement time frame	Implement time frame
4. Provide for recruitment, transition and growth orientated evaluation for Advisory Board and Administrators	Develop transition, recruitment, and evaluation plans and tools for Advisory Board and Administrators	Implement	Implement	Implement	Implement
5. Provide nursing staff to accommodate health needs of students	Recruit and maintain consistent nursing staff	Evaluate needs and adjust			

**Theme II: Academic Program (Curriculum, Instruction and Assessment) – Goal 1**

*Ensure that the school provides a high quality, standards-based, diverse, in-demand, community focused program*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
1. Review curriculum and resources according to established schedule. Purchase resources as indicated	Review according to schedule	Review according to schedule	Review according to schedule	Review according to schedule	Review according to schedule
2. Achieve accelerated growth in Stanford 10 Standard Assessment scores.	Establish base-line and set annual strategic goals (point range for desired growth using Mean Scale Score in cohort group)	Review annually	Review annually	Review annually	Review annually

**Theme II: Academic Program (Curriculum, Instruction and Assessment) – Goal 2**

*Ensure highly effective instruction in every classroom that provides consistent delivery of quality curriculum, using strategies and best practice approaches that address the learning needs of all students and maintain high expectations.*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
Foster critical thinking skills at the Junior High Level through use of discussions based on Paideia Seminars	Establish faculty training and curriculum	Implement	Review and assess	Review and assess	Review and assess

**Theme II: Academic Program (Curriculum, Instruction and Assessment) – Goal 3**

*Ensure a multi-faceted approach to assessment.*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
Provide multiple ways to assess the objective and subjective effectiveness of the academic program.	Establish data sources for assessment (i.e., parent, student, faculty surveys, standardized testing, portfolios, observation, high school acceptance curriculum	Use multiple data to assess effectiveness of program	Use multiple data to assess effectiveness of program	Use multiple data to assess effectiveness of program	Use multiple data to assess effectiveness of program

**Theme II: Academic Program (Curriculum, Instruction and Assessment) - Goal 2**

*Ensure that the school has a technology program which supports the curriculum, is standards-based and up-to-date.*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
1. The school will charge a team comprised of administration, faculty, and parents to plan for the technological needs of the academic program.	Appoint team to develop a current technology plan	Implement	Review	Implement	Review
2. The school will provide professional development related to new technology every two years.	Plan for Professional Development	Provide Professional Development	Plan for Professional Development	Provide Professional Development	Plan for Professional Development

**Theme III: School Climate and Culture - Goal 1**

*Ensure that the schools' climate and culture support an effective educational program, consistent with its stated mission.*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
Promote awareness, empathy and respect for the needs of all people: by continuing to engage in teaching about Catholic identity, other cultures and social justice issues, by fostering perspective taking, and by modeling and drawing forth behavior and attitudes which celebrate the dignity of all people.	Daily morning assemblies.  Explore plans for a interactive, educational cultural project  Faculty to examine methods and resources to include in curriculum more intentionally  Continue support of IC Haiti Mission  Continue required community service	Daily morning assemblies.  Continue support of IC Haiti Mission  Implement plans for annual cultural project  Faculty review of inclusion in curriculum. Create action plan.  Continue required community service	Daily morning assemblies.  Continue support of IC Haiti Mission  Implement plans for annual cultural project  Continue action plan for inclusion in the curriculum  Continue required community service	Daily morning assemblies.  Continue support of IC Haiti Mission  Implement plans for annual cultural project  Continue action plan for inclusion in the curriculum  Continue required community service	Daily morning assemblies.  Continue support of IC Haiti Mission  Implement plans for annual cultural project  Continue action plan for inclusion in the curriculum  Continue required community service

**Theme III: School Culture and Climate - Goal 2**

*Ensure that the school has a mechanism in place to receive input from staff in the decision-making process as appropriate*

Success Measures	Targets				
	Y1	Y2	Y3	Y4	Y5
Establish a Faculty Council as representatives to meet with the administration on a regular basis for the purpose of input into the decision making process. Council is charged with reporting to whole faculty.	Establish council though election or volunteerism. Set up regular meeting schedule	Review effectiveness of faculty council adjust and continue	Review effectiveness of faculty council adjust and continue	Review effectiveness of faculty council adjust and continue	Review effectiveness of faculty council adjust and continue



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# Immaculate Conception School

## Appendix to Strategic Plan 2012-2017

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### III.REPORTS CONSIDERED IN DETERMINING THEME, GOALS, AND ACTION PLANS

#### Appendix A Major Trends, Changes, Attitudes

*We have considered the following major trends, changes and attitudes.*

The following are comments from the Advisory Board's Environmental Scan.

