



# STRATEGIC PLAN 2021-2024

# To Make All Things New

**"A ROADMAP TO ADDRESS THE CHALLENGES FACED BY CATHOLIC SCHOOLS ACROSS THE DIOCESE."**  
*Bishop Frank Caggiano*

Rev 21:5



**DIOCESE OF BRIDGEPORT  
CATHOLIC SCHOOLS**  
FORMING hearts. INFORMING minds. TRANSFORMING lives.



OFFICE OF THE BISHOP

## DIOCESE OF BRIDGEPORT

238 Jewett Avenue • Bridgeport, Connecticut 06606 • 203-416-1352 • FAX: 203-371-8323

January 13, 2021

My Dear Friends in Christ,

Three years ago, we published a Strategic Plan for Catholic Schools in the Diocese of Bridgeport. While so much has changed since then, our steadfast commitment to ensuring that an academically excellent and faith-filled education is accessible to all who desire it remains at the heart of all we do. It is my hope that our updated plan, entitled ***To Make All Things New***, will provide a bold strategic vision and direction for the future and will serve to address some of the contemporary issues facing our schools.

It is my belief that the successful implementation of this plan will lead to long term and systemic change. Through a reallocation of resources, a redistribution of leadership responsibilities and a reimagining of the ways in which our schools carry out administrative and management functions, our hope is that we can remove much of the burden our school leaders shoulder so that they can focus on nurturing an ever improving faith-filled academic program.

Additionally, a major component of this plan is the faith formation of our educators. As the formators of our young people, they are true Ministers of our Catholic faith. To help them grow in their own faith as well as to give them the tools to share that faith, we must ensure a robust formation program. With a deeper understanding of our Church and its magisterium, they can help young people to come to know all that is True, Beautiful and Good.

My gratitude goes out to all who participated in the planning process and made this strategic plan possible. I am especially grateful to our Superintendent of Schools, Dr. Steven Cheeseman, and his team in the Office of the Superintendent, as well as the members of the Education Commission of the Diocese who spend countless hours supporting our schools with their expertise. As the work of implementation begins, I pray that you will partner with us and seek ways in which you can help support the vital ministry of Catholic education for the young people in our Diocese.

As we begin this new year, be assured of my daily prayers for you, your families and all those who work in support of Catholic education.

Sincerely yours in Christ,

Most Reverend Frank J. Caggiano  
Bishop of Bridgeport



## DIOCESE OF BRIDGEPORT

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### OFFICE OF THE SUPERINTENDENT OF SCHOOLS

January 13, 2021

Dear Friends of Catholic Education,

While I have always marveled at the level of dedication and commitment that the members of our Catholic school communities demonstrate, this past year has left me in a state of amazement. Against a backdrop of fear, uncertainty and apprehension, I have witnessed herculean efforts by parents, administrators, board members, priests and philanthropists to ensure that the over 7000 young people in our Catholic schools received a faith-filled and academically challenging educational experience. While there were hiccups here and there, our communities persevered and improved every day. I will forever be grateful to the teachers and administrators who worked so hard to establish a sense of safety and normalcy for our students, to the donors who provided financial support, chrome books and other educational materials, and to the parents who, while balancing their own challenges, found a way to support their fellow community members. All your efforts provide the inspiration to keep us moving forward every day.

Now, as we look to our future, we must challenge some of the fundamental assumptions under which we operate in order to meet the changing dynamics of our world. We need to ensure that schools can be nimble and agile, and that school-based leadership has the capacity to anticipate and envision the future, maintain flexibility, think strategically and engage the broader community. Most importantly, as we think strategically about our future, we must always remain student centered, and faith focused.

This strategic plan sets out several goals that, when implemented successfully, will strengthen our system and help ensure that the legacy of Catholic education in the Diocese of Bridgeport endures well into the next generation. Additionally, the accompanying implementation guide contains many of the foundational documents that provide the framework to strengthen the structure under which our schools operate to allow for greater consistency and a broader level of support. Taken together these documents will help define our priorities and lay out a path for improvement that I pray will have a lasting positive impact.

I am grateful for the input of parents, priests, teachers and administrators, for the open and honest dialogue that took place during the focus group sessions last Spring and Summer, for the commitment and expertise of the team in the Office of the Superintendent and for the Education Commission who work tirelessly on behalf of our schools. I am especially thankful to work in a diocese and with a Bishop so dedicated to Catholic education.

As you read through this plan, I hope that it brings to you the same excitement for the future that it did for those who wrote it. I look forward to our work together and pray that Our Lady will shower Her blessings on our school communities; those who lead them, those who support them, those who teach in them and those who learn in them.

Sincerely,

Dr. Steven F. Cheeseman  
Superintendent of Schools





# Strategic Priorities

## FOR THIS STRATEGIC PLAN

### VIBRANT CATHOLIC IDENTITY

Above all else, the distinguishing characteristic of our schools must be a vibrant Catholic identity and culture. Lighting the way for young people to know, love and serve God so that they can someday enjoy eternal life in Jesus Christ is the fundamental reason our schools exist. Therefore, it is incumbent on us to educate in a way that brings students to appreciate the Truth, Beauty, and Goodness of our faith so that their experience is a full and rich one.

### ACADEMIC EXCELLENCE

Each school must demonstrate, through student growth measures, a rigorous and challenging curriculum. Curriculum must be cohesive and tied to Diocesan standards. At all levels curriculum, curricular materials and co-curricular activities must serve to develop the skills and talents gifted by God to each individual student so that he/she is challenged to reach his/her full potential.

