



FAITH • FAMILY SPIRIT • ACADEMIC EXCELLENCE

**WESTERN CATHOLIC EDUCATION ASSOCIATION
FOCUS ON LEARNING
FALL, 2011**



Faith, Family Spirit, Academic Excellence

BILLINGS CENTRAL CATHOLIC HIGH SCHOOL

3 Broadwater Avenue Billings, Montana 59101 406.245.6651

BILLINGS CENTRAL CATHOLIC HIGH SCHOOL
WCEA FOCUS ON LEARNING
OCTOBER, 2011

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PREFACE
FOCUS ON LEARNING PLANNING PROCESS

The Focus on Learning Self-Study process really began as a movement from within our own school. Billings Central Catholic High School (BCCHS) has been accredited by the state of Montana since its inception in 1948, and by the Northwest Association of Accredited Schools. Current principal Shel Hanser had the opportunity to participate in the WCEA accreditation process for Loyola Sacred Heart in 2009, and again for Bishop Kelly in the fall of 2010. Billings Central Catholic High School has shown marked improvement in every area over the course of the past five years. Academic achievement and test scores, enrollment, participation rates in school activities, student attendance, teacher retention, school pride and success in athletic endeavors and other activities, reputation in the community, Catholic identity – in all of these categories we have had concrete, measurable improvement.

At Billings Central Catholic High School, however, things were not always this way. As little as ten years ago, the school was in crisis. Attendance was falling, academics suffering, our doors were revolving as teachers, administrators and even students decided they could find a better educational experience somewhere else. Suffice it to say that we don't take our recent success for granted. Recalling how things were just a short time ago is an incredible antidote for complacency. At the same time, seeing the success we have had in recent years makes us ready for the challenge of having experts step into our world and tell us where we really are doing well, and in what areas we could find ways to improve.

In his visits to other schools, Principal Hanser was able to see and hear about some of the best of the best in Catholic high schools in the northwestern region. He was also able to look at what he saw at those schools and realize that there were things happening at Billings Central Catholic High School that put our school on the same plateau as some of the best Catholic schools in the region. It is the combination of Mr. Hanser's experiences with the WCEA accreditation process, and our desire as a school community to continue to find new and different approaches to make each year better than the previous, that brought us to the point we are now – looking forward to our first visit with the Focus on Learning Visitation Team.

The WCEA accreditation process at Billings Central Catholic High School began in the fall of 2009 with the formation of the leadership team and the subsequent education of our school community on the WCEA accreditation process itself. The leadership team consists of the focus group leaders as well as the principal and vice-principal of the school. The leadership team participated in several meetings in order to understand the accreditation process itself, and also spent several meetings putting into words our Expected School-Wide Learner Results. The ESLR's were then presented to the staff as a whole. At that time focus groups were formed including staff members, members of the community, students, parents and members of the Billings Catholic Schools (BCS) administration.

Focus groups began meeting weekly or bi-monthly, finding answers to the questions posed in the self-study analysis, challenging each other to look at answers for which evidence could be found, rather than just opinions given. The focus groups concluded their work and submitted the results back to the leadership team in April, 2011. During April and May the leadership team reviewed the Self-Study Analysis in detail, as well as adding the other components of the Focus on Learning report. During the early summer months the full document was reviewed and revised for clarity and voice, and was approved by the leadership team in August, 2011. The report was then sent out to the entire staff for review and approval, as well as to the school board and the school board liaison to the Billings Catholic Schools Foundation (BCSF). It was then sent to Dr. John Collins for his review prior to the team visitation to the school in October.

WCEA BCCHS LEADERSHIP TEAM

Shel Hanser, Principal (Coordinator)
 Jim Hawbaker, Assistant Principal
 Jane Ray, Library Media Specialist
 Robert Keenum, College Advisor
 Marci Hecker, Mathematics
 Dr. Mark Elison, Science
 Kathleen Harris, BCS Director of Marketing

FOCUS GROUPS

Organization for Student Learning

Robert Keenum, Chair	College Advising
Danielle Barton	English
Teddi Smothermon	Choir
Levi Osborne	Computer Applications and Business
Dr. Deborah Wines	Science
Martha Zauher	English
Pam Muskett	Parent and Community Member
Jack Diedrich	Student, Junior
Kehley Grosulak	Student, Sophomore

Curriculum and Instruction

Dr. Mark 'Doc' Elison, Chair	Science
Shane Fairbanks	Social Studies
Pete Flotlin	Counseling
Karla Kelly	Religion
Colleen Stroup	Language, French
Lisa Skov	Language, Spanish
Victoria Cech	Parent and Community Member
Amanda Tryan	Student, Junior

Support for Student Growth

Marci Hecker, Chair	Mathematics
Sunetta Ellwein	Mathematics
Jeff Malby	PE and Health
Michele Mattix	English
Codie Wahrman	Band and Orchestra
Tracy Scott	Activities Director
Jeanine Holt-Seavy	Parent and Community Member
Randi White	Student, Sophomore

Resource Management and Development

Kathleen Harris, Chair	BCS Director of Marketing
Lisa Fine	Art
Tim Lowe	Science and Mathematics
Dr. Craig Pierson	Science
Nathan Schmitz	Social Studies
Lois Smith	English
Dulcey Eubank	BCS Business Manager
Harold Olson	BCS President
Zach Harris	Student, Junior

Catholic Identity

Jane Ray, Chair	Library Media Specialist
Tonia Bjelland	Social Studies
Mike Martinson	Religion
Greg Williams	Mathematics
Lorena Dicken	Language, Spanish
Katie Hogan	Religion
Father Steve Tokarski	St. Pius X
Sandi Petesch	Parent and Community Member
Maggie Petesch	Student, Junior
Morgan Evanson	Student, Junior

SCHOOL AND COMMUNITY PROFILE

School and Community Description

Billings Central Catholic High School, referenced throughout this document as Billings Central, Central, and BCCHS, located in Billings, Montana, first opened its doors in 1948. In the early 1940's, under the encouragement of Bishop William Condon, a citywide campaign was waged to promote Catholic secondary education in Billings. Catholic elementary education had been available in Billings since 1911, and parents of students enrolled in Catholic elementary schools welcomed the prospect of adding four more years of Catholic education for their children. Under the guidance of the Sisters of Charity of Leavenworth, the Class of 1948 would receive their diplomas in the newly built Billings Central Catholic High School.

In 1954, the south wing was completed, adding new classrooms, a library, cafeteria and a chapel. The physical structure that is Billings Central Catholic High School remains much the same as it was in 1954. The chapel has been renovated three times. In 2000, the most significant change was made to BCCHS, with the addition of the Ralph Nelles Center, a new auxiliary gymnasium. Billings Catholic Schools Foundation in concert with the Billings Catholic Schools has just completed a feasibility study to determine support for a capital campaign that would in part allow for renovations to our aging facility.

Billings Central Catholic High School is not a district unto itself, but rather, part of a K-12 school district. In the mid-80s's Bishop Thomas J. Murphy, facing declining attendance numbers and possible school closures, formed a committee to look at options. The result was the formation of Billings Catholic Schools, a consolidated K-12 system. This is important to note in regard to the contents of this report; there are numerous situations where it is difficult to separate out the high school from the entire system. Attention will be called to those areas throughout the report.

Students are drawn primarily from Billings itself, but also from surrounding towns and counties including Yellowstone, Carbon, Big Horn and Stillwater counties. The population of Billings is 100,000, and while that number is considered small in relation to large cities in many states, Billings is the largest city in the state of Montana. Billings plays host to a thriving medical corridor and is the premier provider for many medical services in a seven state area. Billings is also deemed 'Montana's Trailhead', and is the starting point for many seeking recreational activities in the Beartooth Mountains, the Big Horn River area, and Yellowstone Park. MSU-Billings, Rocky Mountain College, and the College of Technology bring an atmosphere of academia to the city. There are also three oil refineries within a 20 mile radius of Billings. Coal is mined within a 100 mile radius, and oil produced in communities three to four hours away. The influence of energy producing industries is evident both in the number of such companies based in Billings, and the rail cars laden with coal passing through the city each day. Billings' roots are in agriculture and agriculture remains today one of Billings' strongest industries in both beef, pork and bison products, as well as sugar beets, corn, wheat and a wide variety of other crops grown and harvested in the immediate surrounding area.

The unique juxtaposition of agricultural roots, education, natural energy production and the medical corridor set in a relatively rural setting with the closest metropolitan area 9 hours away creates a unique atmosphere in Billings. The arts and theater thrive in downtown Billings and four-star restaurants can be found on every corner. Billings remains perpetually casual, though, and no matter how exclusive the venue, the dress code will typically include jeans. While Billings becomes more diverse every year, the city is predominantly white at 92%, with its next highest population groups being Hispanic at 4.18% and American Indian at 3.44%. There is a down home, small town feel to Billings, and yet income and education levels far exceed what is typically found in a sparsely populated rural setting. These socio-economic factors are clearly reflected in the population of Billings Central.

Student Demographics

Student Indicators

Billings Central is a co-educational high school serving grades 9-12 under the direction of the Diocese of Great Falls/Billings and the Most Reverend Bishop Michael Warfel. The school is accredited by the Montana Office of Public Instruction and the Northwest Association of Accredited Schools. Instructional and support programs mirror what is required by the State of Montana. In 2010, school enrollment was 346 students, 172 female and 174 male. 75% of enrolled students are Catholic.

Enrollment at Billings Central Catholic High has grown steadily over the past five years. In 2005-06, enrollment was at 285, while in 2010-11, it was at 346. The success BCCHS has had both academically and in athletics and activities, as well as improved recruiting methods, have had a positive impact on enrollment. Frequent press coverage of budgetary issues, inter-system conflict, and failure to meet NCLB requirements in our local public school district may also contribute to our increase in enrollment.

Once enrolled, there is little mobility amongst the student population. On average, only four or five students, or just over 1%, will exit or enter during the school year. These changes are typically caused by a change in a family's residence or student dissatisfaction with the school. Between school years, Central may gain or lose anywhere from eight to ten students, or 2-3%, again because of a family moving or a student being dissatisfied with Central or with the school they are leaving to enroll in Central.

The ethnicity of the school population is predominately white at 95%, which is a reflection of the population of the city of Billings and the state of Montana. American Indian (.09%), Hispanic (2%), Black (.06%) and Asian (1.5%) populations comprise the remainder of the population. Because our subpopulations are so small, we do not desegregate any of the data we collect by ethnicity. Billings Central at one time had a larger population of American Indians, as the Saint Labre Foundation provided numerous scholarships to Central from Catholic schools on the neighboring Crow reservation, but when that program ended, that population declined significantly. On

average Billings Central accepts three or more foreign exchange students each year and these students have exposed our students to some cultural diversity, but in terms of race there is little diversity in Billings or at Billings Central. It is rare that any non-foreign exchange student at Billings Central not be proficient in English.

BCCHS Student Population by Race

Ethnicity	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06
American Indian	3	2	6	5	6	6
Asian	5	5	6	5	7	10
Black	2	2	4	1	1	2
Hispanic	7	6	9	7	5	10
Multi Racial	0	0	0	7	7	7
Native Hawaiian /Pacific Islander	0	0	0	0	1	0
White	329	326	289	288	283	250
Total Population	346	341	314	313	310	285

Developmentally disabled populations are very well-served in Billings by state funded programs at our public schools. Especially in regard to physical disabilities, BCCHS does not have the resources necessary to serve those populations with any degree of adequacy. Therefore, it is also rare that our school serve any of those students. Safety issues are rare at Central, but the two story building is not equipped with an elevator, making travel between classrooms challenging for injured staff or students. A small population of learning disabled students is well-served at Billings Central through our state-certified Title 9 program, and a percentage of funding for that program comes from the state. Students who struggle with learning but don't test as disabled are well-served by one on one interaction with teachers, resource room, and reading and math labs, where a student will actually spend a second hour in any given day studying math or reading in a one on one or small group setting with a certified teacher of that subject area.

Attendance Patterns and Follow-Up Data

Student attendance patterns are tracked through our Schoolmaster program. The yearly attendance rate of BCCHS students is 93.7%. Of the 6.3% of class periods missed, 40% were for school-related activities. 85% of all BCCHS students are involved in Montana High School Association sanctioned activities. BCCHS has in the past not completed any sort of follow-up data on its graduates. For the past five years, an average of over 95% of graduates have entered a college or university, but while we are confident they are successful and changing the world, we have no data to support that claim. In August of 2011 a written campaign was conducted to gather information on the past five years graduates. The campaign included a written survey to be returned, or the option of following a link to a Survey Monkey survey. At this time it is too soon to report on the results of that campaign. In the future this information will also be tracked through Naviance.

Staff and Professional Development

Billings Central Catholic High School is served by a 29 member certified staff of teachers and administrators, with 18 women and 11 men. Our classified staff of three includes two female administrative assistants and one male custodial worker. BCCHS contracts with an outside firm to provide our lunch service. In addition to the staff within our building, BCS administrative positions including the BCS president, business manager, directors of technology, education and marketing, and support staff for that office, also serve the high school as well as our BCS schools K-12. For the past five years, there has been relatively little turnover amongst BCCHS staff members. One or two teachers each year will leave the school to move to another community or to seek other employment opportunities. Our teachers are all certified by the state of Montana. Three of our teachers hold doctorates in their subject area, and numerous others have additional education within their subject area or are working toward a higher degree. Other than one of our Spanish language teachers, who was born in Ecuador and is Latin American, all of our staff members are white.

Degree Earned	# of Teachers
BA	8
BA +15	7
BA +30	3
MA	6
MA +15	0
MA +30	2
PhD	3
Total	29

# of Years at Central	# of Teachers
0-2	4
3-5	6
6-10	11
11-20	6
21+	2

Professional development is an area for growth for BCCHS. We have had several issues in the past in regard to professional development. The Superintendent of Schools for the Diocese of Great Falls Billings conducts a portion of our professional development, and so our focus seems to change with each new superintendent's priorities. Our existence as a K-12 system poses challenges as well. Attempts have been made to provide educational opportunities for K-12, however oftentimes the programs are not applicable to all content areas or grade levels. Last year BCS joined the ACE (Alliance for Curriculum Enhancement) consortium, a group of similarly sized school districts across Montana pooling their resources to work toward improvement in curriculum for all. One positive aspect of the consortium is that professional development can be offered to all participating schools. Our first experience with that

was at our opening PIR day for the 2011-12 school year. In addition, BCS, for the first time in school history, recently hired an education director, who began work on August 10, 2011. One aspect of the director's job will be to improve and organize professional development for all BCS teachers, K-12.

Student Participation

One of the often repeated themes at Billings Central is 'participation is key', so often repeated, in fact, that each graduating senior in the class of 2010 gave Mr. Hanser a key as their parting gift. In the past four school years, BCCHS has won the Montana High School Association (MHSA) Northwestern Energy Academic Excellence Award three times. The award is given to the school in each class division in Montana whose participants in one or more MHSA sanctioned activity earn the highest average GPA. For BCCHS, that constitutes 76% of our student body. In comparison, for the class AA school who won the award this year, 19% of their student body participated. A school with a total enrollment of 1222 had 229 participants, while Central had 243. Nearly 100% of our students take the ACT test, earning an average this year of 24.1. By graduation, 70% of our students take one or more AP tests, and of those 47.6% passed the test with a three or better. Our participation rate, including students not counted by the Montana High School Association (MHSA), is over 80%, and the number of students who don't participate in anything - a club or academic team or music or theater - is close each year to 0.

School Financial Support

BCS tuition rates are determined by a 14 level tier system based on income. It is a priority of BCS to provide access to an exceptional Catholic education to all, regardless of financial means. The cost of educating a child in grades 9-12 is just over \$6500. At the top tier with no discounts, for the 2011-2012 school year, a family will pay \$8300 to send their child to Central. A family who actively participates in a Catholic parish in Billings and is at the top tier with no other discounts will pay \$7300. A family in the lowest possible income level and tuition tier, for that same student will pay \$2850 and \$1850 respectively. In addition, all students enrolling at Billings Central, regardless of tier level, pays a \$305 registration fee. The registration fee covers costs such as activity fees, yearbook, and retreat fees to name a few. 48% of our families paid tuition at the top tier. The second highest percentage paid in a specific tier is at the lowest tier 14, where 7.6% of our families are placed.