- **Religious:**

"Is religion really as important as it used to be in families? Since our school offers religion, we think our school families consider this a key component of the education offered at ICS. Given all the competing demands for family time on Sundays, parents of IC students know that their children are receiving religious instruction each school day as a classroom subject and are also gathering as a school community each morning for prayer. On a monthly basis, a school Liturgy is celebrated with all grades gathering together.

A common theme is that students need to have a relationship with God and can pray to God in their own way. "All things come from God". In today's society there is a lot of questioning about the role of religion. Our school offers a religious experience and exposure for all students regardless of belief (Catholic, Protestant, etc.)."

- **Economic:**

"There is a 10% unemployment rate in MA as of today. There is fear and caution amongst parents as to the affordability of private education – Catholic or otherwise. Enrollment has declined over the past 3 years which has resulted in an increased request for tuition assistance."

- **Legal/Political:**

"Society has become more contentious – there is no trust or loyalty. Everything is out in the open – there is no privacy."

- **Technological:**

Technology alters the way we live our lives and educate children. Imagine a classroom without textbooks where each child has a Kindle!

- **Social/Demographic:**

There is approximately a 3% minority/diversity population at our school.

- **Competition:**

Competition comes from public, private, charter and other parochial schools (St. Mary's in Danvers and Sacred Heart in Hampton) Changes in Schools graduates may attend due to the economy.

*We have asked what are the possible effects of the above facts on the school and its relationship with:*

- **Parents:**

Is there tuition assistance to meet the higher cost? Yes 3.5% will maintain.

- **Students:**  
If students perceive financial pressure within the family to pay for private school tuition, they may opt to go to public school. Students may feel that they are not working hard enough to justify the parents' expense
- **Teachers:**  
Teachers may worry about compensation and security. Teachers choose to teach at ICS because it is a different experience from the public school.
- **Community:**  
Our school is an asset to the local community. IC students are bright and articulate.

*We considered what are the opportunities and constraints presented by those environmental factors*

- **(Strengths)** Smaller class size but tuition tends to go up every year. More parental involvement is expected and as a part of the school community. There is lots of family involvement.
- **(Opportunity)** Strong values based curriculum – meets the needs of busy families. This is a safe and secure environment. A uniform policy keeps everything “level” – less peer pressure

*We considered what are the strategic advantages the school has in relation to the environmental factors?*

- IC students feel a sense of responsibility to their classmates, teachers and staff. The students are proud of their school and each other. Students sign the oath in the handbook as an honor code/agreement to uphold the values of the school. The economy makes it difficult to fill all the seats – people are making other choices – but religious instruction and core values seem to be a big piece of why students attend IC.

*What are the qualities or characteristics that can enable the school to overcome constraints respond to opportunities and meet needs?*

- Responsibility, legacy, pride in school and discipline.

## Appendix B – Report on Building and Grounds

- Historical Perspective

The Immaculate Conception school, which was built in 1954 has been well maintained through the years and has received several improvements that have contributed to both the longevity of the building and enrichment of the student body. These improvements include the expansion of the science lab, the addition of a computer lab, addition of a play structure, the renovations of the cafeteria with new flooring, lighting and seating, the renovations of all bathrooms used by students, addition of a handicap restroom, and perhaps the most significant, the renovation of the gymnasium and theater which is a space that is used to gather the entire school on a daily basis for morning prayer and assembly. These projects have been substantial and have proven to have a positive effect on the school community; however, there are still many areas in need of attention and improvement.