### GOVERNANCE, LEADERSHIP AND ENGAGEMENT

Well-formed Catholic schools require strong and capable leadership. This leadership must be evidenced throughout the organization. At the Diocesan level, leadership and support services must give schools and school leadership the tools and guidance they need. At the local level, carefully selected and well formed boards must work collaboratively with knowledgeable and skilled school administrators to help create schools where academic excellence and strong Catholic identity are the norm.

### OPERATIONAL VITALITY AND FINANCIAL STABILITY

In order to ensure the vitality of individual schools as well that of the system as whole, financial stability is essential. As the Diocese is no longer able to provide significant funding to support schools, we must explore ways to promote school viability that include realistic tuition expectations, local school fundraising and a robust system of philanthropic support. Decisions on school viability must also take into account current school age population trends and demographic projections for the future.

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### OUR MISSION

Catholic schools in the Diocese of Bridgeport are Christ-centered communities which embrace the dignity and uniqueness of every child and challenge all students to develop their God-given gifts and talents. Young people in our Catholic schools are formed by Catholic faith and Gospel values, are informed by the Truths of Revelation and the truths of our world and are transformed to become educated and articulate citizens of the world with a commitment to serve Jesus Christ as missionary disciples.





# Executive Summary

## INTRODUCTION

### Strategic Planning Steering Committee

*The Strategic planning process was led by the Education Commission of the Diocese of Bridgeport. The Education Commission is composed of diocesan and non-diocesan leaders in areas of education, finance, marketing and strategic planning who work collaboratively with the Superintendent to provide students with an academically rigorous education rooted in the Catholic faith and to ensure the future viability and vitality of our Catholic schools.*

**Most Rev. Frank J. Caggiano**

*Bishop of Bridgeport*

**Dr. Steven Cheeseman**

*Superintendent of Schools, Diocese of Bridgeport Catholic Schools*

**Mrs. Stacie Stueber**

*Associate Superintendent of Schools, Diocese of Bridgeport Catholic Schools*

**Mr. Alan Barnicle**

*Personalized Learning Coordinator, Diocese of Bridgeport Catholic Schools*

**Mr. Michael Byrnes**

*IBM and Insight Group, Retired | St. Francis of Assisi Trustee*

**Mrs. Tracy Casey**

*Chief Human Resource Officer, Diocese of Bridgeport*

**Mrs. Amy Griffin**

*Director of Community Engagement, Diocese of Bridgeport Catholic Schools*

**John T. Grosso**

*Director of Digital Media, Diocese of Bridgeport*

**Mr. Kevin Lawlor**

*Executive Vice President and Chief Operating Officer, Fairfield University*

**Mrs. Elise Major**

*Development, Achievement First*

**Sr. Marilyn Muldoon OSU**

*Educator, St. Catherine Academy for Special Needs*

**Dr. Darcy Ronan**

*Professor, Farrington College of Education at Sacred Heart University*

**Deacon Patrick Toole**

*Episcopal Delegate for Administration, Diocese of Bridgeport*

**Brian D. Wallace**

*Director of Communications, Diocese of Bridgeport*

**Ms. Patricia Zaccone**

*Director of Fiscal Management, Diocese of Bridgeport*

On October 7, 2017, The Feast of Our Lady of the Rosary, The Diocese of Bridgeport issued a three year strategic plan for its Catholic schools entitled *Transforming Our Future*. The successful implementation of that plan has helped to strengthen our system and improve the educational experience for our students.

Though many of the objectives of the 2017 plan were met, there is still much to do as we continue to evolve and adapt to the ever-changing world around us. At that time, no one could have predicted the myriad of challenges our schools and our communities would face, especially those of the past year. Ensuring a successful future for our Catholic schools will require us to carefully assess the ways in which these events and the resultant apprehension and uncertainty of this past year will shape our future.

One of the greatest challenges our schools faced came last Spring with the overnight transition to distance learning for over 7500 students. We take great pride in the overall success of this transition. This success was achieved thanks to the mission driven zeal of our teachers, staff, and administrators. That success continued as we reopened our schools in the fall; creating healthy and safe environments in our classrooms, establishing an online academy to assist students who had to learn remotely, and providing financial and social emotional support to students and families in need.

As we began to finalize this plan, we took what we learned from these experiences and explored how we can grow and improve to ensure that we are providing the highest quality, faith filled educational experience for our students consistently across the system. This past year also crystalized for us the belief that we must look at how to best leverage technology to provide new opportunities for students.

As we move into the future, one of our biggest challenges is the financial stability of our system as it is currently configured and as it currently operates. With a concern that the true economic impact of the pandemic has not yet been fully revealed, we have to reexamine the financial health of our schools to reimagine how we share resources and services across schools, how we determine funding strategies given the financial strains of our families, and how we determine the number and location of schools needed in the system given demographic shift and community engagement. We have learned that absent a realistic strategic plan for growth, investing in schools challenged by demographics or other serious impediments, does damage to the system as a whole and, unfortunately, rarely alters the fate of a school in significant crisis.

In addition to the pandemic, the social unrest and deep divisions in our nation have served as a reminder that we must make a renewed commitment to provide an education that is rich in Catholic social

teaching. We must instill in the students who graduate from our schools a sense of empathy, mercy, and justice so that they are emboldened to take action against the social, economic, and racial ills of our society. We must give students the skills they need to look at the world through a lens formed and shaped by our Catholic faith and tradition so that they always recognize the dignity and worth of every individual person with whom they come in contact.