The largest source of funding outside of tuition for the BCS K-12 system comes from the Billings Catholic Schools Foundation, which in 2010-2011 amounted to \$873,141. The parish contributions are also a vital component to the success of our schools through their yearly contribution of \$553,500. Other contributors include school fundraising, advertising sales, and donations given directly to the school that are project specific.

Internal and External Factors

School Growth Needs

There are three primary problems BCCHS continues to face in terms of growth needs. As the building was constructed in 1947, aging electrical, plumbing and heating systems become not small problems, but seemingly insurmountable problems. Billings Central is well-constructed and large enough to accommodate increased enrollment for years to come. HVAC, however, will pose a significant challenge. Keeping stride with technological advances will also provide a challenge for the school. Several schools being built have state-of-the-art interactive smart boards in every classroom; BCCHS has five in the entire building. Elements as crucial as our shared computer lab and our wireless internet for teachers pose significant challenges each year. BCCHS does not have the resources and BCS does not have the staff necessary to support technology in our schools. The third growth need relates specifically to our staff. Pay doesn't seem to be a determining factor for our BCS teachers. It appears they are choosing our schools because they are passionate about what they teach and they prefer the faith-based environment. Significant strides have been made in terms of bringing teacher salaries to the goal of 85% of neighboring schools of similar size. However, professional development is underfunded and would benefit from better planning. Teachers in a school of this caliber need an opportunity to continue their educational growth.

School/Business Relationships

Billings Central Catholic High School is blessed in the community of Billings. Not only do our parishes provide us with unwavering support, businesses in the community are consistent and generous supporters of our school. Our business advertising sponsors each contribute anywhere from \$900 to \$2500 annually in support of our school for the simple return of having their business sign on the wall of our gym and various sized ads in the activity programs. Beyond school related funding, they contribute to our BCS Foundation fundraisers such as Mayfair and the Annual Giving Campaign. Our donors also fund scholarships and give private donations to provide our school with current technology and Promethean smart boards. The business community supports such things as the golf tournament and our Booster Club. Members of the business community can frequently be seen in the building helping to teach a lesson through personal experience in the real world.

Parent/Community/Foundation Organizations/Programs

Parents are heavily involved at BCCHS through both Home and School and the Booster Club. Booster Club parents fundraise all year for MHSAs sponsored activities, through spirit wear and concession sales and traveling basketball tournaments. Those parents arrange meals for our teams on the road, and make the coach's job significantly more about coaching. Dozens of our junior and senior parents conduct a yearlong campaign to provide an all-night alcohol free graduation party for our graduating seniors. Parents attend our school Masses and are the reason our school fundraisers are as successful.

Our students are involved in the community in a number of ways. Our students participate in city organized opportunities such as Leadership Billings and the Big Brothers and Big Sisters program, as well as Rotary Club and many others. Our students volunteer for countless community projects, including Flakesgiving, a benefit for the Billings Food Bank, the Montana Marathon, the Women and Children's Shelter, Head Start, and many more. Billings Central is often solicited to volunteer for community organizations, because members of our community appreciate that BCCHS students show up, behave respectfully, and get things done.

The Billings Catholic Schools Foundation is another essential component to the existence of BCCHS. BCS Foundation distributes funds to BCS that help offset operating expenses for BCCHS and the entire system. BCS Foundation works to grow their endowment, which is now valued at just over 12 million dollars, and distributes more than \$320,000 annually. BCS Foundation also provides the fundraising arm for BCS and last year distributed another \$625,000 to the schools from those efforts. The combinations of these funds help keep tuition at an affordable level for our families.

National and Community Trends

Across the state of Montana, Catholic schools are in trouble. Declining enrollment and financial crises have plagued many schools across the state and across the nation. Billings Central Catholic High School is choosing to defy that trend. Our enrollment is on the rise. Academically, our students are performing at higher levels than ever before. School pride and the respect earned by our students from the community are palpable at any public event. Our students look out for each other and they look to God and their own faith for guidance through the somewhat challenging times high school can put before them. Financially, Billings Catholic Schools is an anomaly. BCS carefully manages a multi-million dollar budget each year and is debt free. Our Catholic identity has never been stronger, as is shown in our ACRE test scores, in our Masses bi-monthly, each week in our chapel and every weekend in parishes across the city. There are currently some frightening trends occurring in both public and Catholic education, and so for the time being, we will continue to make our own way rather than succumbing to those trends.

OUR MISSION:

The Billings Central Catholic High School community will develop lifelong learners in an atmosphere of academic excellence, which stresses the beliefs and traditions of the Catholic faith.

OUR VISION:

Make God Smile

OUR PHILOSOPHY AND BELIEFS:

We believe that through our vision of making God smile through our actions and words that we are able to create an environment of excellence. By utilizing the Correlates of an Effective School (Dr. Larry Lezotte) as our guideline, we believe that:

- BCCHS is making God smile by providing a safe, orderly, caring environment.
 - Treating others with respect
 - Being prepared for emergency situations
 - Consistently enforcing rules
 - Providing clean classrooms and common areas
- BCCHS is making God smile by providing all students with an opportunity to learn.
 - Recognizing the uniqueness and diversity of individual talent, intellect, style, and ability
 - Providing relevant learning opportunities
 - Utilizing research based instructional strategies
 - Providing multiple opportunities to participate in extra-curricular activities
- BCCHS is making God smile by holding high expectations for success.
 - Demanding a level of respect that embodies the belief that others should be treated as we would like to be treated
 - Being prepared in organization and delivery of course content
 - Exhibiting diligence in demanding appropriate rigor for each individual learner
 - Providing relevant learning opportunities enabling students to demonstrate skills
 - Utilizing and enforcing a superior grading scale, dress code, and moral code
 - Maximizing instructional time through effective classroom management and organizational skills
- BCCHS is making God smile by frequent monitoring of student progress.
 - Providing timely and specific feedback to students
 - Demonstrating effectiveness within the full range of student abilities, regardless of academic diversity
 - Providing varied instructional strategies in order to achieve student mastery
- BCCHS is making God smile by providing quality instructional leadership.
 - Providing instructional leadership that is dedicated to student and staff needs
 - Providing instructional leadership that is consistent and fair

- BCCHS is making God smile by nurturing positive home, school, and community relationships.
 - Understanding that parents are primary educators and teachers are facilitators of learning.
 - Providing a variety of communication outlets including, PASS, email correspondence, bi-monthly communication from principal, Open House, and PTC
 - Supporting student and staff involvement in community programs such as recycling, KCK, Trading Cards, NHS, Youth Leadership, Community Service, and many other organizations throughout the school
 - Celebrating all-school and all-system Mass, providing an opportunity for all students and staff to share in faith and school community
 - Believing that the quality of the relationships in a school has a measurable effect on student learning. Respect for the student, inclusion of faith and family, connections to community, strong working relationships between teachers, and open communication with administration all contribute to the quality of education
- BCCHS is making God smile by providing a clear and focused mission.
 - Providing understanding of the mission.
 - Incorporating the ESLR's as an outcome to an effective mission.

EXPECTED SCHOOL-WIDE LEARNER RESULTS

FAITH

A Billings Central Catholic High School graduate will

- † Be a compassionate, virtuous, well-rounded person of character who is a servant in the community and who brings an understanding of the Gospel into every aspect of their lives.
- † Develop an understanding of Catholic Christianity and an ability to model that faith with an inclusive spirit that encourages others to also model the faith.
- † Understand that learning, regardless of subject area, can help one grow spiritually and enhance and deepen faith.

FAMILY SPIRIT

A Billings Central Catholic High School graduate will

- † Give freely of their talents to other individuals, their community, and the church.
- † Embrace diverse opportunities for involvement and participation, and accept new challenges as a means to reaching one's own full potential.
- † Demand personal accountability and a respect for all individuals, and have the moral courage to respond when faced with challenges to their beliefs and values.

ACADEMIC EXCELLENCE

A Billings Central Catholic High School graduate will

- † Be equipped linguistically, culturally, and academically to communicate effectively in today's world.
- † Possess decision making skills and the ability for critical, independent thought in order to analyze modern issues and to make appropriate spiritual and intellectual choices.
- † Demonstrate an understanding of the endless potential for learning, the inner-connected nature of all human knowledge, and a sense of wonder at its enormity.

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PROGRESS REPORT

In the spring of 2006, in partial fulfillment of the requirements to be accredited by the Northwest Association of Accredited Schools (NAAS), Billings Central Catholic High School underwent the self-study process using the performance-based model entitled Quality Assurance, published by the Northwest Association of Accredited Schools. The following is a brief summary of their findings:

General Commendations and Recommendations from the Quality Assurance Review Team, March 2006:

The Quality Assurance Review Team (QART) that visited Billings Central Catholic High School was very impressed with the educational program and the commitment of administration and staff. It is the judgment of QART that the following Commendations and Recommendations be noted by the faculty of the school, the Montana State Accreditation Committee for the Northwest Association, and of most importance, Billings Central Catholic High School administrators, teachers and school board members.

COMMENDATIONS:

Billings Central Catholic High School is commended for:

1. The great effort and accomplishment of administration and staff to gather information, revise and develop curricula, plan for future needs and to re-organize the vision, mission and goals of Billings Central Catholic High School.
2. Having a service requirement for students of 10 hours per semester.
3. Having a very active Student Council that supports the school's mission, creates fun activities and promotes and develops worthwhile educational events, such as the Career Day, for their peers.
4. The academic proficiency level of the students.
5. The behavior of students in the school toward their teachers, each other and school visitors.
6. Hallways are "decorated" with school trophies, painting, pictures making the school atmosphere inviting.
7. The well-planned, informative and interactive website for Billings Central and Billings Catholic Schools with information that is helpful to students, parents, and community.
8. The very high percentage of students who attended college and have earned scholarships to assist in their studies.
9. The sense of community in the school as exhibited by the enthusiasm of staff and students in support of their school.
10. The subject area background and educational level and experience of staff are extensive and provide for solid academic foundations as well as higher order educational experiences and individual challenges.
11. The number and variety of classes offered to meet the diverse interests and talents of the school.

12. The overall small class size.
13. The dedication of the President and the School Board trustees in their planning, nurturing, and support of the school system and continuous improvement efforts.
14. Having very high school spirit among students, staff and parents.
15. Efforts to develop, improve and enrich the technologies available to staff and students.
16. The guidance program for its dedication in promoting student skill development, personal guidance and support.
17. The overall staff efforts to stimulate foster and enrich student opportunities in all school related areas.
18. The dedication to the tenets of the Catholic faith as an integral part of community.
19. The wonderful new physical education and sports center with state of the art weight room.
20. The well-kept building, renovation efforts and plans for the future.
21. The work of the Central's principal, Shel Hanser, and his assistant in the leadership for school improvement and also the dedicated office staff.

RECOMMENDATIONS:

It is recommended that Billings Central Catholic High School:

1. Continue adding needed technology into the classroom experience and developing student competency with technology.
2. Research ways in which teachers can be more adequately financially compensated to be able to retain quality instructors. (Perhaps a benefactor(s) can financially support a "chair" in specific fields based on factors that could include teaching excellence, teacher educational level, and leadership.)
3. Insure that all classrooms and teacher have access to PA system and telephone communication with the main offices for safety, information and personal connection.
4. Continue to pursue ways to provide access for the people/students with disabilities to go from floor to floor. If access is not possible, classes for students with disabilities probably are and should be held on the ground floor so that these students have the same opportunities as all other students.
5. Continue working toward 100% of teachers having Montana Teacher Certification.
6. Utilize Billings' area resources, as well a local, state, and national grants, and special programs to obtain and develop computerized technologies to enhance teaching and student learning.
7. Develop a facilities master plan to address the needs of staff in the downstairs area as well as enhancements of the rooms in the older part of the school.
8. Develop a sequenced plan for school improvement and provide more time in which teachers can work together to develop curricula and do school improvement. Student test results should be a guiding force in this effort.

9. Utilize the Billings professional community to lend their knowledge and expertise in their field to Billings Central students through school visits, internships and jobs.
10. Since Central does not have many “vocational” classes, discussion and illustration of career related skills should be included in regular class lessons so students are informed of specific training that may be needed.
11. Construct an ongoing staff development program that meets individual teacher and faculty needs.
12. Review the mission statements, beliefs and learner goals on an annual basis as the climate and culture of any school is constantly changing. Review, update data, and renew the school improvement plan.
13. Strong consideration should be given to implement the recommendations to form the foundation for the ongoing school improvement process. The recommendations along with the commendations should be a major focus to develop a Quality Assurance Plan for implementation over the next five years.

IMPLEMENTATION:

Since the review, the following school improvements have been implemented in regard to each recommendation:

1. Continue adding needed technology into the classroom experience and developing student competency with technology.
 - BCCHS has made a commitment to technology. Since the time of the review, BCCHS has replaced the general lab twice, with the most recent update being fall of 2010. BCCHS added a secondary teaching lab in 2009, replaced staff lap tops in 2009, and began implementing Promethean smart board technology in the building.
2. Research ways in which teachers can be more adequately financially compensated to be able to retain quality instructors. (Perhaps a benefactor(s) can financially support a “chair” in specific fields based on factors that could include teaching excellence, teacher educational level, and leadership.)
 - In the fall of 2008, the Billings Catholic Schools Board of Education appointed a Task Force to enhance staff compensation. The current salary matrix was the result of that work. Additionally, through a generous donor an endowment fund was started to help supplement this matrix known as the “the Chuck Heringer Teacher’s Excellence Fund.”
3. Insure that all classrooms and teachers have access to PA system and telephone communication with the main offices for safety, information and personal connection.
 - In the fall of 2010, upgraded the main phone system and placed phones in every classroom. The phone system doubles as an intercom for the school.
4. Continue to pursue ways to provide access for the people/students with disabilities to go from floor to floor. If access is not possible, classes for students with disabilities probably are and should be held on the ground floor so that these students have the same opportunities as all other students.

- BCCHS, along with Billings Catholic Schools, continues to seek funding to upgrade the campus facilities including an elevator.
5. Continue working toward 100% of teachers having Montana Teacher Certification.
 - All current BCCHS teaching staff members are certified by the State.
 6. Utilize Billings' area resources, as well a local, state, and national grants, and special programs to obtain and develop computerized technologies to enhance teaching and student learning.
 - BCCHS has been the recipient of several grants and donations specifically identified as 'technology' money. In addition the Special Project of the annual Mayfair dinner has been earmarked several times for 'technology'.
 7. Develop a facilities master plan to address the needs of staff in the downstairs area as well as enhancements of the rooms in the older part of the school.
 - BCCHS facilities task force has been in place to determine needs and prioritize upgrades to the existing facility.
 8. Develop a sequenced plan for school improvement and provide more time in which teachers can work together to develop curricula and do school improvement. Student test results should be a guiding force in this effort.
 - Major efforts have been made to add time to the calendar specifically for staff development and curriculum work. In addition, the school has hired an Education Director who begins on August 10, 2011. The primary focus of the Education Director will be to analyze test results and interpret subsequent needs for professional development and curriculum development.
 9. Utilize the Billings professional community to lend their knowledge and expertise in their field to Billings Central students through school visits, internships and jobs.
 - Classroom teachers have made guest speakers and community field trips a priority in their classrooms. Several members of the professional community in Billings take time to share their time and talents with the students at BCCHS.
 10. Since Central does not have many "vocational" classes, discussion and illustration of career related skills should be included in regular class lessons so students are informed of specific training that may be needed.
 - Students have the opportunity for participation in vocational classes through the Billings Career Center and the College of Technology. BCCHS has been diligent in making schedule adjustments for students who have an interest in these programs.
 11. Construct an ongoing staff development program that meets individual teacher and faculty needs.
 - The hiring of the new education director will have a tremendous impact on staff development. This position has been a work in progress since 2008 but will be in place for the 2011-12 school year.