- Current Situation

The first and foremost goal of Immaculate Conception School always has been and will be the safety and well being of the children and other users of the building. To this end, the building and grounds should always be well maintained and all efforts made toward keeping stairs, doorways and paths of egress clear and in working order. Handrails should be provided at all stairs, and where possible, upgraded to comply with current building code requirements. In addition, efforts should be made toward maintaining the exterior of the building to prevent the infiltration of water at the roof, around windows and doors, and through the brickwork, which could cause mold or mildew. An inspection of these areas should be done to assure that areas in need of repair were addressed quickly.

Since the adjacent parking lot is an integral part of the school, functioning as playground, parking for visitors and staff, and the pick up and drop off points for the school, it is important that this area be well maintained and every effort be made to separate children and pedestrians from vehicle traffic. A well-organized pick up and drop off procedure should be established and clearly understood by all parents and visitors, if possible a separation of the play area and / or green space could be provided offering both safety and enjoyment of the students.

Indoor air quality is another safety factor that should be considered in reviewing the upcoming building and grounds needs. Although the current indoor air quality is assumed to be healthy, the fluctuation of temperature from one room to the next and a quantity of fresh air should be reviewed. An upgraded heating and venting system may save money, while improving the quality of air and the overall comfort of individual spaces. Each classroom or space should have the ability to individually control the temperature within that space for maximum comfort, again with an eye toward energy efficiency individual controls may reduce heating and cooling cost.

Additionally, the goal of Immaculate Conception School is to provide an environment that is conducive to learning; recent studies have shown that the physical classroom and school environment can have an effect on student learning and behavior. These studies

have shown that classrooms painted with color, lighted with full-spectrum lighting, and devoid of visual noise have resulted in students with improved academic performance and less off-task behavior. More important than the actual colors, lighting or temperature of a room, however, is the perception of newness or cleanliness, which has had great effects on a student's attitude toward school and learning. To this end, the condition of the common areas such as hallways and the bathrooms should undergo renovations; special attention should be made to remove the bathroom located under the stairs. Hallway lighting, flooring and walls should be updated; classrooms should be updated with paint, flooring and lighting, and when possible, new technology added, however, the school should endeavor to develop a cohesive design standard which will be followed through all renovation projects.

### Appendix C – Curriculum

Previously curriculum was based on a Plan from the 2002 Accreditation Process. This plan encompassed the school's traditional curriculum and that of the Archdiocese. The Archdiocese, as well as the school, has moved to a curriculum based on the respected Massachusetts State Standards. Catholic Identity is assured by continuing to follow traditional religion curriculum, daily school wide devotions, and monthly liturgical celebrations.

<b>Subject</b>	<b>Significant Changes</b>	<b>Year of Changes</b>
Math		
	Pre K - Curriculum Mapping - Math	2008
	K added Math Steps Workbooks	2007
	K Aligned school curriculum with state frameworks.	2008-2009
	K Conducted school-wide curriculum mapping	
	Grade 1 Curriculum mapping - Math	2007-2009
	Grade 1 Reviewed curriculum according to Mass State standards;	
	Grade 1 Staff Development Workshops - Math	
	Grade 2 Curriculum Mapping - Math	2007-2009
	Grade 2 Revised curriculum according to Mass State Standards	
	Grade 2 Staff Development workshops	
	Grade 3 Curriculum Mapping	2008
	Grade 4 Curriculum Mapping	2008
	Jr. High:	
	Smart Board Training	2007-2008
	Rose Colby - Curriculum Mapping	2008-2009
	John Kelley - Every Day Math	2008
	<b>New Text</b> Pre Algebra - Grade 7	2005
	<b>New Text</b> Court I Grade 6	2005
	<b>New Text</b> Math 5 Houghton Mifflin	2005