Addressing the challenges facing our schools during these unprecedented times requires forward thinking, agility, community-based and collaborative leadership. Empowering leadership at the local level while ensuring a system wide commitment to standards of excellence requires us to carefully examine the organizational structures through which we govern schools. While there have been some demonstrable successes of structural governance change in our Diocese, we must continue to develop and implement strategies with greater efficacy and impact, and we must make sure that governance models create an environment that encourages and rewards productive community engagement.

These educational, social and economic realities represent the context within which this plan was written and require us to take bold action. It is against that backdrop that this strategic plan, *To Make All Things New* has been developed. This strategic plan focuses on four strategic priorities, each aiming to meet the challenges of our time and take advantage of opportunities that lie in front of us. These Strategic Priorities are:

- **Vibrant Catholic Identity**
- **Academic Excellence**
- **Governance, Leadership and Engagement**
- **Operational Vitality and Financial Stability**

As we worked with various constituent groups to develop *To Make All Things New*, we did so with a commitment to four fundamental guiding principles:

1. Above all else, schools must be “Catholic First”
2. Schools must provide academically superior educational programs
3. Schools must demonstrate vitality and financial stability
4. Community stakeholders, including staff, parents, pastors, and board members must work collaboratively and engage the wider community in support of the school

A good strategic plan is a living document that takes into account the changing environmental context in which an organization exists. In an environment where there is so much uncertainty, it is important that a three year plan, such as this one, remain agile in the face of changing dynamics. As we begin the implementation of the plan, we will continue to revisit our goals and objectives to reaffirm our path and direction. Additionally, we will work with school boards and leaders to help them plan strategically at the local level while remaining in line with diocesan priorities.

As we look forward to the implementation of the goals and objectives that follow, let us be mindful of the meaning behind this strategic plan's title, *To Make All Things New*. This quote from the book of Revelation is chosen not because it reflects a new motto, but rather because it is a reminder. It is first a reminder that in order to make things new, we have to leave behind some of our old assumptions and practices to make way for a new creation. But even more importantly, it is a reminder that no matter what systemic changes we make to structure, educational model or allocation of resources, it is only with a renewed focus on holiness and the fostering of an ever stronger relationship with Christ and His Church for all those involved in Catholic schools, that we can truly hope *To Make All Things New*.

As you read through and reflect on the contents of this plan, we ask that you keep our Catholic school community in your prayers and that you discern how you can help us as we work *To Make All Things New* so that we can ensure the next generation of students are formed, informed, and transformed by their experiences in our Catholic schools.





# Strategic Priorities

## 1. VIBRANT CATHOLIC IDENTITY



**A**t the heart of Catholic education is the fundamental mandate, received from the Lord Jesus in and through His Church, to educate and form students and families entrusted to our care in the Catholic faith. While this obligation includes the effective, authentic and comprehensive presentation of the doctrines we believe as Catholic Christians, it also includes the philosophical and anthropological worldview that undergirds those beliefs. It must lead to an evangelical invitation to enjoy a deep, abiding personal relationship with Jesus Christ in and through the Church His Mystical Body in the world.

The fundamental priority upon which all other priorities rest is fostering a vibrant Catholic identity and culture in every Catholic school in the Diocese of Bridgeport.

While many factors play a part in the creation of a vibrant Catholic identity and culture, four essential qualities are indispensable:

- 1 An authentic, comprehensive, age-appropriate and effective teaching of the Catholic faith to every member of the school community;
- 2 Fostering school communities that are centered in the divine person of Jesus Christ and therefore respect the human dignity of each person, preserve a safe and loving environment and live a joyful spirit in every aspect of its life;
- 3 Strengthening Catholic school culture by utilizing the human transcendental of truth, beauty and goodness in service of the Catholic faith;
- 4 Providing effective formative experiences that invite students, parents, and teachers to serve as missionary disciples in the world.

### GOAL #1 STRENGTHEN THE LITURGICAL AND DEVOTIONAL LIFE OF THE SCHOOL COMMUNITY

#### OBJECTIVES

1. Minimum diocesan requirements will be established for the celebration of the Holy Sacrifice of the Mass and the Sacrament of Penance and Reconciliation for all schools. More specifically;
  - a. Mass will be celebrated on a monthly basis in each school for all students.
  - b. The Sacrament of Penance and Reconciliation will be offered at least twice a year in each school for all students.
2. The devotional life of each school must be supported and expanded, in part to introduce our students to the rich, spiritual patrimony of the Church:
  - a. In the season of Lent, each school will offer the students the celebration of the Stations of the Cross on a weekly basis.
  - b. All students should be taught how to pray the Rosary and offer it together in groups (i.e., as a school or by class) on a weekly basis.
  - c. Each school must identify at least one other devotion in which students can participate on a regular basis throughout the school year.
3. Each school will be available to host spiritual visits from members of the Diocesan Vocational Team on an annual basis. Such visits will give those who visit the opportunity to speak to all students of the need to discern and answer a vocational call to priesthood, diaconate, consecrated life and sacramental marriage in the Church.

#### KEY STRATEGIES

- An online annual Calendar will be created on which all schools will indicate scheduled liturgical and devotional events beginning in the 2021-2022 school year.
- The diocesan Bishop will visit every school at least once annually.

### GOAL #2 UTILIZE EFFECTIVE CATECHETICAL RESOURCES THAT ARE AUTHENTIC TO THE CATHOLIC FAITH, AGE-APPROPRIATE, PEDAGOGICALLY SOUND AND WHEN POSSIBLE, INTER- GENERATIONAL IN FOCUS

#### OBJECTIVES

1. All schools will be required to utilize a standard vetting process for the selection of all catechetical materials for use by each school.
  - a. Final selection of all catechetical and religion materials must obtain approval from the diocesan Bishop.
2. An annual report on Catholic identity will be required for submission to the Superintendent of Schools and the Office of the Bishop.
  - a. The Bishop will review the Catholic identity assessment reports for each school and after review by the Superintendent of Schools will report back both his commendations and concerns.
  - b. It will also be reviewed in detail at the annual meeting of the Board of Directors for all academies and with the advisory boards of all other schools.