12. Review the mission statements, beliefs and learner goals on an annual basis as the climate and culture of any school is constantly changing. Review, update data, and renew the school improvement plan.
 - Review of these documents has been an ongoing activity through the WCEA self-study process.
13. Strong consideration should be given to implement the recommendations to form the foundation for the ongoing school improvement process. The recommendations along with the commendations should be a major focus to develop a Quality Assurance Plan for implementation over the next five years.
 - A major step for school improvement has been the commitment to adopt the WCEA process. This alone has been a very positive step as we move forward.

SELF-STUDY ANALYSIS

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING

A1. School Philosophy and Mission Criteria

To what extent:

- **Has the school established a clear statement of philosophy that reflects the beliefs of the institution, a commitment to Catholic identity, thoroughness of instruction, focus on the needs of the whole person, and recognizes the dignity of all members of the school community?**
- **Does the philosophy and mission reflect parents as primary educators and teachers as facilitators of learning?**
- **Is the mission defined further by adopted expected school wide learning results that form the basis of the educational program for every student?**

School Philosophy, Mission and ESLRs

BCCHS has to a great extent developed a clear philosophy and mission that reflect the beliefs of the institution, a commitment to Catholic identity, thoroughness of instruction, a focus on the needs of the whole person, and recognition of all members of the community, and has adopted those essential components further in its Expected School-Wide Learner Results.

The BCCHS Statement of Philosophy and Beliefs, which incorporates the Correlates of an Effective School, clearly shows the priorities BCCHS holds most dear – that students will be safe, both physically and emotionally, and that each will not only have an opportunity to learn, but will be taught by teachers who set high expectations, are effective at what they do, and who communicate progress to students frequently. The philosophy also explains the essential components of both parental involvement and a team approach between parents and teachers, and the inclusion of our faith, not as a separate category, but included in every aspect of the philosophy.

The BCCHS Mission reads:

The Billings Central Catholic High School community will develop lifelong learners in an atmosphere of academic excellence, which stresses the beliefs and traditions of the Catholic faith.

The Mission says more simply what is spelled out in the Philosophy. The entire BCCHS community, including teachers and parents, parishes and community members, plays a role not just in getting students to graduation, but in educating the whole person for all they will encounter when they leave our school. Again, the Catholic faith is not a separate component, but a part of every aspect of the education of the whole person. The mission and philosophy are clear and mirror

each other regarding the goal for academic excellence and fostering the Catholic tradition and faith for all students.

The ESLR's then take both the Mission and the Philosophy and bring those fundamental aspects of the BCCHS experience into the expectation of what each student will know and understand as they finish their four years of high school. This knowledge and understanding is not simply academic, but transcends the academic to include faith, respect for the human condition and the world in which we live, understanding personal responsibility, and knowing the difference between right and wrong.

A2. School Philosophy and Mission Criteria: Governance

To what extent:

- **Does the governing authority committed to sharing the Catholic vision adopt policies which are consistent with the school's philosophy and mission and support the achievements of the expected school-wide learning results for the school?**
- **Does the governing authority delegate implementation of these policies to the professional staff?**
- **Does the governing authority monitor the results?**

In 2002, following several challenging years where BCCHS weathered high and unfortunate staff turnover in both the classroom and in leadership positions, Bishop Anthony Malone created the Bishop's Task Force in an effort to bring order and stability back to the school. The task force was comprised of a select group of professionals, parents and leaders in the Billings Catholic community. As a result of the task force, the BCS school board structure was changed from an advisory council to a policy making, operational school board.

As this change in organizational structure took place, the president position had multiple turnovers in the first few years. This gave cause for some initial struggle and uncertainty as to who was in charge of what. However, the school has been fortunate in recent years to have greater stability in all areas of staff, including six years with the same president, and nine years with the same principal, who now holds the longest tenure at that position in the history of the school. This organizational structure, combined with staff consistency and stability, has allowed significant progress in fundraising, policy development, the partnership between BCS and the BCS Foundation, and financial management of the system as a whole. At the same time, the Principal is then free to focus on curriculum development, instructional supervision, teacher evaluations, building maintenance, educational initiatives, and assuring that the Mission, Philosophy and ESLR's are considered first and foremost in what happens at BCCHS every day.

The school board is intended to be representative of the Catholic parishes of Billings, and is comprised primarily of parents of BCS students or alumni who are

also professionals in the Billings community. As the board is operational, the skill set board members bring to the table is an important component of this volunteer position. One priest/pastoral administrator representing the parish priests/pastoral administrators of Billings also sits on the board as a voting member. The Bishop, the Superintendent of the Great Falls-Billings Diocese, and the president, who serves as the executive secretary of the board, serve as ex-officio non-voting members. The president is an advisor to the board and is the primary administrator of school board policies.

The flow of governance for BCCHS begins with the Bishop of the Diocese of Great Falls-Billings, currently Bishop Michael Warfel. Below him is the Superintendent of Catholic Schools for the State of Montana, Patrick Haggarty. The School Board, chaired by Rita Turley, President Harold Olson, and Principal Shel Hanser and Assistant Principal Jim Hawbaker follow respectively. The president-principal model of administration is utilized by BCS, and the president is the chief officer of the school with supervisory responsibilities over development, financial, operational, marketing, and enrollment functions of the school. In contrast, the principal's focus is on the daily operations of the school. It is the principal who is charged with ensuring that what is happening at the school appropriately reflects the school's mission, philosophy and ESLR's.

The school board and president adopt policies consistent with the mission and philosophy of our schools. The principal is responsible for seeing that policy is followed in a way such as to maintain the integrity of the mission. The governing authority does delegate the implementation of school policies to the principal and vice-principal of the school. Policies specific to the school are published in faculty and parent/student handbooks. The principal is responsible for delegating implementation of those policies and monitors results as well. The president and principal review results on a regular basis and report to the board as needed.

One of the most significant efforts of the board since 2002 and the recommendation from the Bishop's Task Force has been the development of a process for creating policy and communication at the board level. The primary resource for this process comes from the work of the four primary committees that are associated with the board. They are the education committee, the marketing committee, the technology committee, and the business committee. These committees, through monthly meetings and specific task forces, do a tremendous amount of the work for the board. The committees are made up of staff, board members, and community members. The respective director or assigned board member to the committee, chair the committee and are responsible for monthly reports to the board. It is in this way that the governing authority engages the broader school community and offers an opportunity for ownership in our school.

While great strides have been made in regard to governance at BCS, this is still considered an area for growth. The board meetings are open. There is a sense of disconnect between the school board and the school itself, as members of the

school community and even staff members remain unaware of who the school board members are or what they do. Action the school board takes in regard to the school is a condition which could be improved easily with better and active communication. There have been attempts to breathe some life into the annual State of the Schools address; however, attendance for State of the Schools has declined to such a degree that the board choose to replace the event and have board members present a statement at each September open house.

The Diocesan Superintendent has changed three times in four years, making it intrinsically difficult for that person to participate in the school's governance. This is further exacerbated by the distance and driving difficulties between Great Falls and Billings. This conduit between the Board and the Diocesan authorities has much potential for enhancement. The Diocesan Superintendent has played a far more significant role this year in actually creating forward progress for BCS in terms of policy and leadership. Many school policies that should be consistent throughout both Montana Dioceses are being standardized to allow for greater efficiency and appropriate representation of the Catholic Church at the school level. This office has the potential to continue to provide strong guidance and leadership for the entire school community.

A3. School Leadership Criteria

To what extent:

- **Does the school leadership encourage the cultivation of Catholic values and the spiritual formation of the school community?**
- **Does the school leadership make decisions to facilitate actions that focus energies of the school on student achievement of the expected school wide learning results?**
- **Does the leadership empower the staff?**
- **Does the leadership ensure shared accountability for the student learning?**

To a great extent the leadership within the school fosters Catholic values and spiritual formation. Both the principal and vice-principal are active, practicing Catholics. The principal is a regular at the 7:30 chapel Masses. Before every all-school Mass, he encourages the students to actively engage in the Mass through attentive prayer and participation. The results are evident to anyone who attends those Masses. The principal also leads the annual senior retreat, a faith and character building weekend that readies each graduating senior for the impending changes in their worlds. Importantly, the non-Catholic students at BCCHS are accepted and encouraged in their faith. The assistant principal is also accepting and encouraging of spirituality. He uses gospel sentiment and faith-based ideals in both discipline and student motivation.

One of the dominant themes for students in the building is a set of behavioral and attitudinal expectations that are not spelled out as policies but are widely understood and accepted. Respect, compassion and kindness for fellow students are the standard set for and by our students. Our current vision "Making God

Smile” was initiated by the principal in conjunction with a staff team building exercise. He also guided the staff in the development of the morning and afternoon Central prayers, which are now with what we begin and end each school day. In the fall of 2010, a school wide parent survey of our school community was sent out to every parent of a BCCHS student. The survey included questions related to academics, school climate, Catholic identity, student safety and emotional wellness, and numerous other areas. 87% of respondents on a school community survey given in the fall of 2010 agreed or strongly agreed that the school works with families to support Christian values.

School leadership makes decisions guided by the foundation of our ESLR’s - Faith, Family Spirit, and Academic Excellence. From master schedule planning to daily schedules, student achievement is a top priority. The academic options available to students provide a wide variety of programs to meet the needs of every student, and to challenge students to set their goals high and reach and exceed expectations regardless of their starting point. Students are also provided with numerous opportunities throughout the year intended to connect students with needs within the school and the community, as a means to connect their education and what they are learning in the classroom with real needs that exist in our world and our community. Programs like Refocus enable students to be involved in the school and their community faith life, and yet provide opportunities for assistance for academic growth. Students are consistently encouraged to participate in extra-curricular school activities, community service, and to grow in their faith by participating in their parish community. It is rare that a student at Billings Central has ‘nothing to do’.

The Billings Central Catholic High School staff is empowered by school leadership. The principal and assistant principal will intervene when necessary if a teacher requests help in their classroom, but trust that their staff members know when they need help. School leadership knows that staff members are professional educators and that as such they are responsible for and capable of achieving success in their classrooms and content areas. Leadership has worked diligently over the past nine years to create an environment where teachers feel comfortable with the stable and consistent support administrators give, where a mutual trust exists that allows teachers to teach and students to learn. Administrators are there to provide opportunity for growth for staff members, guidance in the areas of curriculum and professional development, assistance in meeting the needs of the teacher within the classroom, and support in communication with parents and students when necessary. Staff members at BCCHS are held accountable for student success in their classrooms, and, to the best of the administration’s ability to do so, given the resources necessary to achieve that success.

BCCHS leadership ensures shared accountability for student learning through frequent and consistent communication between teacher and student, teacher and parent, and teacher and administration. There is never an opportunity for a

student to say, “I didn’t know”, as related to a failing grade or a missing assignment. The PASS system provides perpetual access to grades and attendance records to both students and parents. Teachers communicate to parents and students with written grade reports every six weeks for students who are struggling in a class. Teachers give students every opportunity to be successful in their classrooms. If a class is simply not a good fit for a student, parents, teacher, student and administration work together to find a solution that works for all parties. Students who have fallen through the cracks at other schools often find success at Central because of the ownership students take in their own success as a result of this shared accountability. Expectations are put in place not only for the student, but also for the teacher, parent and administration. The process brings an end to the blame game and puts the onus on each individual to do their part to ensure the best possible outcome for the student.

A4. Faculty and Staff Criterion

To what extent:

- **Are the administration, faculty and staff qualified for their assigned responsibilities?**
- **Are the school administration and staff committed to the school’s philosophy and mission?**
- **Does the school administration and staff engage in ongoing spiritual and professional development that promotes student learning?**
- **Do the administration and staff lead by example to create a community of faith?**

To a great extent administration, faculty and staff are qualified for their assigned responsibilities. All BCCHS teaching staff is certified by the Montana Office of Public Instruction in their respective content areas and scheduled teaching assignments. The professional staff at Billings Central Catholic High School is highly qualified and has extensive experience. 19 of our 29 teachers have been at Central six years or more, and ten of those 29 staff members hold a master’s degree or higher. All three of the teachers in the science department hold PhD degrees in their fields. Support staff is professional, dedicated, and proficient in their duties.

Staff and administration demonstrate their commitment to the school philosophy and mission in a number of ways. School staff and the administration created both the mission and the Statement of Philosophy in group, team building exercises. Commitment is made easier through ownership, and the teachers know the philosophy and mission of our school begins with them. They model each of the tenets not only by offering them as expectations for our students, but also by setting the same high standards for themselves.

The staff at BCCHS brings together a wide range of skill, expertise, life experiences, philosophy and teaching style. Such a diverse group allows for some

very spirited discussions on topics from curriculum to dress code. The one constant within this group, however, is that they are passionate about Billings Catholic Schools. Virtually every teacher is also a coach or in charge of an academic or community service club. Our teachers attend Mass and many are active participants in their own parishes. They are active in community service groups, clubs and professional organizations in our community. They support our students by attending athletic competitions and music department productions. A great deal of personal time is dedicated to furthering their own education within their subject area or in areas of technological advancement. Their own children attend Central, and yet when their kids graduate, they stay on at Central. When a student is struggling at Billings Central, it does not go unnoticed. Our teachers are available for students, providing time before and after school and during Refocus. Our students may occasionally become irritated with teachers for their persistence, but it would be a rare situation in which a student or parent would say a BCCHS staff member is not committed to the school's philosophy and mission.

Staff spiritual and professional development at Billings Central as provided by the school system has in the past been inconsistent and relatively ineffective. At times the Diocesan Superintendent will put a program into place as was the case several years ago with 'Religious Formation'. However, the turnover in that position has not allowed for much consistency. The professional and spiritual development coming from the Diocese has essentially been dictated by the agenda of the current superintendent. While individual teachers take it upon themselves to search out and participate in both spiritual and professional development, there is potential for growth in terms of system-wide spiritual development with leadership and guidance from the new Diocesan Superintendent.

Occasionally the BCS system will provide a great PIR day program, such as Love and Logic. However, overall organized all staff professional or spiritual development has been hit and miss for the past ten years or more. Effective professional development that has occurred has been in situations where individual teachers will request funding to go to a particular curriculum specific conference or training that provides information the teacher knows directly correlates with what is being done in the classroom, or that the teacher plans to immediately incorporate into the classroom. As of August, 2011, the newly hired education director will take on professional development system-wide, and there is great potential for growth going forward in this area. Additionally, in 2010 BCS joined the ACE (Alliance for Curriculum Enhancement) Consortium, a group of Montana schools who have joined together in an effort to pool resources for curriculum development and enhancement. As a result of these shared resources, BCS staff members will have access to a greater range of professional development opportunities, such as the program to be attended September 12th.

Billings Central Catholic High School staff and administration lead by example to create a community of faith. All of our staff members participate in all school Mass, and many participate in morning chapel as well. The administration takes the lead in preparing students for Mass by reminding them to participate, and be attentive and prayerful. The school day begins and ends in prayer, utilizing the Central morning and afternoon prayers that were created by our staff. Teachers lead activities in their classroom throughout the year in addition to the prayers such as the lighting of Advent candles and the Advent readings during the Christmas season. All BCCHS activities involving students, staff or parents begin in prayer, which is led by staff members, coaches, club advisors or sponsors, or committee chairs. The entire staff participates in our Lenten prayer partner program, organized by the religion department each year. The staff participates in a joint community service project each Christmas, in the spirit of Christian Service. Our teachers organize and participate in our all-system Masses, with staff members serving as Eucharistic Ministers and Music Ministers as well. Staff members participate in the all-school reconciliation opportunity during Easter season.

A5. School Environment

To what extent:

- **Does the school have a safe, healthy, nurturing environment that reflects the school's philosophy and mission?**
- **Does the school environment foster community and the achievement of religion and education goals?**
- **Is the school environment characterized by a respect for differences, trust, caring professionalism, support and high expectations for each student?**

To a great extent, BCCHS has a safe, healthy, nurturing environment that fosters faith, family spirit, and academic excellence. BCCHS staff has high expectations for student behavior and levels of respect. BCCHS staff is compassionate, BCCHS staff is consistent, and BCCHS staff is prepared.