<b>Subject</b>	<b>Significant Changes</b>	<b>Year of Changes</b>
Language Arts		
	Pre K Keeping track of standards in plan book	2008
	K (Connelly) Attended summer literacy workshops	2005-2009
	K (Bouchard) added use of Smart Board to practice penmanship, reading, and writing	2009
	K (Bouchard) conducted a workshop for parents: Parent Literacy Night	2009
	K (Bouchard) began curriculum mapping for language arts	2009
	Dibles Next Assessment purchased	2010
	New Language Arts curriculum Houghton Mifflin Harcourt	2010
	Jr. High	
	Mrs. Reidy took L.A. over from Mrs. Connelly	2005/2006
	Revision of curriculum E. LA schedule; broke classes up between reading/writing, grammar, and vocabulary/spelling.	
	new teacher's guides for novels. Simplified report card to one LA grade;	
	Responsive Classroom Course in Summer – Whole School	2007

<b>Subject</b>	<b>Significant Changes</b>	<b>Year of Changes</b>
Science		
	K (Connelly) Now participates in the annual science fair.	2009
	The theme is covered through the entire year --	
	weather/seasons	
	Grade 1 Great Body Shop adopted	2005
	Grade 2 Science Center for 2nd grade; these are correlated to state standards	2005
	Jr. High	
	Lessons on smart board	2007/2008
	smaller groups = more labs, PTO sponsored Trips to MIT for 5/6; Harvard for 7/8 for private labs	
	Continue to update lab and supplies,	
	A microscope was donated to the lab	2009/2010
	Computer Course @ Nock Middle School	2008



<b>Subject</b>	<b>Significant Changes</b>	<b>Year of Changes</b>
Music		
	Class on Stage	2007
	Recorder	2007
	Northern Essex Community College	
	Theory I	
	Classical Guitar	
	Jazz/Rock Ensemble	

<b>Subject</b>	<b>Significant Changes</b>	<b>Year of Changes</b>
Art		
	Five years ago hired by Pentucket Regional School.	5
	As a result, I have been taking graduate classes to keep up my Mass. Teaching Certificate current. The classes have helped me in designing a multicultural art curriculum.	
	I also have a computer in my class, which helps in research for lessons.	3 months

<b>Subject</b>	<b>Significant Changes</b>	<b>Year of Changes</b>
Computer		
	K (Bouchard) created podcasts for parents to hear their child's perspectives of Thanksgiving; emailed podcasts to parents	2009
	K (Bouchard) school provided classroom teachers with laptops. with use of MS Publisher I am able to send weekly newsletters via emails, to each kindergarten family.	2009
	Digital photographs are used for assignments, sequencing and student portfolios.	2007
	Smart Boards Grades 1, 2, 3, 4, 6, 7, 8, KN	2010
<b>Subject</b>	<b>Significant Changes</b>	<b>Year of Changes</b>
Gym		
	Outsourcing to Young World – Same teacher for four years	

<b>Subject</b>	<b>Significant Changes</b>	<b>Year of Changes</b>
Religion		
	K (Bouchard) use the Phlaum weekly gospel magazine "Seed"	2006-present
	We Believe - Sadlier	2005
	Grade 6 Keeping Children Safe-	2005-2007
	Grade 6 Student Bible for Catholics - New American	2007-2008
	Grade 7 - Virtus Training	2006
	Grade 7 T A T Program	2006
	Grade 7 See I Make All Things New	2007
	Grade 7 New Text - Sadlier We Live our Faith	2006
	Grade 8 Student Bible for Catholics - New American	2007-2008
	Grade 8 Keeping Children Safe	2009-1020
	Grade 8 - We Life Our Faith as Members of the Church	2007-2008
	Grade 8 Community Service Program (updated)	2008-2009
<b>Subject</b>	<b>Significant Changes</b>	<b>Year of Changes</b>
Spelling	Grade 4 Spelling Connections Text	2007
	Grade 1 Spelling Text "Spelling Connections" Zaner-Bloser	2007
	Grade 2 Spelling Text "Spelling Connections" Zaner-Bloser	2007
	Grade 3 Review of Curriculum; Curriculum Mapping - LA	2009
	Grade 3 "Spelling Connections" Zaner-Bloser	2008

## Appendix D – Development

- Historical Perspective

The Archdiocese of Boston Board of Education made a recommendation in the 1990s for parochial schools to establish a Development Program. Since approximately 1997, Immaculate Conception School has operated fundraising programs under the leadership of paid and unpaid individuals heading up the fundraising efforts at the school.