#### KEY STRATEGIES

- Beginning in the 2020-2021 school year, all schools will complete the Annual Report on Catholic Identity.
- As part of their annual report on Catholic identity schools will indicate the curricular materials used for the teaching of religion. These curricular materials will be vetted using the rubric created by the Office of the Superintendent of Schools (OSS) prior to implementation.

### GOAL #3 EACH SCHOOL MUST INTENTIONALLY INCORPORATE THE TRANSCENDENTALS OF TRUTH, BEAUTY AND GOODNESS IN THE SUPPORT OF CREATING A VIBRANT CATHOLIC SCHOOL CULTURE

#### OBJECTIVES

1. The human transcendental of truth moves the human person to utilize reason to encounter the truths of creation. When seen in connection to faith, this dynamic will also lead a human person to the Truth of Revelation manifest in the Incarnation.
  - a. Appropriate study of Sacred Scripture must be integrated into the catechetical instruction of all students in an age-appropriate manner.
  - b. An apologetic approach to certain questions pertaining to the Catholic faith must be included in the religion curriculum for every grade of instruction.
    - i. Particular attention will be given to address the following four areas: (a) the relationship between science (reason) and faith; (2) the meaning of a human person (Christian anthropology); (3) the relationship between history and universal truth and (4) the essential connection between the individual person and community, especially the ecclesial community of the Church.
2. The human transcendental of beauty invites each human person to grow in affective maturity and recognize in the ordinary experiences of beauty the abiding presence of God who is Beauty Himself.
  - a. In an age-appropriate manner, our students must be taught the many different spiritual traditions of the Church and the various ways by which a person can pray. The use of Sacred Scripture in prayer must be included in this instruction. The goal is to help students to learn how to pray and to help them develop a personal love for prayer in their lives.





# 1. VIBRANT CATHOLIC IDENTITY

## GOAL #4 REAFFIRM AND SUPPORT THE MINISTERIAL AND CATECHETICAL MINISTRY OF EVERY SCHOOL LEADER <sup>1</sup>

### OBJECTIVES

1. The involvement of the diocesan Bishop in the spiritual life of each school will be strengthened in the following ways:
  - a. The bishop will visit every Catholic school on an annual basis to offer the Holy Sacrifice of the Mass and to visit with the school community.
  - b. Annually the Bishop will offer Mass for the entire school leadership of the Diocese, accompanied by a listening session with those who attend.
  - c. The Bishop will review the Catholic identity assessment reports for each school and offer to school leadership both his commendations and concerns.
2. Greater involvement of local clergy and women and men in consecrated life should be promoted by school leadership in every aspect of the school's life:
  - a. Local pastors and parochial vicars should be invited to celebrate the Holy Sacrifice of the Mass and the Sacrament of Penance and Reconciliation for the children of the local Catholic school(s) according to the norms listed below.
  - b. School leadership must foster occasions wherein local pastors can meet and come to know the children and parents who are their parishioners and attend the local Catholic school.
  - c. Whenever appropriate, local clergy, both priests and deacons, may be invited to participate in the religious instruction of the students.
  - d. Members of consecrated life should be afforded opportunities to participate in the formational and catechetical ministry of the students and faculty.
    - i. Special attention should be given to invite those religious whose congregation founded the school and once instilled within it their founder's charism.
    - ii. Special attention should be paid to study the charism of the school's founding congregation or the spirituality of the patron saint for whom the school is named. Exploring such a charism could be of great spiritual benefit in sustaining and strengthening a school's vibrancy in faith.

3. The ministerial and catechetical mandate for each educational leader must be defined, supported and empowered.
  - a. The ministerial duties and responsibilities for those who educate and form our students must be clearly defined and acknowledged in writing each year by each teacher, administrator and staff member.
  - b. Every educator and staff member working in our schools will also be asked to review and sign a clearly defined code of conduct outlining their responsibilities as Catholic ministers of the Gospel on an annual basis.
  - c. An ongoing program for education and formation in the Catholic faith will be required for all teachers, administrators and school staff members on an annual basis.
    - i. A more extensive ongoing formation program will be required for teachers and staff directly involved in the teaching of the Catholic faith.
4. As the prime witnesses of the Catholic faith to their children, parents and guardians must be afforded effective opportunities for education, formation and support in their work as formators of their children in faith.
  - a. In collaboration with the Leadership Institute, each school will be required to provide annual formational experiences (in person or online) for parents and guardians.
  - b. Each school will provide at least one annual opportunity for liturgical worship aimed solely for the spiritual benefit of parents and guardians.
  - c. Local pastors will be given opportunities to meet school parents who live within their parishes, in part to invite into the full, liturgical life of the parish.

### KEY STRATEGIES

- A basic formation requirement will be established to ensure that every teacher understands the ministerial nature of his/her role as Catholic educator.

<sup>1</sup>School leadership includes all teachers, administrators and staff that have a direct educational or formational influence on our students and their families

- An ongoing formation program will be created to ensure that teachers are provided with the opportunity to grow in their own knowledge of faith and to allow them opportunities for shared faith experiences.
- An annual meeting will be established at each school between the local pastors and school principal to discuss the spiritual, catechetical and evangelical mission and work of the school.