The community survey results show that 94.4% agree or strongly agree that their child feels safe and secure at BCCHS. The emotional safety survey given to students in the fall of 2010 showed even higher numbers who felt safe at school. The survey results also showed that nearly 80% of respondents feel that the atmosphere at BCCHS is one of trust, openness and respect for all students. 79.1% of respondents agreed that activities support Christian values and nearly 90% replied that their child feels comfortable expressing their faith at BCCHS. This number is particularly significant because only 67.5% of respondents were Catholic. 87% agreed or strongly agreed that BCCHS is a Christian community that welcomes all children of different backgrounds and abilities. The fact that morality and values are taught at BCCHS was the second highest reason cited for sending children to our school.

In terms of fostering community it should be noted that parents and community members are invited and often attend both all-school and chapel Masses. An open house is held each fall that parents attend without their children, intended to have the parent experience a snapshot of a school day in the life of their child. The socioeconomic make-up of the school makes it easy for people to say that our students succeed at such high levels because their parents are well-off, or because they come from traditional homes. The reality is that the staff at BCCHS sets high expectations for every student at every level, and then reaches out to each individual to ensure that child performs, not at the highest level possible, but at the highest level possible for that child. Teachers communicate with parents and students and provide the resources and tools, including extra help outside of class if necessary, to get each individual student to reach their potential, regardless of strengths and weaknesses.

The school is clean and displays the Catholic faith in decoration and facility design. BCCHS has a beautiful chapel, the center and heart of the school, open throughout the day, which was recently renovated through a community member's generous donation. Some observations that speak to trust and respect are that faculty members often leave classrooms unlocked, teachers are willing to allow others, both students and staff, to use their rooms, and students have freedom based upon trust and an assumption of honesty. Both students and staff take care of our facility, not because they have to or are told to, but because if there is garbage on the floor, it should be picked up and thrown away. Our students aren't perfect, of course, and many lessons are taught and learned about respect for person and property throughout every school year. The difference at Central is that our staff and administrators take the time to stop and teach that life lesson, and our students respond. Dishonesty and disrespect are not tolerated, and that expectation is communicated to students the first day they enter the building. Students come to respect and honor that expectation, and in the end, it is the students themselves who create the community environment.

A6. Reporting Student Progress

To what extent:

- **Does the school administration and staff regularly assess student progress toward accomplishing the school's expected school-wide learner results (ESLR's)?**
- **Does the school administration and staff report student progress to the rest of the school community?**

Assessment is evident in diverse methods throughout the school through standardized tests, classroom testing, projects, cooperative activities, discussion, and many other activities. There is not an 'ESLRs Exam' a student takes before graduation. Instead, student progress is measured in countless ways throughout a student's four years at Central. Achievement is promoted throughout the

school in a variety of ways, and can be seen with art featured around the building throughout the year, and trophies for both athletic and academic team accomplishments presented during Mass. Open houses are held for both art and science and history projects, which feature performances by our music department participants. Awards ceremonies and banquets are held for all areas, academic, scholarship, activities, and athletics.

As the ESLR's describe the expected outcomes across a wide spectrum of faith, family service, and academic excellence, student progress is assessed in a multitude of ways beyond a student's report card. At Central, participation is key. Are students participating in extra-curricular activities? Are they engaged in community service? Do they participate in the liturgy at Mass? Do they recognize their gifts and utilize those talents as a means to strengthen their own character and to make our school and community a better place? Student involvement at this level is perpetually assessed, and because of the attention focused on participation by BCCHS staff and administration, students rarely are able to fall through the cracks unnoticed.

However, to a limited extent the school administration and staff regularly assess student progress toward accomplishing the schools ESLR's. The deficiency in this assessment is simply caused by the newness of the ESRL's to the staff and the limited availability of opportunities since the ESLR's have been introduced. Regular assessment will be an area of growth, but one that is approached with optimism as the school has strong belief in the process and ESLR's.

In regard to reporting student progress, the school administration and staff do a quality job of reporting to the community and stakeholders. Positive relationships with all news media including radio, television, and newspaper allow for tremendous opportunities to celebrate student progress in the community at large. Billings Catholic Schools are blessed with tremendous community support, and an inherent by-product of that support is that our news media promote our student, staff and school achievement willingly and positively. We simply have to communicate, and through the BCS marketing department, that communication is made on a regular basis. The school's daily announcements to staff and students, daily email announcements to parents, semester Mass schedule, weekly activity schedules, and master calendars featured on our web page, and '3 week' correspondence letters home give multiple opportunities to communicate progress in a timely manner. The PASS system creates opportunities for parents and students alike to access the teacher's grade book in a real time manner.

A7. School Improvement Process

To what extent:

- **Does the school leadership facilitate school improvement which is driven by plans of action that embody faith formation and enhance quality learning for all students?**
- **Does the school leadership have community support and involvement?**

- **To what extent does the school leadership effectively guide the work of the school?**
- **To what extent does the school leadership provide for accountability through monitoring of the school-wide action plan?**

School leadership does a quality job facilitating school improvement on a year to year basis. Each year the school has a theme set forth by the principal which is the result of an action plan to focus on areas that foster faith formation and quality learning. For example, the concept of 'links' was the focus for the 2010-11 school year, where students and staff discussed the importance of their role in the entire school community from the stand point of being a strong link in regard to academics, social choices, activities, and the emotional safety of each other.

At the end of each school year, the administration asks for feedback from staff members in regard to strengths and weaknesses that presented themselves throughout the year. Each year, as a result of these reports from the staff, actions are taken for school improvement for the following year. For example, in 2010-11, students and staff members provided valid examples of students being overwhelmed with homework and activities, with little time throughout the year for a break. As a result of that, the staff for this year will be granting students several 'no homework holidays', such as Thanksgiving break, where big project assignments will not be allowed. A new calendar system for staff is also being put into use in response to this issue. Other major issues that have been solved or completed in this manner include redefining of the dress code, the creation of the finals week policy, staff luncheon format, school safety day, the BCCHS Philosophy and Belief statements, and numerous others.

The school-wide action plan is created at the system level in conjunction with the BCS School Board, Foundation and school directors and administrators. School board members and school board committee members are primarily community members. This provides community involvement in creation of the strategic plan for the schools. The development of the strategic plan begins with the group identifying the SWOT (Strengths, Weakness, Opportunities, and Threats) points for the school for the year, and then building off of the previous year's strategic plan in identifying accomplishments and areas where growth is still needed. As a direct result of these planning sessions, for example, a task force for teacher salary improvement was formed, and we now have a new and more equitable salary schedule and matrix. A facilities task force was also established as a result of the strategic planning sessions.

Because the strategic plan is created at the board level and is system-wide, there is some disconnect in bringing aspects of the plan directly to the individual schools or in monitoring progress. The plan is a global strategy developed by the board and administrative team which includes the principals as well as stakeholders from the Foundation Board, stakeholders from the Great Falls-Billings Diocese and past board members. The plan gives directives to BCS

administration and the directives of the board committees. While principals are at the meeting, they are asked to give input on what is needed for the overall plan. The plan is typically put together and not revisited until the strategic planning session that takes place the following year. Within the schools there is a need for a school-wide action plan related to curriculum, but in the past, time, logistics, communication between buildings have presented some barriers. The new Education Director position will have a direct positive impact on school improvement. This position will focus on the continuum of Staff Development→Instructional Delivery→Data Analysis→Curriculum Review.

Evidence:

- ESLR's, Mission and Vision
- Statement of Philosophy
- Organizational chart
- Faculty and student handbooks
- School board minutes
- Letters in hall
- PASS system
- 6 Week Progress Reports
- Finals Philosophy Statement
- Parent Survey
- Attendance at and participation in mass and chapel mass
- Record of Professional Development
- OPI Report
- Honors Class Standards
- Chart of Educational Longevity
- Chart of Staff Education
- Student Emotional Safety Survey
- ACRE Test Results
- Top 50 Award
- BCS Strategic Plan
- Links, crayons
- Finals Policy, Dress Code guidelines, No Homework Holidays
- Principal's letters
- Banners, Reader board
- Newspaper articles, Harvest
- Daily Announcements
- Church Bulletins

Areas of Strength:

- Refocused attention on school mission and statement of beliefs
- Developed organized and logical ESLR's
- Stability and lack of turnover in principal and president position
- All employees hired must undergo successful background check

- Wealth of professional knowledge Catholic and school community volunteers bring to school board, committee and task force appointments
- All employees and all volunteers complete VIRTUS training
- Voice given to parents through participation in school board, committee and task force
- Structure and organization of school board, committees and task forces results in effective process for the identification of problems to be solved
- Communication between teacher, parents, student and administration, especially when a student is struggling in a particular class
- Principal is an alumnus of school
- Administrative commitment to WCEA Focus On Learning
- Staff is self-motivated to seek out and pay for professional development not provided by school
- New AP classes added over the past five years
- Staff involvement in school community, parishes, community service organizations, and annual staff community service projects
- Through Moodle and installation of five Promethean boards, willingness of the staff to embrace technology
- Cameras monitoring building and parking lot
- Closed campus for grades 9 and 10
- Teachers in the hallway during pass time
- Open door policy of teachers
- Needs determined and action taken at the school level
- WCEA process is the first step to creating action plan

Areas of Growth:

- Consistent or relevant professional development provided to staff by school system
- Process of evaluation of test results as a means to improve curriculum and ESLR for students
- Taking the best practices already utilized by staff and tying that in with the written language of the ESLR's, Mission and Vision to promote universal understanding
- Consistent application and regular evaluation of the effectiveness of the mission, statement of beliefs and ESLR's
- Communication between school board and system administration with school staff and parents
- Connection between system administration and directors and the school itself
- Leadership and direction given to school by Diocesan Superintendent
- Consistent and frequent updating of the PASS system by all teachers
- Time allocated for curriculum meetings
- Better developed system of evaluation and communication of evaluation results from principal
- Physical building

WCEA 2011

- Continued education to promote awareness of bullying and consistent response by all staff members
- Communication with parents
- Promotion of school achievement to the Billings and Catholic community
- More timely and consistent assessment
- Concrete School Improvement Plan

CATEGORY B: CURRICULUM AND INSTRUCTION

B1. Curriculum and Instruction: What Students Learn

To what extent:

- **Does the school provide a challenging, comprehensive and relevant curriculum for each student that fulfills the school’s philosophy and mission, strengthens Catholic identity and results in student achievement of the expected school-wide learning results through successful completion of any course of study offered?**

To a great extent Billings Central Catholic High School offers the type of curriculum detailed in this question. Our curriculum is comprehensive within the limits of our facilities as indicated by the course description booklet that details the courses offered and briefly describes each course. In addition to core curriculum including English, Math, Religion, Social Studies and Science, we offer a variety of upper level electives, fine arts, foreign language, practical arts, and advanced placement courses. At the other end of the spectrum, we have study center placement and both English and Math labs for remediation in those areas.

Our curriculum is limited by faculty size and facilities in the sense that we do not offer home economics, shop or mechanic classes. However, students who are interested in those areas have the opportunity to study at the Career Center operated by the Billings Public Schools.

The breadth of the curriculum of Billings Central Catholic High School results in achievement of several expected school-wide learning results including:

1. Developing an understanding of Catholic Christianity,
2. Being equipped to communicate effectively in today’s world,
3. Possessing the ability for critical thought, and
4. Demonstrating an understanding of the endless potential for learning.

The challenging nature of the BCCHS curriculum and the achievement of expected school-wide learning results by students are indicated by a variety of evidence. Our student handbook contains an elevated grading system at use in our school and an academic honesty policy demanding personal accountability. Our graduation requirements, shown in the registration packet and student handbook, are also more stringent than those required by the State of Montana including additional years of science and math and four years of religion. The religion curriculum includes a service requirement for all students challenging them to give freely of their talents and embrace diverse opportunities for involvement. The academic success of our curriculum for students is evident in standardized test scores, numbers enrolled in Advanced Placement classes and A.P. test scores, Montana High School Association awards for student’s academic achievement while participating in MHSA activities, and college acceptance rates and scholarship awards. We have received awards for both top A.P. teacher in the state and top A.P. program in the state. Our standardized test scores are higher

than state and national averages notwithstanding the unusually high percentage of BCCHS students who take those tests. In 2008 and 2009, roughly 90% of students were accepted to college/university and roughly 60% of those received scholarship support. In 2010, 95% were accepted and 66% received support. Our students consistently receive high marks at regional and state music festivals. Another indication of the relevance of our curriculum is the number of vocations that come from BCCHS and the number of young people discerning God's call. Since 2004 three graduates have been ordained priests.

Results from the parent survey also speak to our curriculum. Over 89% of respondents agreed or strongly agreed that their child received sufficient individual academic attention. Almost 92% thought the school was preparing students to face future challenges. Over 95% agreed that the educational programs and academic experience met or exceeded their expectations. The single most important reason cited by parents for sending their children to Billings Central was the overall academic excellence.

B2. Curriculum and Instruction: How Students Learn

To what extent:

- **Does the professional staff use research-based knowledge about teaching and learning?**
- **Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's philosophy and mission and expected school-wide learning results?**

The professional staff at Billings Central Catholic High School is highly qualified and has extensive experience, as was outlined in the preface and again in Section A. In addition to degrees and certification, our faculty has engaged individually and as a group in continuing education opportunities. Over the last few years, many staff members have attended Effective Schools conferences. As a staff, we have received training in Catholic Identity, Six Traits Writing, Discipline With Love and Logic by Rick Guenther, and been introduced to the curriculum assistance provided by the ACE consortium. We have all received a copy of the book Classroom Instruction That Works, and at various times have read and discussed that book. We have five Promethean interactive whiteboards for which the teachers received extensive training. In addition, some faculty members are using Moodle, an online posting resource. As individuals, staff members have also engaged in ongoing education and training. Our school is certified by the State of Montana to offer continuing education credits for onsite in-services. It is a perceived area for growth to organize the presentation of in-service programs so that they address needs and concerns of classroom teachers and have relevance.

The faculty at BCCHS consistently designs and implements engaging activities in line with our mission and expected learning results. The most obvious evidence of the variety of learning experiences is field trips. Students may be taken to the

municipal courthouse, Yellowstone National Park, local and regional geologic sites, and cultural events. Other experiences that occur outside of the school include a variety of competitions in which students take part. Faculty take students to local, regional, and national science fairs, Brain Brawl and Science Bowl competitions, National History Day, Montana Council of Teachers of Mathematics contests, TrigStar tests and district music competitions and festivals. Speakers from our community are also brought into the classroom to tie curriculum to real life experience. Knowledgeable and experienced experts in the fields of the environment, biology, finance, politics and law and countless others make regular visits to BCCHS classrooms.

Additional evidence of variety and engagement in activities can be seen in teachers' lesson plans and folders. The folders were begun specifically for this visitation in order to document the variety of high level, engaging and active learning opportunities. Teachers were asked to place interesting or exciting activities or exercises that they do in their classes into the folder. No new activities should have been created as a result of this request and the folders should represent pre-existing and ongoing classroom activities.

The parent survey indicated that 82.5% of respondents were confident in the competence of teachers and administrators and 93% agreed or strongly agreed that teachers and administrators hold high expectations for student learning. Although significantly lower than some other reasons, "Effectiveness of teaching staff" ranked fourth among the most important reasons parents send their children to Billings Central.

A faculty survey was taken last spring to assess methods of instructional design and implementation. Out of seventeen questions related to methods used in the classroom only four did not range from "daily" to "less than once a month" demonstrating the variety of methods used. Two of the four that didn't show the full range were related to longer term activities such as research projects and writing assignments. The others were movies and media and textbook reading. The most frequent classroom activities were classroom discussion, lecture, guided practice and assessment. The least frequent activities were research projects, writing assignments, movies and media, and lab activities. Use of methods varied considerably across subject matter but interestingly, nearly all methods surveyed were used by some teachers daily and, effectively, never by other teachers.

B3. Curriculum and Instruction: How Assessment Is Used

To what extent:

- **Is teacher and student use of assessment frequent and integrated into the teaching/learning process?**
- **Are the assessment results the basis for measurement of each student's progress towards the expected school-wide learning results?**
- **Are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?**

- **Are the assessment results the basis for the allocation of resources?**

According to the teacher survey, a variety of assessment techniques are used by faculty on a regular basis. Many teachers use student identification numbers to post grades in their classroom so that students can monitor their progress. In addition, the school uses the PASS system that posts student grades on the internet where parents can access their child's grades and missing assignments at any time. The school recommendation is to post grades to the PASS system twice weekly. The teacher survey indicated that most teachers assess frequently and post to PASS at least weekly. Results from the parent survey indicate that a large majority of parents are happy with the PASS system and feel that the ability to stay informed is important to them.