There have been several models for fundraising leadership. In its infancy, the Development Program was chaired by a part-time resource in a paid position with many parents volunteering behind the scenes. That model gave way to a full-time paid position that still relied on the “brains and brawn” of parents to achieve the financial goals of the Development Program budget. The next model was a committee structure with parents as the chairperson who oversaw the efforts of many parents – some acting as event chair people and others acting as advisors to the Development Program.

- Current Situation

The model for the (2009/10 school year) is back to individual fundraising events chaired by unpaid leaders; most special event fundraising chair people are current parents who have a financial stake in the process of keeping tuition increases down on an annual basis.

These leaders have business and fundraising experience, are highly involved in the school community and were appointed by the Principal to serve on the Development Committee for the 2009-2010 school year. In addition to tuition fees and subsidies from area parishes, Development Fundraising Programs are a primary source of financial support for the school’s annual operating budget. The committee is chartered to raise \$100,000 in the current school year.

Each event chairperson meets with the Principal monthly to provide an update on fundraising activities and other related business. IN working with the Principal, each event chairperson is expected to provide current event status, plans, budget and financial status once the event is complete.

Over the past fifteen years, the Development Program has developed plans for four key areas: sales-generated revenue, special events fundraising, alumni development and corporate giving/sponsorship.

For 2009-2010 the events are as follows:

- Wrapping Paper and Candles (Fall 2009) a two-week drive to sell wrapping paper and candles
- ‘Twas the Night Before Christmas” (December 5, 2009) a winter wonderland ride with storytelling, Santa and treats
- Holiday Calendar sales (November/December 2009) a month-long drive to sell a 30-day calendar featuring daily cash prizes
- Spring Auction (March 20, 2010) a gala evening with items for bid donated by regional merchants, restaurants, hotels, artists and businesses

- School Sponsorships – a way to enlist corporate sponsors for annual events and to cultivate and solicit prospects whose contributions could support upcoming school programs, initiatives or projects
- Annual Giving Campaign – Generate a list of school needs and utilize parent, alumni and community contributions

In addition to raising \$100,000 towards the school budget, the Development Program provides parents with the opportunity to participate in the planning and execution of the various events or activities where they can best lend their time, talent and treasure.

Two areas of weakness that have historically plagued the efforts of a highly energetic group of parents who chair these events have been communication with other parents and parent involvement. Various methods of printed and digital/online communication have been tried to increase the exposure to the event, the revenue and contribution to the school budget and the need for volunteers.

A secondary goal of the development Program is to create within each parent, a sense of community and participation in the educational environment they have chose for their children. Critical to the success of Development is parent involvement. Parent volunteerism is highly encouraged and the reward for each volunteer should be in the satisfaction of having participated in the school community. The events for 2009-2010 will require over 1,000 person hours to reach the profit goals. Each family needs to contribute their time if these events are to be financial successes.

- Assumptions of the Development Program  
The current fundraising event chair person structure has proven to be more effective than a full or part-time Development Director. On an annual basis, the Principal will need to determine the make-up of the Development Program from a staffing and compensation perspective.

As the costs of running the school have increased, the reliance on Development Funds has actually been decreased from a budget contribution of \$130,000 in 2002 – 2003 to \$100,000 for school year 2009—2010.

Parent involvement is critical to any Development Program at Immaculate Conception School. In consideration of the number of hours each event requires from planning to execution there is no way escaping the fact that each family must participate if fundraising is to continue as a major revenue source for the annual school budget.

Appendix E – Financials

Economic/Environment

- National Economic Recovery continues
- Unemployment reverts to historical levels
- Inflation averages 3%
- No major impact from Education reform
- No major changes in Asbestos regulations

School Environment

- Continue with Pre – K through 8
- No major changes in headcount
- Continuation of current services (cafeteria, aftercare, etc.)
- Parish sharing arrangements are not stable
- No major facility changes other than Library Media Center
- No additional facilities

Financial

- Student enrollment at 275
- Tuition increase average 3%
- No major change in financial aid
- Salary and expense increase match inflation
- RCAB/Parish Funding remains stable
- Operational fundraising base remains at \$100,000
- Capital campaign assumed in 2014 to fund Library Media Center