## GOAL #5 EACH SCHOOL MUST INTENTIONALLY FORM STUDENTS, TEACHERS, STAFF AND PARENTS IN THE BAPTISMAL MANDATE TO SERVE AS EVANGELIZERS IN THE WORLD (MISSIONARY DISCIPLES)

### OBJECTIVES

1. Opportunities must be offered for teachers and parents to learn about and embrace this call within the classroom and at home.
  - a. Faith sharing groups are an effective way by which adults can have their questions of faith addressed and grow in relationship with Christ.
2. Special attention must be given in our educational curriculum to present the social teachings of the Church and how they apply to current societal issues, including the sin of racism, bigotry and discrimination wherever it may be found, the dignity of the human person and the proper stewardship of creation.
3. An appreciation of the global missionary service of the Church must be inculcated in our schools, to help students support and stand in solidarity with the marginalized, poor and disenfranchised throughout the world.

### KEY STRATEGIES

- A calendar of formational opportunities will be created at each school.
- Schools will partner with the Diocesan Leadership institute to promote family faith building opportunities.

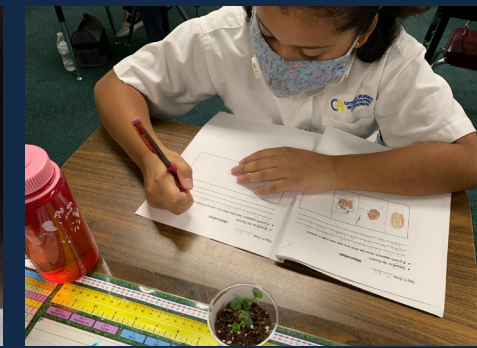
### KEY STRATEGIES

- Religion curriculum and curricular overlays will be created and a phased in implementation will start in the 2021-2022 school year.



# Strategic Priorities

## 2. ACADEMIC EXCELLENCE



**A**t the heart of Catholic education is the search for Truth, which necessarily includes the purposeful cultivation of all of those human faculties which help us to approach understanding of Revelation, Creation and Tradition. Forming young people in academically excellent schools constitutes effective stewardship of our children's God-given gifts to inquire, understand, relate, express, create, and ultimately, to serve as missionary disciples.

The essential qualities of an excellent diocesan Catholic academic program include:

- 1 A Catholic culture that is infused across the academic program in ways that affirm and advance the virtues and teachings of the Church;
- 2 A cohesive, rigorous, vertically aligned, and well-articulated curriculum;
- 3 Curricular and co-curricular offerings that attend to the growth and development of the whole child—physical, artistic, academic, spiritual, and the role of the school in the life of the family;
- 4 Motivated and mission driven administrators and teachers who embrace a culture of continuous improvement aligned with the vision of diocesan academic excellence.

### GOAL #1 DEVELOP AND COMMUNICATE CLEAR GUIDELINES FOR CURRICULAR GOVERNANCE WHICH CLARIFY THE ROLE OF THE OFFICE OF THE SUPERINTENDENT OF SCHOOLS (OSS) AND REQUIREMENTS FOR SCHOOLS IN THE AREA OF CURRICULUM

#### OBJECTIVES

1. The Diocese of Bridgeport (DOB) leverages the scale, legacy, and shared mission of the schools to operate a school system, with policies and resources to support and ensure the academic excellence of all schools operating under the banner of the OSS.
2. A dedicated Director of Curriculum, Instruction and Assessment will be hired to support Academics, ensuring that the personnel resources of the OSS align with all Strategic Priorities.

#### KEY STRATEGIES

- A Diocesan Director of Curriculum, Instruction and Assessment will be hired for the start of the 2021-2022.
- Revised policies and principles for curriculum governance will be disseminated to ensure academic quality and encourage curricular innovation across diocesan schools.
- The OSS will identify resources (materials, personnel, and experiences) to encourage and support the articulation of Catholic culture in the academic domains, as evidenced in their curriculum documents and reported in the annual report on Catholic Identity.
- A vision for diocesan academic excellence will be published in the fall of 2021.

### GOAL #2 ENSURE THE QUALITY, CONTINUITY, AND ACADEMIC EXCELLENCE OF THE DIOCESE OF BRIDGEPORT (DOB) SCHOOLS WITH STANDARDS-ALIGNED CURRICULUM DOCUMENTS

#### OBJECTIVES

1. Ensure that curriculum standards are identified/developed for all applicable grade levels/academic areas and reviewed on a cyclical basis.

2. For Diocesan K-8 schools: revise, update, and create curriculum maps for all subjects defining scope and sequence, standards-alignment, and student performance benchmarks with sample formative assessments.
3. For diocesan high schools: identify and align with common academic standards and establish a process to review each high school's academic program.
4. Provide exemplars of high-quality instructional and assessment strategies for teachers across all grades/academic areas that are aligned with diocesan curricular standards to foster the academic development of a wide range of learners.
3. Revise the K and 1-8 report cards and grading policies, as needed, to reflect the:
  - a. Vision for diocesan academic excellence
  - b. Best practices from personalized learning
  - c. Adopted/revised curriculum standards and maps
4. Continue Professional Development efforts aimed at differentiation and accommodation/modification in curriculum, instruction, and assessment for different learner needs.
5. Explore learner-specific barriers to OSS school selection/continuance and identify opportunities to add supports for students.

#### KEY STRATEGIES

- The OSS will publish curriculum standards (PK-12) and share curriculum documents (PK-8) to include scope and sequence, standards-alignment, and student performance benchmarks with sample formative assessments in all academic areas.
- Professional development programs, support resources and procedures in alignment with the strategic priorities will be offered by the OSS.