As common in high school settings, grades are used at BCCHS to measure progress toward curriculum goals and, as such, toward expected school-wide learning results. Some faculty members also employ different assessment techniques including concerts, art displays, service requirements, films, or lab activities. For example, student art work is nearly always in evidence, posted around the building. Standardized test scores and scores on A.P. exams are measures of progress toward curriculum goals and toward the expected school-wide learning result detailed under academic excellence. These results are summative and only measure the final progress of the student but do serve to indicate successful school-wide progress.

Graded and corrected homework also serves as frequent assessment and a measurement of progress. Although difficult to measure, continuous observation within the classroom setting cannot be entirely discounted. In some classes, specifically foreign language, in class discussions and informal conversations provide opportunities for daily assessment and immediate feedback. The student survey results suggest that assessment is adequate.

The use of assessment to evaluate and improve curriculum is an area for growth within our school. Our curriculum has changed over the years but the changes are based mostly on teacher and student requests, teacher expertise, and student needs rather than on careful evaluation of assessment results. Our current policy is to evaluate curriculum in subject areas on a rotating five year cycle. Assessment data has rarely been incorporated into this review. We joined the ACE consortium last year in an attempt to strengthen our curriculum review process.

Assessment results are not used to allocate resources. There are effectively no available resources that have not been allocated on the basis of need. The budget for classroom supplies, textbooks and focused curriculum adjustment on the basis of assessment is extremely small. This may be an area for growth but the lack of resources may preclude allocations based on assessment even if those allocations were identified.

Evidence:

- ESLR's, Mission and Vision
- Test Scores
- Course Offerings Description Book
- Academic Honesty/Grading Policies
- Graduation requirements
- BCCHS Profile
- Service requirement
- Vocations/Discernment
- AP/Honors Classes – enrollment, awards and scores
- Parent Survey
- MHSA awards
- Performing Arts awards
- College acceptance rates
- Teacher qualifications
- Number of MS and PhD degrees
- Professional Development
- ACE Materials
- Teacher Survey results
- Teacher folders/lesson plans
- Extracurricular applications
- Field trips
- Performances/ Display
- PASS System
- Student GPA
- Performance Assessment

Areas of Strength:

- Highly qualified staff, committed to fulfilling the mission and vision of our school
- Wide range of academic, artistic, and practical classes offered
- High academic success of students
- Use of multiple and varied instructional and assessment methodologies
- A variety of available classes to accommodate a wide range of student learning and knowledge levels
- Technology available

Areas for Growth:

- Presentation of in-service programs so that they address needs and concerns of classroom teachers and have relevance
- Opportunity for more practical arts courses
- Opportunity for more technology courses
- The use of assessment to evaluate and improve curriculum
- More effective use of standardized test results

CATEGORY C: SUPPORT FOR STUDENT GROWTH**C1. To what extent do students grow as persons of faith through appropriate and meaningful experiences of prayer, liturgy and community-based service learning?**

Billings Central Catholic High School students begin each day with a morning prayer and the Pledge of Allegiance. This is led by a senior student over the intercom system. Prayer and the Pledge are followed by morning announcements. Weekday mornings offer chapel Mass or student led prayer groups in the chapel. The Masses are open to all students and faculty/staff. Athletic teams often attend chapel Mass together and occasionally join the elementary students for Mass at their respective schools. The students at BCCHS have prayer time during required religion classes that includes reciting the Rosary, Stations of the Cross, and the Sacrament of Reconciliation.

Retreats are provided for every class with freshmen attending retreat in the fall, and sophomores and juniors in the winter. Seniors attend a three day, off-campus retreat at St. Thomas in Monarch, Montana, during the week preceding senior finals and graduation. Search is held at BCCHS twice a year, usually in the fall and spring. During this weekend, participating juniors and seniors from all four area high schools, both Catholic and non-Catholic, examine their relationship with God, while listening to witness talks.

BCCHS celebrates Mass approximately twice a month with the entire student body in the Nelles Center auxiliary gym. Priests from the community are scheduled to celebrate the Mass with BCCHS students on a rotating basis. Students from all grade levels contribute to the Mass as Liturgical ministers, in the presentation of the gifts, as Eucharistic ministers, and through Moses and the Golden Calf Destroyers, the BCCHS music ministry.

In addition to our regular Mass schedule, BCCHS strictly follows the Liturgical calendar and celebrates Mass on all Holy Days. Also following the church calendar, reconciliation is offered prior to Advent and Lent. In addition to Mass and reconciliation, students and staff at BCCHS participate in special prayer during Advent and participate in Stations of the Cross during Lent.

Two times a year, an all-system Mass is celebrated. Students from kindergarten through high school attend along with several area priests. The community is invited to attend as well. One of these Masses is the Thanksgiving Mass, and the other is held during Catholic Schools' Week. Parents, family, and friends are always encouraged to attend Mass celebrations at BCCHS.

All religion teachers require community service as part of the religion curriculum. The necessary hours vary between freshmen and seniors but all are expected to perform service hours outside of the school. Students reflect upon their activities

and many do more than the required hours. Some of the organizations where BCCHS students volunteer outside of the school include: Angela's Piazza, The Knights of Columbus, Billings Food Bank, local parishes, hospitals and nursing homes, and the United Blood Center.

C2. Student Connectedness

To what extent:

- **Are students connected within the faith community to a system of support services, and activities and opportunities to assist them in meeting the challenges of the curricular/co-curricular program in order to achieve the School-Wide Learner Expectations?**

BCCHS students have access to an extensive system of support services within our school and faith community. BCCHS faculty and staff consist of a principal, vice-principal, athletic director, counselor, college placement advisor, full-time and part-time faculty, custodian and part time custodian, and lunch room staff.

The guidance and counseling offices are divided into two categories. The guidance/counseling office employs one full-time staff member who provides services to students in grades 9 to 12. The services provided include one-on-one counseling in the areas of spirituality, educational development, personal/social development, and career exploration and planning. Throughout the year, the counselor administers all standardized tests appropriate for each grade level, provides feedback to students, teachers, and parents relating to the results of the standardized tests, gives presentations to classes, meets with academically struggling students, and helps coordinate with outside resources. The BCCHS website contains links for parents and students seeking information about course selection, graduation requirements, and testing dates.

The college placement office employs one full time staff member. This office works to assist primarily juniors and seniors with career and college planning. The students work with the advisor to create a to-do list that includes college applications, letters of reference, and financial planning. The college placement office schedules college representatives, financial aid officers, and military recruiters who visit the campus of BCCHS and provide information to interested students. Students are also assisted with uncovering available scholarships to their prospective colleges and/or universities. Naviance, an on-line data collection and distribution service specific to high school and college students, is utilized for each junior and senior at BCCHS. Through Naviance students can create their own data base of college essays, application and scholarship information, reference letters - all information necessary to apply for college. Colleges then have a one-stop clearing house through which they can access any information needed about the student, including official transcripts and test scores.

BCCHS offers numerous opportunities during the school year to compete in MHSAs sports and activities, and participation is encouraged. 85% of BCCHS students participate in one or more MHSAs sponsored activity. BCCHS offers every activity sponsored by the MHSAs which include: Boys Sports – Basketball, Cross Country, Football, Golf, Soccer, Swimming, Tennis, Track, Wrestling; Girls Sports – Basketball, Cross Country, Golf, Soccer, Softball, Swimming, Tennis, Track, Volleyball; Combined Activities – Band, Choir, Drama, Orchestra, Speech. Central is a Class ‘A’ school with Class ‘B’ school enrollment, yet BCCHS is the only high school in the state of Montana that participates in every MHSAs activity. The high school competes at levels that earn entry into post-season tournaments and often has the end result of first, second, or third place finishes in the Class ‘A’ rankings.

BCCHS students excel in athletics and activities, and active Central students excel in the classroom as well. Year after year, BCCHS athletic teams are recognized by the Army National Guard and the Montana High School Association for their academic successes. The team GPA’s usually range from a 3.3 up to a 3.9. In three of the past four years, BCCHS has also been recognized by Northwestern Energy and the MHSAs for having the top GPA in the state competing against other Class ‘A’ schools. The GPA’s that were included were student-athletes that were varsity letter winners in all MHSAs sanctioned sports, music students who received a superior rating at the district music festival and all speech/drama students who participated in the state meet, as well as varsity cheerleaders. BCCHS students and student-athletes are regularly recognized for their academic and extracurricular achievements.

There are numerous clubs at Billings Central Catholic High School where students can participate in activities based on personal interest. Some of those clubs include: Spanish Club, French Club, Film Club, Moses and the Golden Calf Destroyers, Math Club, Art Club, Environmental Club, KCK, Academic Team, Worship Team, and a Ski Club. There are additional opportunities for students to participate which include: Girls’ and Boys’ State, Leadership Billings, Rotary Club, trips to Rome and the Galapagos Islands, and Exchange Club.

BCCHS has three areas of music for those students interested in fine arts that include band, orchestra, and choir for students’ grades 9 – 12, and in 2010-11 involved over 100 students. Band offers three performing facets for students: concert band, jazz band, and pep band. The concert band received a superior rating at District Music Festival last year and was selected to participate in the Annual Music in the Parks Festival, an event in which they took home the top prize, as well as many others. The concert band and jazz band perform regularly for school concerts and events around the community, providing students with many performance opportunities and a variety of ways for them to help serve their community. The pep band performs at all home sporting events and tournaments. This again is a regular opportunity for students to perform and a

chance to support their teams and school by adding some school spirit and pride to the student body.

Orchestra offers education to the string players of BCCHS, and many smaller ensemble opportunities as well. The orchestra performs regularly around the Billings community and for school concerts. The orchestra received a Superior Rating at District Music Festival last year as well, and was selected to participate in the annual Music in the Parks Festival in Denver, Colorado in 2011, an event in which they took home the top prize.

The BCCHS choral department offers a 9th grade section, Concert Choir and a section for upper grades, Highlighters. Additionally there is a select honor choir called Vocalocity which is a select ten student voice group that meets during lunch. The choirs of BCCHS perform regularly around the Billings community and for school functions.

The music department also performs a spring musical each year and offers tryouts for all those students interested in participating. After tryouts are complete students become part of the musical; having a role in the play, dance team, or musical team. The number of total high school students involved is usually between 35 and 50 (depending on the size of the orchestra and cast). Rehearsals for the musical take place outside of class, usually in the evenings, after sports practices and on weekends.

There is a student council at BCCHS with a teacher acting as advisor. The student council is elected by their peers and participates in several activities throughout the year. Each class holds elections in the spring for the following year's officers and representatives, with the incoming freshman holding elections in the fall.

BCCHS offers a Refocus period every week. Refocus is a conflict-free time for students to connect with teachers to obtain extra help, makeup work, or prepare for upcoming tests. Students are expected to be in a classroom, the library, or the cafeteria during this time. Refocus has been effective for students involved in extra-curricular activities, and promotes high achievement and communication between teachers and their students.

BCCHS also offers numerous opportunities for students to help others by organizing food drives, toy drives, and blood drives and countless other community service projects throughout the school year. Students adopt families through their religion classes during the Christmas season and help provide for those families, volunteer at our parishes, host diaper drives, raise money for victims of national disasters, and volunteer for community events and at local non-profits.

C3. Parent/Community Involvement

To what extent:

- **Does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?**

Billings Central Catholic High School uses a wide range of media to ensure collaboration and communication with parents. We recognize that the partnership with parents supports the high level of academic performance our students have achieved for years.

Discovery Night provides the opportunity for parents and prospective students to meet teachers, principals, and staff at BCCHS. During the evening, teachers are available to answer questions about classes, curriculum, future placements, and opportunities at Central for high school students. Current students give tours of the building and answer more individual questions. Counselors are available to talk about graduation requirements and current course offerings.

BCCHS mails out a school calendar to parents at the beginning of the year, along with other materials communicating important dates and numerous opportunities to participate in school events. A school handbook is sent home with students outlining all school rules, daily schedules, and policies and procedures.

Freshman Orientation is offered to incoming freshman students and parents. Administration and school staff share the culture by outlining standards, expectations, rules and offering opportunities for engagement in activities. The BCS Home and School Association and BCCHS Booster Club partner with the school itself to sponsor the Ram Family Barbeque held on the second Sunday in September as a way to welcome back all students and families, and provide information to families on all the school has to offer parents throughout the year.

In early fall, BCCHS hosts an open house to introduce parents to teachers, counselors, administrators and their children's academic schedules. Teachers share contact information, course objectives, outlines and introduce the Parental Access Support System (PASS). The PASS system allows parents and students electronic access as a means of monitoring assignments and grades. Six weeks into the school calendar BCCHS offers Parent-Teacher conferences. These conferences provide the parent a time to meet with teachers and review their children's academic progress. In the fall of 2010, 65% of parents met with teachers during conference time.

Partnering with parents continues to be a focus with the principal's message sent every three weeks and the annual message from Harold Olson, BCS President. The BCCHS website provides up-to-date information on activities, necessary supplies for classes, important dates and/or deadlines, and links to school and

individual teachers. Parents and community members are engaged with the school board and serve as school board, committee or task force members, sharing their time and talents in areas of building and maintenance, enrollment and retention of students, teacher salary budget, and marketing.

Booster Club provides numerous services for student athletes, and is comprised of parents representing each of the MHSAs activities. Booster club members focus on supplementing the athletic and activity budget, providing additional financial support for equipment, uniforms and meals. Members operate concession sales, manage spirit wear sales, and organize fundraising activities such as Roundtable and traveling basketball tournaments. Team parents provide coordination between parents and coaching staff, team meals, road trip snacks and meals.

Students at BCCHS are involved in many organizations in and around the Billings community. Some are for community service needs, while others are work related. Teachers invite community members into the school to present information related to career choices and specific to their curriculum. Charitable organizations partner with BCCHS to help with food drives, toy drives, and to provide information about volunteer opportunities available to students and their families. Students have opportunities for personal growth by participating in community groups such as Leadership Billings, Rotary, and Big Brothers Big Sisters.

Evidence:

- ESLR's, Mission and Vision
- Rosters
- Schedules
- Outlook Shared Calendars
- Calendars of events
- Award lists
- Survey results
- Letter from Sarpy Transportation
- Website address
- 2010-2011 Volunteer Opportunities Form
- Announcement Form: Golf, BBQ, Ram Jam, Homecoming and Roundtable
- Phone-A-Thon information
- Conference Data - 2010
- Letters from BCS community members
- Search Rosters
- Service forms from religion teachers
- Groups participating in service
- Mass schedule
- Annual Fund

Areas of Strength:

- BCCHS offer numerous activities with well-qualified advisors and coaches
- A great majority of students who participate in activities maintain high GPA's
- Refocus schedule allows students to make-up work during the school day
- Outlook Shared Calendars provides communication allowing teachers and advisors to balance activities and academics
- Parents feel that coaches and advisors represent the school and Catholic community in a positive manner
- Strong and successful music department
- Parents actively volunteer at BCCHS
- Parent-teacher conferences are well attended
- PASS allows parents to access students' grades
- Phones in each room allow more interaction between faculty and parents
- Students and faculty take the opportunity to share and practice their faith on their own and participate in community service opportunities both in and out of school
- Students show integrity and good sportsmanship during competition
- There is an overall acceptance of other faiths within our school
- Professionals visit BCCHS to speak to students

Areas of Growth:

- Support for all activities from faculty
- Improved communication between administration, faculty, coaches, staff and students pertaining to expectations, schedules, procedures and absences related to activities
- Partnerships with additional outside organizations to enhance student learning.