<b>IMMACULATE CONCEPTION SCHOOL</b>	
<b>Strategy Plan Projections - Capital Projects</b>	
<b>For Periods Indicated</b>	
	<b><u>Amount</u></b>
<b><u>2008/2009 Actual</u></b>	
Complete Gymnasium Renovation	\$ 146,809
2009 Summer Project Deposits	23,980
New Software System	7,998
Kitchen Equipment	10,686
Classroom Windows	8,370
Classroom Blinds	2,576
Other Facility Upgrades	4,503
	<b>\$ 204,922</b>

<b><u>2009/2010 Actual</u></b>	
Summer Project 2009	\$ 56,101
Laptops	11,094
Outside Brickwork	22,700
Upgrade Locks and Door Handles	6,880
Bobcat	5,000
Floor Scrubber	3,200
Summer 2010 Project Deposits	20,000
	\$ 124,975
<b><u>2010/2011 Actual</u></b>	
Bathrooms Main floor	\$ 58,240
Summer 2011 Project Deposits	10,000
2nd Floor Hall	25,338
Smart Board Project	14,568
Feed Tank - Boiler Room	5,464
Kindergarten Classroom	4,995
2nd Grade Furniture	3,599
New Sound System - Gym	6,995
	\$ 129,199
<b><u>2011/2012F</u></b>	
Bathrooms Top Floor	\$ 46,238
Basement Bathrooms	42,125
Roof Sealing	13,000
Roof Vents	9,000
Acoustical - Gym	13,090
Boiler Conversion	10,000
Carpet/Tile Classrooms	10,271
Computers/Copiers	8,006
	\$ 151,730
<b><u>2012/2013 Prelim. Budget</u></b>	
Hallway	\$ 42,000
Stairwells	22,000
Tablet Project	50,000
Automobile	15,000
Carpeting 3 Classrooms	8,000
Technology Upgrades	5,000
Other Facility Upgrades	8,000
	\$ 150,000

<b><u>2013/2014</u></b>	
Hallway	\$ 45,000
Outside Brickwork	30,000
Pre-K Windows	25,000
Technology Upgrades	15,000
Other Facility Upgrades	10,000
	\$ 125,000
<b><u>2014/2015</u></b>	
Classroom Upgrades	\$ 25,000
Technology Upgrades	10,000
Library/Media Center	75,000
Other Facility Upgrades	15,000
	\$ 125,000
<b><u>2015/2016</u></b>	
Classroom Upgrades	\$ 25,000
Technology Upgrades	10,000
Library/Media Center	75,000
Other Facility Upgrades	15,000
	\$ 125,000
<b><u>2016/2017</u></b>	
Classroom Upgrades	\$ 50,000
Technology Upgrades	10,000
Library/Media Center	25,000
Other Facility Upgrades	15,000
	\$ 100,000

<b>IMMACULATE CONCEPTION SCHOOL</b>									
<b>Strategy Plan Projections Staffing</b>									
<b>For Periods Indicated</b>									
	<u>2008/2009</u>	<u>2009/2010</u>	<u>2010/2011</u>	<u>2011/2012</u>	<u>2012/2013</u>	<u>2013/2014</u>	<u>2014/2015</u>	<u>2015/2016</u>	<u>2015/2016</u>
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Classroom Teachers	10.5	11.0	11.0	11.0	11.0	11.0	11.0	11.0	11.0
Aides	5.5	6.0	6.0	6.0	6.0	5.0	5.0	5.0	5.0
Specialty Teachers:									
Computer	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Spanish	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Phys Ed	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Art	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Music	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Librarian	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Resource				0.2	0.2	0.5	0.5	0.5	0.5
Business Mgr	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Secretary	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Admin Asst	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Nurse	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Admissions									
Develop. Coordinator					0.2	0.2	0.5	0.5	0.5
Janitor	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Maintenance	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Cafeteria	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
	25.50	26.50	26.50	26.90	26.90	26.50	26.50	26.50	26.50

Note: Certain Positions are contracted out