### GOAL #3 TEACHERS AND LEADERS WORK COLLABORATIVELY AND CREATIVELY TO ENSURE THE ACCESSIBILITY, QUALITY AND RIGOR OF THE ACADEMIC PROGRAM

#### OBJECTIVES

1. Work to document and institutionalize pedagogical best practices and instructional/assessment resources identified and developed in the Personalized Learning Initiative.
2. Align teacher professional development and evaluations to the newly developed diocesan vision of academic excellence.

#### KEY STRATEGIES

- The Director of Curriculum, Instruction and Assessment will establish and disseminate the diocesan vision of academic excellence.
- Multiple indicators will support each school's reputation of academic excellence, including strong enrollment, results of standardized tests, accreditations, commendations, and college acceptances.
- Classroom visits will be conducted by school leaders and instructional coaches and student artifacts will demonstrate the principles of the vision of academic excellence and the ability of the teachers to attend to the strengths and needs of a wide range of learners.
- Diocesan schools will foster teaching excellence through competitive hiring of teachers, strong teacher retention, and teacher development.



# Strategic Priorities

## 3. GOVERNANCE, LEADERSHIP AND ENGAGEMENT



**T**he importance of effective governance and strong capable educational leadership cannot be overstated and is the hallmark of every high-performing school and school system. The school board plays an essential role in our Catholic schools. The board needs to be able to manage a number of conflicting roles; being supportive of the school while challenging the status quo, representing the community while ensuring a united voice and balancing the immediate operational needs with strategic planning. Additionally, successful boards are able to effectively engage both the school and the larger community in carrying out their mission. The Office of the Superintendent of Schools (OSS) must support boards in their efforts by creating clear processes and protocols, defining expectations and requirements of members and by providing on-going training and support.

While many factors play a part in ensuring strong, competent and empowered leadership at the board, school, and community levels, four essential qualities are indispensable. They are:

- 1** Leadership must be cultivated at every level;
- 2** Governance models must meet the needs of the individual school. The discernment process must allow each school to establish a suitable board with continued training and support;
- 3** Clear expectations and ongoing professional development and support for all members of boards including pastors, school leadership, and all committees and sub-committees must be provided;
- 4** Strong community engagement practices that extend not only to the school community but into the larger community as a whole must be implemented.

### GOAL #1 IDENTIFY THE GOVERNANCE MODELS

#### OBJECTIVES

1. A Governance model manual will be created which will clearly delineate the difference in each model; Diocesan Schools, Diocesan Sponsored Schools (Academy Model) and Parochial Schools.
2. Each school will conduct an assessment of its current model, defining its strengths and weaknesses, as well as survey the current board members and families to get a full evaluation of its current model.
3. Once a model is selected a clear path and yearlong timeline will be created to conduct the board selection process and allow the proper training development to transpire.
4. The board selection process will be established in order to maintain the proper representation of the necessary competencies.

#### KEY STRATEGIES

- A governance manual will be shared with all schools in the winter of 2021.
- A Model/Board assessment tool will be used by each school to evaluate its current model and board composition.
- By summer of 2021, each school will have conducted the assessment of its model and reported its findings to the OSS and the Bishop.
- For those seeking new models or for those who need to strengthen their board, a search for new board members will commence with training in place to seat board members no later than the 2021-2022 school year.

### GOAL #2 DEFINE EXPECTATIONS AND REQUIREMENTS

#### OBJECTIVES

1. Detailed participation agreements will be developed for each governing model.
2. A policy on shared costs with the diocese and school, as well as school and parish, will be created to clearly identify the financial responsibility of each.
3. Every school will develop a lease agreement with their host parish with the assistance of the diocesan legal and real estate office.
4. A schedule will be created for the frequency of audit, the scope of which will be defined by the Chief Financial Officer of the Diocese.

#### KEY STRATEGIES

- Every school will have an executed participation agreement in place for the start of the 2021 school year.
- Every school will have a lease agreement in place for the start of the 2021 school year.
- A capital expense fund will be created for each school with a schedule of deposits outlined in the lease.

### GOAL #3 ONGOING PROFESSIONAL DEVELOPMENT AND SUPPORT

#### OBJECTIVES

1. During the transitional period board members will receive appropriate professional development to help them understand their level of responsibility in the new model.
2. Each year board members will be required to attend three professional development opportunities, which can be done in person, or in a webinar format.
3. A clearly defined process will be established for selection and on-boarding of members.



4. Bylaws will clearly articulate roles of the executive board, pastors, school leaders as well as particular committees and subcommittees, such as finance, audit, academic, budget, Catholic identity, and advancement.
5. Formation opportunities will be provided for board members as we work to strengthen the Catholic identity of our schools.



### 3. GOVERNANCE, LEADERSHIP AND ENGAGEMENT

#### KEY STRATEGIES

- Bylaws will be reviewed and updated for each school so that they can be adopted in time for the 2021 school year.
- A Board training protocol will be established, and implementation will begin in preparation for the 2021-22 school year.
- Home School Association (or other parent groups) will have updated bylaws in place for the start of the 2021-22 school year.