CATEGORY D: RESOURCE MANAGEMENT AND DEVELOPMENT**D1. Resources****To what extent:**

- **Does the school demonstrate responsible stewardship?**
- **Are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's Philosophy and Mission and student achievement of the expected school-wide learning results?**

Finances: Tuition and Fees

Billings Central Catholic High School (BCCHS) operates under a unified budget, which covers the entire K-12 Catholic education system in Billings. As a result, some of the figures below are aggregate across the entire system. Please note the distinction that BCS refers to Billings Catholic Schools, our entire system K-12, whereas BCCHS refers specifically to the high school. BCCHS and BCS demonstrate responsible stewardship to a great degree, in spite of the fact that we are in the midst of a recession and Catholic schools statewide are facing financial crisis. Available resources never seem to be quite enough, but when considering resources outside of simple dollars, BCCHS does an incredible job of utilizing all of our resources to ensure the achievement of our mission and philosophy statement, as well as student achievement of the ESLR's. We are blessed to have such incredible support from our foundation, our parishes and our school community in providing the resources necessary to fulfill our mission.

Like many private schools, BCCHS receives almost 70% of its operating income from tuition and fees. For the 2010-2011 school year there were approximately 340 students at BCCHS, which has an operating budget of about \$2,238,495.00 or \$6583.00 per student.

There are two tuition scales, one for in-parish students and one for out of parish students. Each scale is divided into 14 tiers based on adjusted gross income of the family. In order to receive tuition assistance and be moved down the tuition scale a family must fill out a financial-aid application. Of the 340 students, 160 are receiving tuition discounts in tiers 2-14. This gives a raw tuition discount of about \$264,000. To support the financial-aid process, through the Billings Catholic Schools Foundation, \$20,000 is provided by the Fortin Foundation and \$20,000 is provided by the Martin Family Foundation to assist families in extreme need or with unusual circumstances. Both are annual grants for which the BCS Foundation must re-apply each year.

In addition to the financial-aid process, a multiple child discount is given depending on the number of students a family currently has enrolled in the system. The second child is discounted 15%, the third 50% and the fourth 100%. Across the entire system, which includes St. Francis Primary (K-2), St. Francis Intermediate (3-5), St. Francis Upper (6-8) and BCCHS, there are 308 multiple child discounts for a total tuition reduction of \$299,244.

Families who are actively participating in one of the seven local Catholic parishes are given a tuition discount each year. The discount for in-parish high school students is \$1000, and for students K-8 the discount is \$830. The number of students enrolled per family does not affect the amount of the discount. Across the system for grades K-12, 644 students are eligible for this discount, which equals a total tuition discount amount of \$570,300. Employees of Billings Catholic Schools receive free tuition for their children, and there are currently 68 students enrolled whose parents are employed by BCS. This equals a tuition discount of \$312,470. It should be noted that if employees were to pay tuition, most would qualify for some sort of financial aid, so the tuition reduction amount listed is an overestimation.

Finally, across the entire system there is \$31,500 in scholarship dollars awarded, in addition to the \$40,000 previously mentioned for families in dire need. Early payment discounts amount to \$5,650. Of the scholarships, three or four are privately funded annually and are specifically awarded to incoming 9th graders at BCCHS. One example is the scholarship provided by the Knights of Columbus. This scholarship has been available for a number of years, but The Knights could choose to withdraw the scholarship at any time. Because of this, privately funded scholarships are not included in the budget process.

Other Sources of Funding

In 1973 a group of donors started an endowment fund, the Billings Area Catholic Education Trust (BACET) in an effort to ensure the continuation of Catholic Education in Billings. Because of the generosity of hundreds of donors over the years that fund has increased to just over 12 million dollars. This endowment fund is held in perpetuity, but generates income which becomes yearly funding for the schools. In 2007 the BACET Board of Directors voted to move BACET under a foundation structure that would not only monitor the endowment, but would become the fundraising arm of the schools. Current annual fundraisers conducted by the Foundation that directly benefit the schools include, include the Annual Giving Campaign, a phone-a-thon and print mail campaign, and Mayfair, our annual Family Fun Night and Dinner, Gala and Auction event. The proceeds from both Mayfair and the Annual Giving Campaign are given directly to the schools.

Mayfair, now in its 37th year, is an annual fundraiser for Billings Catholics Schools held over two evenings that includes a carnival, dinner, and live and silent auction. The Mayfair Saturday night event also features an annual “special project”, for which funds are raised during the live auction. For the 2009-10 school year, the project was to upgrade and improve communication technology and safety in all system buildings, and as a result a new phone system was installed system-wide. In 2010-2011, the project was new energy efficient lighting. The Billings Catholic Schools Annual Giving Campaign (AGC) is a direct mail campaign and student involved phone-a-thon that reaches out to alumni,

faculty, friends and family of BCS who choose to give financial support to Billings Catholic Schools.

For the 2010-11 academic year, the BCS Foundation Board distributed \$349,867 from the endowment, \$303,185 from the Mayfair event and \$60,310 from the Annual Giving Campaign. Over the last 38 years BACET and now the BCS Foundation has contributed a total of nearly 4.5 million dollars to the Billings Catholic Schools.

A portion of the endowment is a sizeable restricted fund that was left to the BCS Foundation in 2008 by Dorothy M. Porter. Her last will and testament ensured that 4.1 million dollars would be held in perpetuity and the proceeds would be given to the Billings Catholic Schools for building maintenance and repair.

The seven local Catholic parishes in Billings are solid supporters of Billings Catholic Schools. Each year, the parishes donate a percentage of their adjusted ordinary income to help fund BCS. In 2010-11, that amount increased from 15% to 17%, which brought their yearly contribution \$553,000. In 2010, it was agreed to raise that percentage each year, until an agreed upon level of 20% is reached.

Business sponsored advertising dollars are raised primarily from the sale of signage in the Billings Central Catholic High School gymnasium, the Ralph Nelles Center, and all-season activity passes. These dollars in 2010-11 amounted to over \$100,000.

In 2010-11, school specific fundraising income was budgeted at \$35,000. Traditionally, this income has been raised by K-8 student product sales such as wrapping paper, magazines and candy. In 2011 a new system-wide, K-12 fundraiser is being launched. The first annual BCS Jog-A-Thon "Running on Faith" will be held on September 11, 2011 in conjunction with the all-school picnic. The goal of this new fundraiser is to meet the budget goal while eliminating product sales entirely and encouraging a system-wide sense of school community and spirit.

Other school specific fundraising, which includes the SCRIP program, golf tournament revenue, BCS license plate sales, rental property revenue, and other small-scale fundraisers, amounted to \$138,000. The BCCHS Booster Club participates in fundraising activities throughout the year, including concession and spirit wear sales, hosting traveling basketball tournaments, and the annual Roundtable Calcutta. Funds raised by the Booster Club net over \$40,000 to offset the cost of meals during extracurricular travel and special projects associated with activities at the high school level.

Faculty/Staff

The most impressive resource at Billings Central Catholic High School is its staff. The commitment of the BCCHS administration to its staff is above and beyond a

typical work environment. Likewise, the commitment the staff makes to each other and the students is beyond measure. BCCHS employees don't work at Central for the monetary compensation. They work at Central because they believe in the students and in each other, they are passionate about what they teach, and they are passionate about forwarding the mission of the school and about graduating students who will carry that mission into our world. The success Central is experiencing today is a direct result of the passion and dedication of the administration and teaching staff of the school. This work environment, the sense of family, and the personal success experienced contributes greatly to employee recruitment and retention.

Billings Central Catholic High School employs 36 full time employees and numerous support staff. The annual retention rate over the past five years averages 93.4%. In the five years prior to that time, retention averaged only 67%. There were five different principals in the four years prior to the current principal being hired. Having served as principal for the past nine years, the current principal is the longest-tenured principal of any BCCHS has had since its doors opened in 1947. Our recent hires speak to the quality of what we have to offer employees. The quality of employees we have retained, as is evidenced by awards, degrees earned, and the success of the students they teach, speaks volumes to what Central offers each and every employee.

Tuition Benefit

In spite of a tight budget that is a struggle to balance year in and year out, Billings Central Catholic High School offers many benefits for its teachers and staff. Billings Catholic Schools provide free tuition to the children of all full time employees. If a certified teacher does not work full-time, the tuition discount is pro-rated at the same percentage as time worked. Currently, 15 Billings Central faculty members have children enrolled in Billings Catholic Schools, amounting to 27 students. Current staff members have also had 21 children graduate from Billings Central. Even though their children have already graduated, the staff members continue to renew their contracts each year.

Retirement Fund

Billings Catholic Schools offer a retirement program to which employees can contribute any percentage of their paycheck. There is a 6% contribution from BCS, and additional contributions are not mandatory.

Health Insurance

Billings Central Catholic High School offers health/vision insurance, paying 75% of an individual employee's cost, 50% of an employee and spouse, 53% for employee and child(ren) and for an employee and family paying 45%. Dental insurance is voluntary for employees and BCS does not pay for dental. BCS offers \$25,000 of life insurance to each employee, and employees have the opportunity to purchase more coverage. BCS also provides insurance in the event of long term disability and accidental death or dismemberment.

BCS provides employees with paid time off (PTO) in varying amounts depending upon the employee's position or contract. For example, certified full time teachers are given 8 PTO days per year. Unused accumulated PTO days convert from PTO to sick leave at the end of the contract year. Unused sick leave may be banked up to 35 days.

Salary

In 2004, BCS stopped using an antiquated salary matrix to determine compensation for its teachers. Instead, because of economic difficulty, flat percentage pay raises were given. In 2009-10, a matrix was reintroduced as a means to bring teachers to an acceptable level of compensation related to their peers, experience, and education levels. The goal was to bring BCS teachers to within 85% of neighboring, similarly sized school districts. We are still actively in the phase-in process. Now, in the third year of that process, significant progress has been made with 71% of the teachers now within that 85% range. The remaining teachers, while not there yet, have made significant progress in that direction. Administrative salaries are dictated by experience and qualifications at the time of hire, and then are typically awarded a flat percentage pay raise each year.

Building and Grounds

Billings Central Catholic High School was built in the 1940's, and as such the facility poses significant challenges. However, those challenges don't outweigh the benefits or the strength of this structure, a veritable icon for Catholic education in Billings, Montana. Significant renovations have occurred over the years, with the most notable being the addition in 2000 of the Ralph Nelles Center, an auxiliary gymnasium facility, to the existing school. This addition provided for ample, modern facilities on-site for athletics and activities taking place in that area including physical education, weight-training, restrooms for fans, and gender equitable locker rooms for BCCHS teams. Classrooms, cafeteria, library and offices are adequate for the current enrollment. Windows are energy-efficient. There is only one science laboratory, shared by three teachers, who cooperate effectively to maximize efficient use, but which is sometimes very crowded during the block periods essential for AP classes. The lab was upgraded during the 1990's, and has modern equipment and small appliances for Biology, Chemistry, and Physics.

The school administration takes pride in the appearance and maintenance of the High School building and grounds, and employs contractors as needed for repairs and snow removal. The principal personally does many tasks not assigned to the custodial staff. Custodians are, on a time-available basis, reconditioning the terrazzo floors to their original beauty and traction. The parking area was resurfaced and stalls reserved in 2010 for faculty and staff; two stalls are auctioned annually at Mayfair for student use.

Security lighting and monitored cameras were installed in 2008. The boiler was refurbished (re-tubed) in 2009, avoiding a replacement costing upwards of \$300,000 to \$750,000. Telephone communications to all rooms were installed in 2010 using Cisco IP telephones. Interactive Promethean whiteboards and learner response systems are being procured as teachers' interest and funding permit.

D2. Resource Planning

To what extent:

- **Do the governing board and the school execute responsible resource planning for the future?**

Board of Governance

Billings Catholic Schools is a regional school system in the Diocese of Great Falls-Billings. The Bishop is the chief catechist of the Diocese and has the final authority over the schools. The Bishop relies on the Superintendent of Catholic Schools to exercise administrative jurisdiction in accord with Diocesan policies, applicable state accreditation stands and the laws of the State of Montana.

The BCS Board of Directors and the BCS President are responsible for the general operation of the BCS system. They act under the administrative jurisdiction for the Great Falls-Billings Diocesan School Office.

The total number of voting members on the Board shall be eleven (11). Each member shall serve a term of three (3) years. Terms shall begin on September 1st of each year and no member may serve more than two successive terms. The Board shall be representative of the Catholic parishes and parishioners of Billings. One priest/pastoral administrator representing the parish priests/pastoral administrators of Billings will sit on the Board as a voting member. The board shall be responsible for filling vacancies on the board, subject to the approval of the Bishop and Superintendent.

The Bishop, the superintendent and the president, who shall serve as the executive secretary of the board will serve as ex-officio nonvoting members of the board. The president shall be an advisor to the board and is the primary administrator of the Boards polices.

The board meets on the first and third Wednesday of each month at 4 PM. A quorum for the conduct official business shall consist of a simple majority of the total voting members of the Board.

There will be four standing committees of the board. The purpose of the committees is to facilitate the work of the board. Each committee will report and make recommendations to the board on a regular basis which is on the third Wednesday board meeting.

There will be at least one representative from the board to serve on each committee. The term of appointment is to be for one year. The standing committees are: business, marketing, education, and technology. Special tasks force may be appointed by the board chair as they are needed for a term sufficient to achieve their objective.

The purpose of the committees is to facilitate the work of the board. Each committee will report and make recommendations to the board on a regular basis on its activities which will be at the third Wednesday board meeting. The composition and purpose of each standing committee shall be:

Business Committee The business committee will be comprised of at least six members which will include at least two board members, the Business Manager and three community members. The Business Committee shall assist with the Boards responsibilities for review, oversight and evaluation of the business and financial operations of BCS.

Marketing Committee The marketing committee will be comprised of at least six members with a minimum of two from the board, the marketing director and three community members. The marketing committee will oversee and assist with marketing, school fundraisers, recruitment and retention, and communication functions for BCS.

Education Committee The education committee will be comprised of at least six members with a minimum of two from the board, all of the principals, and three community members. This committee shall be responsible for reviewing educational and curriculum issues and assuring the goals of Catholic education are being met within our schools.

Technology Committee The technology committee will be comprised of at least seven members with at least one member from the board, the director of Information Services, a BCS administrative representative, a representative and administrator from each school and one community member. The purpose of the technology committee is to review the technology plan, policies and issues and to determine the best use of technology in our schools.

Strategic planning

Billings Catholic Schools first official strategic planning meeting took place in January of 2008. The meeting included BCS administration, principals, the BCS Foundation director, and the school board. Strategic planning meetings have occurred annually since then and have grown to include foundation board members and the Superintendent. The goal of strategic planning is to develop and idealistic, global baseline for the organization. From this a strategic plan is developed to set the specific direction for the organization. The development of the strategic plan begins with an analysis of strengths, weaknesses, opportunities, and threats. This information is used to develop strategic goals which are refined

to operational goals, and an annual operating plan. The strategic plan and the more specific annual operating plan are revised and updated annually to make sure Billings Catholic Schools is moving toward a unified goal and that we are utilizing our resources responsibly.

Budgeting

The key budget items for Billings Catholic Schools are tuition revenue and salary expense. The budgeting process starts with the Business Manager and Business Committee which makes recommendations to the board.

The tuition schedule for the upcoming year is approved by the board in late January or early February. Net tuition is estimated based on projected enrollment and the history of the number of students at each tuition level. Tuition revenue including preschool and daycare accounts for 65-70% of operating revenues. The second largest source of revenue comes from the BCS Foundation followed by support from the seven Catholic parishes in Billings. Each revenue line item is analyzed and budget are set based on past history and knowledge of upcoming events and changes.

Salaries and related expenses account for 75-80% of operating expenses. A salary matrix was put in place beginning with the 2009-10 school year with a goal of getting all teachers to 85% of the average of seven of the peer schools around the Billings area. A phase in process is in place with limits on maximum and minimum increases to get every teacher to the correct salary amount on the matrix. Teacher contracts are offered in April. Principals and staff provide input for school operation expense items. As with revenues, each expense line item is analyzed and budget set based on past history and knowledge of upcoming events and changes and goals.

The budget is revised and refined as more accurate information becomes available. Registration for the upcoming year has historically started in March with a deadline of April 30th, but a large percentage of returning families do not meet the deadline, so accurate enrollment isn't known until the time school starts in August. It is recognized that making a commitment to salary expense before having accurate knowledge of enrollment and tuition revenue is a weakness. To correct this problem, for the 2011-12 school year, penalties will be imposed on families not meeting the registration and tuition payment deadlines. The goal is to have more accurate enrollment and tuition revenue numbers earlier in the year.