#### GOAL #4 EMPOWER AND SUPPORT LEADERSHIP ON EVERY LEVEL OF THE CATHOLIC SCHOOL SYSTEM

##### OBJECTIVES

1. Restructure the OSS so that diocesan leadership can better serve the needs of the schools:
  - a. Identify the most necessary functions of the OSS.
  - b. Realign staffing to most effectively meet the defined needs.
  - c. Reassign duties that need not be executed by the OSS.
  - d. Hire a Director of Curriculum, Instruction and Assessment to ensure quality and continuity of curriculum across the Diocese.
2. Improve recruitment and retention of leaders and teachers:
  - a. Review hiring practices to ensure pedagogical skill and content knowledge.
  - b. Review salary scale and explore various models of compensation.
  - c. Explore tuition exchange options for teachers.
  - d. Promote cooperative agreements with Catholic colleges and universities.
3. Enhance ministerial awareness, formation and support for all teachers, staff and administrators:
  - a. Review hiring process to ensure hiring for mission in all school positions.
  - b. Create a schedule and a vehicle for formation.
  - c. To promote consistency of culture, explore ongoing formational experiences for our parents, who are the prime formators of their children in the faith.

#### KEY STRATEGIES

- A new recommended organization chart and description of duties for the OSS will be submitted to the Bishop before January 2021.
- A Director of Curriculum position will be created and filled prior to the start of the 2021 school year.
- A mission-focused hiring process will be created and implemented for the 2021 hiring season.
- A certification process will be developed to ensure continuous faith formation for teachers so they can fully embrace their role as ministers of the faith.
- In collaboration with the Diocesan Leadership Institute, a calendar of faith development opportunities will be created for parents and shared at the start of the 2021 school year.

#### GOAL #5 COMMUNITY INVOLVEMENT

##### OBJECTIVES

1. The Diocese will continue to provide consistent branding for our Catholic schools and work collaboratively with the schools on the strategic vision for marketing practices.
2. Volunteer networks and community partnerships will be created to allow schools the opportunity to work in greater collaboration.
3. School and parish leaders will work together in strengthening the relationship between host parish and school.

#### KEY STRATEGIES

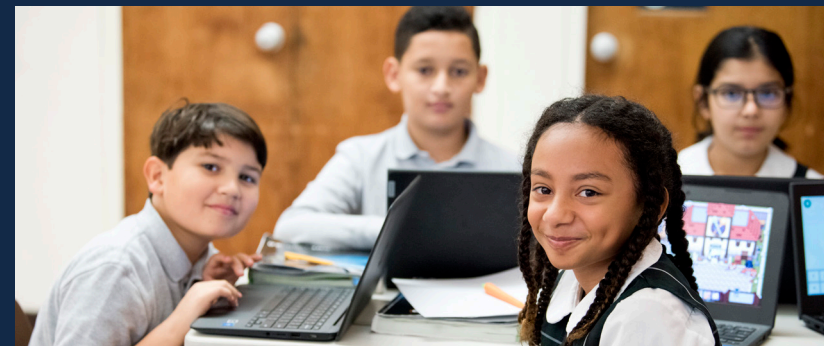
- Every school will have a designated person for enrollment, marketing and advancement.
- Each school will work with their host parish to develop at least one school/parish event for the 2021 school year.





# Strategic Priorities

## 4. OPERATIONAL VITALITY AND FINANCIAL STABILITY



**O**perational vitality and financial stability for all Diocese of Bridgeport (DOB) Catholic elementary and high schools is essential. The financial stability of the system as a whole is reliant upon a high level of operational vitality at each school. Operational vitality refers to the efficacy of financial management and advancement of the school. The sustainability of Catholic schools depends on sound financial planning, institutional advancement, ongoing facilities management and effective community engagement.

While many factors play a part in the ensuring the operational vitality of our schools, four essential qualities are indispensable. They are:

- 1** Schools must be self-sufficient and cannot rely on subsidy from the diocese or the parish. Schools that consistently have deficit budgets will be determined to be nonviable;
- 2** Available resources should be reserved for schools that can thrive given sufficient time and seed investment;
- 3** Certain common administrative tasks should be centralized allowing for expertise to be leveraged across the system and the streamlining of services and enrichment opportunities;
- 4** Schools must have business plans built on sound financial and demographic data that incorporate infrastructure and capital needs.

### GOAL #1 DEVELOP A DIOCESAN SCHOOL SYSTEM THAT IS SUSTAINABLE LONG TERM WITHOUT OPERATIONAL SUBSIDY FROM DIOCESAN OR PARISH ENTITIES

#### OBJECTIVES

1. The Education Commission and the Office of the Superintendent of Schools (OSS) will develop criteria for schools to be deemed viable.
2. The Education Commission will collect all key data required to complete school viability assessment and will make a recommendation to the Bishop.

#### KEY STRATEGIES

- Key viability metrics were created for school analysis in October 2020 (prior to plan publish date).
- School analysis will be conducted during the 2020-21 school year.
- Announce operational or structural changes in winter of 2021.

### GOAL #2 ENSURE THAT EVERY ELEMENTARY SCHOOL AND HIGH SCHOOL THAT IS DECLARED VIABLE WILL HAVE A FINANCIAL/BUSINESS PLAN

#### OBJECTIVES

1. All schools in the diocese school system will have a financial plan where the cost structure is supported by the school's sources of revenue.
2. Each school will have a marketing and enrollment strategy that promotes what differentiates them from both public schools and other Catholic schools by defining their perceived value and competitive advantage.
3. Every school will have a Marketing and Enrollment management system.

4. Every school needs a clearly defined viability threshold and a baseline, which if it falls below, demonstrates a lack of financial stability.
5. Planning for the funding of long-term maintenance and capital improvements for the school building needs to be a part of the overall economic envelope, planned for and funded annually.
6. Schools should execute a lease agreement with the host parish/entity.