The final budget has historically not been approved until October or November. The goal is to move this to July, so the final budget is in place when the fiscal year begins.

A task force was developed during the 2009-10 school year to evaluate and re-structure the tuition schedule. The goal of the task force was to: develop an

equitable tuition structure for all income levels; connect the increase in the cost of tuition moving up the tuition schedule to the increase in income equally for all tier levels; encourage increased enrollment at middle income levels by making tuition for these families more affordable; and to use the cost of education as support for the maximum tuition levels. The revised tuition schedule was approved for the 2010-11 school year. The structure of the new tuition schedule will simplify the budget planning for future years.

Salary Matrix

A task force was developed during the 2008-09 school year to develop a teacher salary matrix that would fit the budget constraints of the system and provide incentives for advanced education and longevity. Salary matrix information from seven peer schools in the Billings area was gathered and a matrix based on the averages of these schools was developed. The goal for Billings Catholic Schools was to move all teachers to at least 85% of the matrix based on the averages of the peer schools. A phase in process was adopted with limits placed on maximum and minimum increases. For the 2011-12 school year 71% of BCS teachers' salaries are at or above the 85% goal. The next step in the process will be to increase the base salary on the matrix in order to keep up with surrounding schools. This will move target salaries higher and extend the phase in process for teachers who have not yet reached the 85% goal.

Parish Support negotiations

Since the consolidation of Billings Catholic Schools in 1986, the seven Catholic parishes in Billings have provided support to the school system in increasing amounts up to 2005. The contribution amount at that time was \$518,000. The amount remained the same until the 2010-11 school year, when it increased to \$553,500. The parish priests agreed to meet annually and to work toward a goal of reaching a contribution amount of 20% of the combined adjusted ordinary income of the parishes.

D3. School Finance Resources Criterion

To what extent:

- **Are the school's financial resources adequate to fulfill its mission and programs?**
- **Are the school's financial operations conducted with integrity and in accordance with acceptable accounting practices?**

Debt and Investments

Billings Catholic Schools has been debt free since March of 2009. The value of long term investments is \$257,895. These assets are currently being held in CD's. Tuition revenue collected at the beginning of the school year ranging from \$500,000 to \$900,000 and is invested in short term CD's at the beginning of the school year with three, six, and nine month maturities. This is the operating revenue for the year, and allows a steady cash flow throughout the school year.

Cash and Balance History

Billings Catholic Schools cash balance has averaged \$840,000 over the last four years. Yearend cash balance has increased steadily.

Billings Catholic Schools Foundation

Billings Catholic Schools is supported by Billings Catholic Schools Foundation. An annual distribution is made from the endowed funds, based on 5% of the three year rolling average of income producing assets. Over the last 38 years \$4.5 million has been distributed to BCS from the Foundation. The most recent distributions have been \$374,985 in 2010 and \$341,610 in 2009.

The Foundation also provides support to the schools through special event fundraising. The Mayfair Auction is the primary fundraising event. Mayfair contributed \$331,800 to BCS in 2009-10 and \$315,000 in 2008-09.

The Annual Fund Campaign is conducted by the Foundation and contributed \$50,705 in 2009-10 and \$47,262 in 2008-09.

In December of 2008 Dorothy Porter left an endowment of approximately \$4.1 million to BCS Foundation to be held in perpetuity with the earnings distributable to Billings Catholic Schools for building repairs and maintenance. In 2009-10 \$98,000 was distributed.

Audit History

Billings Catholic Schools has been audited annually by the certified public accounting firm of Douglas Wilson and Co. PC, since 2005. The system has received unqualified opinions each year.

Use of FACTS to determine tuition discounts

Billings Catholic Schools has a 14 tier tuition schedule allowing for reduced tuition based on income. FACTS Grant and Aid Assessment is used to process tuition aid applications and to verify income. FACTS provide an income verification process that is confidential, accurate and unbiased.

Tuition Review Committee

If a family is unable to pay at the tuition tier level recommended by FACTS due to extenuating circumstances, a request for further tuition reduction may be sent to the Tuition Review Committee. The committee is made up of the President, Business Manager, and one or more board members. The general guideline for tuition reduction is a one third decrease in income from the tax return submitted to FACTS. Other extreme circumstances are also considered.

D4. Enrollment Resources Criterion

To what extent:

- **Are the school's admission policies and procedures consistent with its Philosophy?**
- **Are the school's marketing, recruitment, and public relations efforts effective in attracting qualified students?**
- **Is enrollment targeted to maintain effective and meaningful curricular and co-curricular programs that meet the philosophy and goal expectations of the school?**

The admission policies of BCCHS are consistent with the philosophy of the school in ensuring access to all students in the community at large who wish to receive an excellent Catholic education founded in faith, family spirit, and academic excellence. It is the mission of our school system as a whole to provide access to this education regardless of a family's ability to pay. BCCHS is blessed with strong financial support from BCS Foundation and parishes which is in part why the school is able to utilize the tier system in determining tuition costs. We are blessed as well with financial support from our alumni and friends, and have available memorial funds and endowed funds that allow for financial aid and scholarship opportunities. Grants awarded to the school have provided another \$40,000 to utilize for tuition assistance for families in dire need. In addition, admission policies maintain a safe, orderly, caring environment by requiring students to be in good standing socially and academically prior to being enrolled. All students begin the tenure under a 90-day probationary period.

Prior to 2010-11, BCS employed four different Directors of Marketing, Development and Alumni Relations in five years. During that time, there was limited consistency or effort shown in marketing, recruitment, and public relations.

In 2010-11, with the hiring of a new director and a redirection of duties, significant efforts have been made to improve marketing, recruitment and public relations. In conjunction with the marketing committee, a marketing plan is being developed for BCS. Components of that plan include guidelines for improving parish relations, promotion of Catholic Schools Week and Discovery Night, recruiting and retention, a print material policy and style guide, and a fundraising policy. As the numbers begin to come in for the upcoming school year, there is hope that the efforts made this year are beginning to show a degree of effectiveness.

Although the marketing position is shared K-12, BCCHS has a marketing office in the building allowing for a presence on campus each day for staff and students. This has proven to be very beneficial from the standpoint of sharing information about the happenings inside the building as well as monitoring style guide use. Much of the interaction with advertising sponsors takes place at the high school,

as well as major events such as all-system masses and Discovery Night, making BCCHS somewhat of a hub for marketing and recruitment for the whole system.

Marketing has spent substantial time this year working with advertisers, alumni, supporters and friends to enhance relationships that through poor communication have been tarnished. A newly formed advertising plan has created consistency with advertisers. Also, a newly formed online newsletter called Central Club Connections (C³) has begun to bridge the gap of communication with alumni and supporters.

In regard to recruiting and retention, a task force was formed to determine our target audience for recruiting, how to reach that target audience, how to retain new students once we get them, and a timeline for both recruiting and retention. A set procedure was put into place so that any time a parent, teacher or administrator received a call seeking information about any of the schools, the information was sent to marketing first, and action steps taken from there, be it to send out a packet of information, schedule a tour, or just make a phone call. The success of this consistent approach is already evident in the sheer number of interested contacts recorded over the past year.

Currently, the image of BCCHS is very strong in the Catholic community, the community at large, and the state of Montana. Information about the school and awards and achievements earned by the school is regularly communicated with parents, parishes, the school community and community at large, and the Catholic community statewide. With confidence it can be said that BCCHS is effective in marketing, recruiting, and public relations. However, the school can still improve in this area, especially in regard to diversity. Both ethnic and socio-economic diversity is a goal. We need to find a way to better communicate to the community that resources are available to help students attend BCCHS regardless of their ability to pay. In addition, there is a large alumni base that needs to be drawn on for the future success of the school. The surface has barely been scratched on what needs to be done to re-engage with BCCHS alumni.

BCCHS enrollment has been stable over the past five years, increasing in numbers each year. From the standpoint of efficiency, the school would benefit from a 10-15% increase in student population. The current enrollment allows for an approximate 13:1 student teacher ratio. This ratio, coupled with the incredible number of activities and clubs available for students, creates a unique environment where small class sizes and high activity participation rates are the norm, not an exception. Meaningful curricular and co-curricular programs are evident based on the high achievement in test scores and success in activities.

D5. Development Resources Criterion

To what extent has the school an effective development/fundraising plan that is consistent with school philosophy? Is there evidence of development planning?

BCCHS is in a unique situation in that there is no need to conduct major fundraising. All major fundraising is handled by the philanthropic arm of the schools, the Billings Catholic Schools Foundation. BCCHS monitors student specific fundraisers that generate income for clubs and school activities. Therefore there is no need at the high school level for development planning. In an effort to coordinate schedules and reduce the risk of donor fatigue, BCS and BCS Foundation have recently implemented a “fundraising policy” and formed a team to monitor school-wide fundraisers.

Fundraising and development are addressed through the BCS foundation; specifically BCSF staff, the Development Committee, the Executive Committee and the entire BCSF Board of Directors.

The BCS Foundation is a voluntary board comprised of 23 community members. The mission of the Foundation is to foster the continued success and enrichment of the Billings Catholic School, by providing and increasing an endowment and overseeing all fundraising efforts to ensure long and short-term financial stability and support.

Each member of the Foundation Board serves on at least one of four committees which include development, finance and audit, investment, and the committee of directors. Each committee has a chair who serves on the Executive Committee. Committees are clearly defined with job descriptions and expectations. Each board member gives generously of their time and talents, and commits to sharing their resources by making monetary contributions as well.

The Investment Committee monitors the BCS Foundation Endowment, also known as BACET. All of our investments meet United States Conference of Catholic Bishops (USCCB) criteria. In complying with these guidelines, we are required to exclude companies in industries that would be contrary to any one of the six areas (human life, human dignity, arms production, economic justice, environment and corporate responsibility) addressed by the guidelines. Investment divesture is managed and held to strict investment guidelines, outlined by the BCSF Investment Policy. The Investment Committee is also responsible to update the Gift Acceptance policy on a yearly basis.

The Finance/Audit Committee monitors financial transactions and ensures that BCSF is in compliance of UPMIFA regulations for investments and distribution. This committee is in charge of updating the distribution policy and helping with yearly audits as needed. Distributions from BCSF to BCS are calculated by the members of our Finance Committee and the BCS Business manager before they are approved by the BCSF Board of Directors.

The Committee of Directors is responsible to recruit new board members based on the foundation's need for people who have expertise in areas such as investment, financial, and development. This committee then submits prospective recruits to the Bishop for approval.

The Development Committee monitors special events and helps connect staff with potential donors who are willing to donate to the schools. Through a comprehensive development plan, BCSF actively engages in donor cultivation, stewardship, and moves management. With the staff, this committee is also responsible for updating the marketing plan on an annual basis. BCSF staff maintains donor management software called "Donor Perfect," which allows for the retention of current donor information as well as giving history. In May BCSF completed a feasibility study to gauge community interest for a large scale project, part of which would fund significant upgrades at BCCHS.

Evidence:

- 2010-11 BCS Budget
- State of the School Address
- Tuition Tier Schedule
- Report on number of students in each tier
- BCS Foundation 2010—11 Budget
- BCS By-Laws
- BCS Faculty Handbook
- Attendance Records
- BCS Marketing Plan
- BCSF Development Plan
- Committees and Task Forces
- Salary Matrix
- Website
- Activity calendar
- C³ Newsletter
- Alumni events including Alumni Basketball Tournament, Homecoming events, the Class of 47 event, and class reunions

Areas of Strength:

- Balanced budget
- Debt free
- Tiered tuition schedule
- Volunteer task force work toward creating salary matrix and achieving goals set by salary matrix task force
- Processes in place to identify issues within the school system and create actions plans to work toward improvements
- Growth of BCSF endowment fund
- Alumni support of and connection to school

- Alumni relations
- Marketing and identification of our school through use of established Style Guide
- Communication with school and Catholic community related to upcoming events, opportunities for participation, alumni events, and successes and achievement of our students
- Enrollment

Areas for Growth:

- Improvements to the physical building and the Colton Field property
- Improved communication and collaboration between BCS administration, directors, school board and BCS Foundation and the school itself
- Lack of resources and funding in areas related to physical building and property improvements and repair, technology, and updating textbooks
- Once the process has been followed to identify problems and determine solutions, follow appropriate timeline for implementation
- Cultivation and utilization of extensive alumni base

CATEGORY E: CATHOLIC IDENTITY**E1. To what extent:**

- **Does the school provide regular opportunities for prayer and sacraments?**

BCCHS strives to integrate the Catholic faith into all of the everyday lives, classes and extra-curricular activities of the school. Prayer, liturgy, and retreats are places where students can learn to see the Spirit of God present in their lives. They also give students the ability to further themselves in the faith. BCCHS students, through service to their church, family, school, and community, are expected to fulfill the command, “love one another”. John 15:12. More than 88% of parents at BCCHS believe that the school provides sufficient opportunities for prayer and sacraments.

Prayer and Liturgy

Every school day begins and ends with a student-led prayer over the PA system. The school chapel is open all day. Students and faculty are welcome anytime for personal prayer and reflection. The Blessed Sacrament is present and a respectful attitude is expected from those using this area. Chapel Mass is generally held on Tuesdays and Fridays at 7:30 a.m. for students, staff and parents. To begin the school year, teachers celebrate the Eucharist at St. Pius X. This is a great opportunity to welcome new teachers and helps prepare the staff spiritually for the new school year. There are two all-school liturgies: Thanksgiving Mass and the Catholic Schools Week Mass, as well as seventeen Masses throughout the year that are led by students.

Moses and the Golden Calf Destroyers is a group of students and faculty members who provide the music for our school Masses. They meet each Monday to practice. Their ministry is an invaluable addition to the liturgy. Students are lectors, Eucharistic ministers, and altar servers for the school Masses. All grade levels are represented at Mass and participate throughout the school year.

Retreats

All students at Billings Central Catholic High School participate in a comprehensive retreat program. The freshman class retreat is scheduled in the fall, soon after school begins, and is held at St. Bernard’s Catholic Church. The purpose of the freshman retreat is to welcome new students to Billings Central Catholic High School and to help prepare them to continue and grow in their faith journey.

The sophomore and junior classes have similar retreats in the fall and winter and come together to celebrate their spirituality. The students participate in numerous activities, led by an off-site facilitator, that help them come together as a cohesive group and celebrate their faith. Seniors take part in a three day retreat at St. Thomas Camp in Monarch, Montana. This retreat gives the students the opportunity to reunite with their peers, and grow in knowledge and understanding of their faith. The retreats give the students opportunity for time

spent in prayer and reflection, and offer a unique opportunity to rekindle and deepen one's relationship with God. This is a time of spiritual renewal for all involved.

Pilgrimage: Rome and Assisi

This pilgrimage is planned by our Religious Activities director and gives BCCHS students an opportunity to experience their faith in a new way. Students and staff visit Rome and Assisi where they see St. Peter's Basilica, Basilica of St. Francis, and many other sites, strengthening their faith as they go. This is an optional tour that is open to all students.

PROOF

PROOF is a student-led prayer group that is offered every morning to allow the school community an opportunity to participate in daily prayer. They meet in the chapel. On average, six to ten students attend PROOF, coming together to share openly about their faith.

Opportunities for Reconciliation

Students and staff at Billings Central Catholic High School are offered many opportunities throughout the school year for the Sacrament of Reconciliation. Reconciliation is also offered during Advent and Lent through the religion classes.

E2. To what extent

- **Is the curriculum and instruction faithful to the teachings of the Catholic Church?**

The curriculum at Billings Central Catholic High School is faithful to the teachings of the Catholic Church. Our principal and vice principal are faithful, practicing Catholics and hire, along with the school board, teachers and staff that are not only qualified, but have a strong faith life and are good Christ-like models to the students. All the teachers are called to uphold Catholic teaching and instruct in conjunction with the teachings and beliefs of the Church. Teachers understand their mission to educate the whole person, academically, spiritually and socially in concert with the Gospel of Jesus Christ. The religion textbooks are in compliance with the teachings of the Catholic Church. Relevant Church documents are used throughout religion courses, such as Papal Encyclicals and statements by the USCCB. The Bible and Catechism of the Catholic Church are used on a regular basis in the religion classrooms.

Religion teachers, as faithful practicing Catholics, try to increase their understanding of the Catholic faith by personal study and by taking other opportunities to enrich their faith through seminars and conferences. Each teacher is given a copy of the Catechism of the Catholic Church and the Bible for their classroom. The school's written curriculum includes Catholic values infused throughout secular curricular courses. It is a common practice for the non-Catholic teachers to seek help and information from the Religion department

when a question arises in class regarding Catholic doctrine. Each student is given the Catechism of the Catholic Church and a Bible upon entering Central, and 78% of BCCHS parents believe that the curriculum strengthens their child's understanding of the Catholic faith.

E3. To what extent

- **Have the Religion teachers received catechetical formation?**

Religion teachers, like all Central staff members, have received very limited catechetical formation. We received a limited amount at the end of Sister Jean's term as Superintendent. We received the following instruction under the direction of Superintendent Harry Plummer:

Catholic Church History and Formation

Instructor: Fr. Jim Sikora, Sister Eileen Hurley, Harry Plummer

3 hours, 8/20/2007

3 hours, 1/14/2008

6 hours, 2/18/2008

3 hours, 9/25/2008

3 hours, 1/22/2009

3 hours, 2/13/2009

The ABC'S of Effective Teaching, Affirming the Culture of Life

Instructor: Harry Plummer

3 hours, 8/25/2009

3 hours, 1/21/2010

3 hours, 3/19/2010

E4. To what extent

- **Does the school maintain a partnership with the parents?**

Billings Central Catholic High School has an ongoing partnership with parents through personal contact, print and electronic communication and the Booster Club. 86% of parents believe there is excellent communication between home and school and 87% of parents believe that the school works well with families to support Christian values and academic priorities.

Prior to the start of the school year, an informative letter is sent home to families from the Principal, Mr. Shel Hanser outlining pertinent information and upcoming events for the first couple of months of school. In addition, a packet is sent out to all parents containing the school activity calendar for the year and other information on how to get involved and stay informed.

Included in these events are many opportunities for parents to participate in school sponsored functions. One of the first activities for parents and families to get involved in is the Ram Family All-School Picnic held at Rose Park. The picnic is

held on a Sunday afternoon and all BCS families are welcome to attend. This is an opportunity for families to socialize with one another and participate in the all-school jog-a-thon. It also includes the Ram Jam Senior Cake Auction, a hands-on, exciting fundraiser for the all-night alcohol free graduation party.

At the beginning of the school year Parent and Student Freshman Orientation Night is held. This evening is for incoming freshmen and their parents or parents and new students at any grade level. The evening provides an opportunity to tour the school, see classrooms, learn basic information related to the freshman curriculum and the beginning of the school year, and ask questions. All parents are invited to attend the BCCHS Open House. The evening begins with a general assembly at which time parents receive their students' schedule. Following the general assembly, parents attend a "mock" student day. The purpose of this evening is for parents to become familiar with their child's classroom schedule, teacher expectations, goals and objectives for the semester. Parents can enjoy personal visits with their child's teachers during parent-teacher conferences, held each year in November.

At the beginning of each school year, all students attending BCCHS are given a Student Handbook. This is a resourceful booklet that includes the school's mission statement, belief statements, bell and grading schedules, dress code, and all rules, guidelines and other relevant information students and families will need to know to for the school year. The Student Handbook has areas that are specifically designed for parents including volunteer opportunities for both system-wide fundraisers such as Mayfair, and volunteering within Billings Central Catholic High School. All volunteers must complete the VIRTUS training program and have a background check completed.

Another avenue in which the school communicates with parents is through electronic communication. Parents are able to check on their student's academic progress through the Parental Access Support System (PASS). PASS is a secure and confidential web page including information such as attendance, current marks, GPA history, mark history, student schedule, current daily assignment marks and vaccination records. Each student has an ID and PIN number assigned specifically to them.

Daily announcements are made during the school day for students in the morning and afternoon. These daily announcements are also shared with parents through e-mail. Parents are then able to use this as a tool for planning for upcoming school events such as testing dates, school Mass, days off, sporting activities or any other upcoming events.

This year an activity calendar was developed and distributed for families to have information for activities throughout the upcoming school year. The principal sends a monthly newsletter to parents providing current and up-to-date information on activities, achievements and any other information pertinent to

parents. The BCS web page is also a great tool parents can utilize to stay informed. The web site includes a current week's activity list, the principal's letter, bell and Mass schedules, connecting links to Moodle, PASS, and classroom pages, and upcoming events.

E5. To what extent:

- **Does the school promote service-oriented outreach programs?**

The BCCHS service mission goal is to engage students in a variety of ways, helping facilitate their involvement in their church, family, school, and community. The service mission is intended to encourage students to step outside their comfort zone, beyond routine tasks, and follow the Holy Spirit through service and compassion for others. 88% of parents believe that BCCHS provides sufficient opportunities for students to participate in service activities.

Each BCCHS student is required to complete 10 hours of community service each semester. Activities involve anything from serving their families and assisting them above and beyond the ordinary, serving at individual churches, or working at the Food Bank and Montana Rescue Mission. Students also get credit for school wide activities such as spring clean-up day, volunteer work for various clubs and helping with athletic camps and younger kid events (i.e. line judging, coaching, etc.). School wide service activities include the Toys for Tots toy drive, NHS blood drives, food collection during Lent, and our adoption of four families, one per class, from Family Support Network at Christmas to provide Christmas gifts. Students document their service each six week grading period by filling out a Community Service Log and having it signed by a parent or supervising adult.

School Wide Projects

Big Brothers and Big Sisters is an opportunity for BCCHS students to connect with younger, at risk students in Billings public elementary schools. Central students visit their little brother/sister each day during school and sit in on class with them while helping to tutor and mentor. Approximately 25 BCCHS students participate in this year long program.

Kids Connecting Kids is a mentoring program pairing 5th graders with BCCHS juniors and seniors. The students exchange letters every other week and meet several times throughout the year. BCCHS students in the program must maintain a 2.5 GPA, remain drug and alcohol free, and have good standing in school.

Small Scale Projects

Spanish Club helps with Flakesgiving, a community-wide effort to assemble Thanksgiving dinner boxes for needy families. Flakesgiving is a three-hour event held in conjunction with the Montana Food Bank, and takes place the Friday before Thanksgiving. Students also assemble sandwiches for the Rescue Mission to distribute to homeless people.

During May, the Spanish Club visits The Friendship House, a home for underprivileged children, and reads books about Cinco de Mayo to the kids.

The BCCHS choir provides Christmas music annually for both hospitals in Billings, and also provides Advent music during Masses at St. Vincent Healthcare.

The BCCHS band provides a concert for the Billings Ministerial Association each year for their Christmas luncheon, and also plays at retirement centers throughout the year. The band also provides the music part of the 9-11 program on the Courthouse lawn on September 11th each year.

The Math Club staffs a water station during the Governor's Cup Marathon in September. About 20 students work from 8 – 12 noon handing out water and Gatorade to runners, and cleaning up the cups. Math Club members have also participated in peer tutoring during Refocus times at school.

Academic team members perform 7.5 hours of service at the Junior High Science Bowl as moderators, rules judges and scorekeepers on February 11th.

AP Biology students host a Predator-Awareness Program for 5th Graders. They teach 5th graders about bears, wolves and mountain lions, and what to do if they encounter them.

AP Environmental Science students sponsor recycling projects each year. These students are responsible for printer cartridge and used cell phone recycling efforts at BCCHS. The Environmental Club is also involved in helping maintain and initiate other recycling efforts at Central.

All students will complete 80 hours of community service by the end of their senior year. Each grade level focuses on a specific area:

Freshman Focus:	Family
Sophomore Focus:	School Community
Junior Focus:	Social Justice
Senior Focus:	Predetermined by students for the year

Students are given many opportunities to engage in service, both in school and in the community. A few additional examples include the following activities:

- Knights of Columbus Christmas Tree Sale
- Moses and the Golden Calf Destroyers Music Ministry
- Blood Drives
- NHS Spring School Clean-Up
- PROOF
- MayFair
- Chapel Mass
- Holiday Food Drive
- Toys for Tots

E6. To what extent

- **Is there visible use of signs, sacramentals, traditions, and rituals of the Catholic Church throughout the school?**

At Billings Central, when a person walks into the school, they know immediately that they are in a Catholic school. The Virgin Mary sits atop the main entrance, and a cross resides on top of the school. There are crucifixes in every room, as well as on the outside wall of the Chapel and in the cafeteria. In the gym, CENTRAL is featured in bold letters, with the T as large cross. Crosses adorn all of our sports uniforms, as well as our school polo. Bishop Warfel is hanging in our main office, and there is an incredible mural of Mary filling an entire wall in one of the religion rooms. On walking through our school, there is no mistaking the Catholic identity of Billings Central Catholic High School.

E7. To what extent

- **Is school personnel actively engaged in bringing the Good News into the educational experience?**

To a great extent, school personnel at Billings Central are engaged in bringing the Good News into the educational experience. Teachers bring Gospel values into their teaching experience, and foreign language teachers teach students the prayers of the church in Spanish and French. Religion classes, as well as other curriculums, attempt to connect faith with life and what is happening in the world around us on any given day. Teachers attempt to relate moral, ethical and spiritual discussions to each area of study. English classes tie lessons in literature with what Jesus would do and reflect on stories in the Bible that correlate with what is being taught.

Staff members at BCCHS are a faithful people, know their faith well, and have a passion to live out their faith actively in their churches and the community. They are able to integrate their knowledge of the Catholic faith into their curriculum. The religion teachers have a passion and a love for the Catholic faith and see their teaching primarily as a vocation. They convey the rich meaning behind the various traditions and devotions of the faith. They see the great responsibility of faithfully passing on the teachings of the faith and preparing students for the difficult challenges that are present in this generation. Teachers see themselves as models of Christ and are good example to the students.

The clergy in Billings and the surrounding areas are very supportive and visible at Central. On a regular basis they are involved with the students by celebrating the sacraments, helping with instruction in classes or supporting the students in their activities. Priests sometimes drive an hour into town each week to celebrate chapel Mass with BCCHS students. Our graduation is concelebrated with an average of five or more local priests, as well as Bishop Warfel. When

Reconciliation is offered at Central twice a year, five or more local priests spend the day with our students.

Central students and staff begin and end every day with Central prayers written by the staff. Teachers know their own relationship with Jesus Christ should come first. Students are provided with ongoing opportunities for faith formation through Friday and Tuesday morning chapel Mass and programs such as PROOF. Students and staff participate in Mass a minimum of twice a month, and parents are invited and encouraged to attend these Masses.

A Central teacher leads our musical group Moses and the Golden Calf Destroyers, a group that provides all the music for school Masses. It is a group of student and staff musicians and singers who devote their free time to practicing for this music liturgy. Central coaches pray with students before and after participating in any competition, and the Central students circled up and holding hands in prayer has become a signature image that sets Central students apart from other teams. When the competition is at Billings Central, teams actually meet in the chapel for reflection and prayer. Coaches encourage this activity, but it is rarely the coach who takes the lead on this. For most teams, a student leads the group in prayer, or reflection after reading a passage from the Bible.

80% of parents at BCCHS believe that teachers, administrators, coaches, and activity advisors represent the school and Catholic community in a positive manner, and 89% of parents believe that their children are comfortable expressing their faith at BCCHS.

Evidence:

- All System Picnic, Discovery Night, Ram Jam All-Night Alcohol Free Graduation Party, school, chapel and all-system Mass
- ACRE test results
- Principal's monthly newsletter
- Activity Calendar
- BCCHS Student Handbook
- PASS System
- Daily E-mail
- Moodle
- BILLINGSCATHOLICSCHOOLS.ORG
- Opportunity for parent and family involvement.
- OPI hours
- Staff participation in religious activities at Central, including school Mass and daily school prayer
- Nihil Obstat present in religion books
- Parent Survey
- Teacher Responses
- Photos
- Service Mission

- Personal Statements from coaches and teachers
- School liturgies and prayer services
- Flakesgiving, food drive
- Ash Wednesday Mass, All School Mass, All System Mass.
- Faculty Handbook
- Service hour sheets
- Mass programs
- BCCHS Daily Announcements
- Religious Activities Department
- Annual giving Phon-a-thon

Areas of strength:

- Faith lives of staff members, and ability of staff members to bring faith and knowledge of Catholicism into curriculum, classroom, and extra-curricular activities
- Diverse array of service opportunities and high student involvement in Christian service, with students continuing to participate in community service or volunteer work outside of school after having participated in similar activities at school
- Small scale/short term projects allow students to see the results of their work
- Symbols of the Catholic faith are clearly visible at BCCHS and in every classroom
- Sacraments based on the Liturgical calendar consistently offered
- Students, faculty, and parents are provided with many meaningful opportunities to grow as persons of faith
- High quality retreats are provided for students to enhance their journey with God
- Teachers use teachable moments to ensure students treat each other with respect in the classroom
- Religion classes use prayer daily in class

Areas of Growth:

- A formal, consistent program of religious formation is needed
- Development of a well-defined assessment process for service opportunities and requirements
- Review possibility of staff retreats

SCHOOL-WIDE ACTION PLAN

Growth Area:

- The implementation of a plan for Catholic formation for all faculty and staff must become a priority. Adopting or developing a well-researched program with concrete scope and sequence is essential for consistency and for the continued growth of Catholic identity.

Persons Responsible:

- Staff Representative, Principal, Education Director, President, Diocesan Superintendent of Catholic Schools

Assessment Procedure and Timeline:

- Evaluation of available Catechetical Formation Programs on a regional and national level during 2011-12 school year
- Implementation of appropriate program best suited for the needs of the staff at Billings Central Catholic High School beginning the 2012-2013 school year

Growth Area:

- The implementation of relevant staff development and training must become a priority. Training that is selected with specific goals and anticipated outcomes based on needs derived from the evaluation of data within specific content areas will provide a meaningful use of PIR time.

Persons Responsible:

- Education Director, Education Committee, Principal, President, Staff Representatives

Assessment Procedure and Timeline:

- Utilizing the newly developed Director of Education position, BCCHS will begin the process of evaluation of standardized test scores as well as internal school assessment. Based on this analysis the goal is to identify specific voids in curriculum and methodology. Professional development beginning in the year 2012-13 and beyond will be structured based on the data driven evidence.

Growth Area:

- Provide curriculum review and adjustments to curriculum that are driven by assessment results and best practice, rather than teacher preference or current trends.

Persons Responsible:

- Education Director, Education Committee, Principal, President, Staff Representatives, ACE Consortium

Assessment Procedure and Timeline:

- Utilizing the newly developed Educational Director position, BCCHS will begin the process of evaluating school curriculum. Adjustments beginning in the year 2012-13 and beyond will be structured based on the data driven evidence.

Growth Area:

- The numerous groups working toward the betterment of BCS - the school board, board committees and task forces, school administration and directors, BCS Foundation board, board committees and task forces, the feasibility study group, the SWOT analysis team, our school staff and school administration – all of these groups must come together in a powerful show of system-wide collaboration.
- A concrete timeline must be established to force accountability and ensure that progress and change be facilitated in a timely and relevant manner.
- That timeline, our goals, and the role each stakeholder will play must be clearly communicated. Follow through, collaboration, communication, measurable goals and accountability by all involved parties is essential.

Persons Responsible:

- BCCHS, BCS, and BCSF administration and staff, School Board, Foundation Board, BCS and BCSF task force and committee members, SWOT analysis team members, and feasibility study group members.

Assessment Procedure and Timeline:

- Utilizing the staff members, employees and volunteers already in place on various boards, committees and task forces, the process of evaluating the issues and opportunities facing our school is currently in progress. These groups will finish the assessment process during the 2011-12 school year and create a concrete timeline for action to be taken, which will be communicated to all stakeholders. Beginning in the 2012-13 school year, appropriate parties will begin solicitation of funding.