#### KEY STRATEGIES

- A school financial manual will be published by June 2021.
- The Diocese creates and seeks initial funding of shared services that will improve the delivery of key services at a reduced cost prior to the start of the 2021 school year.
- Each school board and principal will complete a financial/business review of their school in the fall of 2021 and present financial data as part of their State of the School address
- Schools will have marketing and enrollment initiatives.
- Every school will have a signed lease agreement with the host parish/entity prior to the start of the 2021-22 school year.
- Long-term maintenance and capital improvements budgets will be developed for each school before the end of the 2021-22 school year.

### GOAL #3 THE DIOCESE WILL CONTINUE TO SEEK FUNDING THROUGH PHILANTHROPY TO SUPPORT THE IMPROVEMENT OF SCHOOLS AND TO ENSURE ACCESSIBILITY FOR ALL FAMILIES ESPECIALLY FOR THOSE WITH FINANCIAL NEED

#### OBJECTIVES

1. The diocese will continue its advancement efforts to identify financial support for students with financial needs.
2. Additional financial support will be sought out for mission-like schools where the majority of their students need financial assistance and for whom a good alternative education is not an option.

3. The diocese provides a very limited amount of direct support in 2021/2022 for schools that are completing a transition to a new model.

#### KEY STRATEGIES

- Additional funds are identified to support mission-like schools by the fall of 2021.
- The diocese earmarks a specified ceiling of support available in 2021/2022.

### GOAL #4 THE DIOCESE WILL CREATE A CENTRALIZED SUPPORT NETWORK FOR SCHOOLS

#### OBJECTIVES

1. The Diocese will create The Seton Collaboration, an Operational Support Network (OSN) to centralize and streamline certain administrative tasks across schools in the Diocese.
2. The Education Commission will research models such as Partnerships Schools in New York, the Christo Rey Network, and Faith in the Future.
3. Hire a consultant to properly plan and initiate an OSN.
4. Informed by administrator and the board input, inventory the needs that would be included in a centralized approach.
5. The OSN will hire competent professionals to improve academic, financial and operational performance as well as to leverage the economies of scale and offer expertise as resources to our schools. Proposed areas of support could include:
  - a. Development
  - b. Marketing
  - c. Accounting
  - d. Enrollment/Recruitment
  - e. Technology
  - f. Counseling
  - g. Student Support Services





## 4. OPERATIONAL VITALITY AND FINANCIAL STABILITY

### KEY STRATEGIES

- Evaluation of 2020 Pilot OSN offerings (advancement and social work support) will be conducted in February of 2021 for planned expansion in the 2021 school year.
- A phased in model for an OSN organization will be fully developed by January 2021 for implementation.

### GOAL #5

**THE DIOCESE WILL CREATE CONSORTIUMS OF SCHOOLS WHO WILL PARTNER TOGETHER TO PROVIDE A HIGH QUALITY CATHOLIC EDUCATION WHILE LEVERAGING THE BENEFITS OF SCALE**

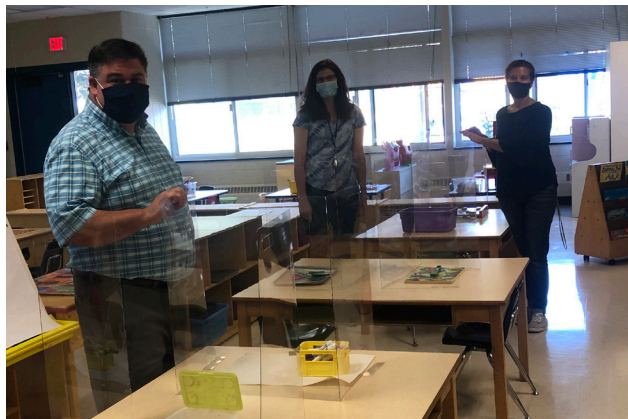
### OBJECTIVES

1. Coalitions of two or more Catholic schools will be formed to allow schools to work together to share resources and create opportunities for innovative programs
  - a. Schools will maintain governance structure and unique character and charism
  - b. A committee of each board is formed to collaborate with consortium schools
2. Coalitions will focus on improved academics and programs as well as reduction in costs in areas such as:
  - a. Shared teachers and staff
  - b. Procurement
  - c. Maintenance
  - d. Extracurricular, intramural, and athletic opportunities
  - e. Shared grant opportunities
  - f. Theatre and fine arts
  - g. Special education support

### KEY STRATEGIES

- Description of potential areas of collaboration to be developed with key stakeholders in the spring of 2021.
- Evaluation of schools to determine potential consortium collaboratives to be completed in the summer of 2021.





# The Year In Review

OUR SCHOOLS | AT A GLANCE

2019-2020

**4669**

Students enrolled in our  
**19 Elementary** and  
**1 Special Needs School**

**2064**

Students enrolled  
in **Diocesan** and  
**Diocesan Sponsored**  
**5 High Schools**

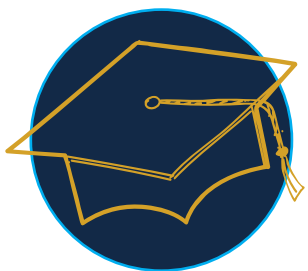
**1555**

Students enrolled in  
**5 Independent**  
**Catholic Schools**

**8288 STUDENTS**

**FORMED, INFORMED, AND TRANSFORMED**

Over 8,000 students are educated  
in Catholic schools in the Diocese.  
This includes 19 elementary schools,  
5 high schools, 1 special needs school,  
and 5 independent schools.



**100%**

The percentage of our  
students that graduate  
from our high schools.



**99%**

The percentage of our high  
school students that go  
onto college or the military.



**\$89,791,381** in college scholarships  
were awarded to **585** graduating seniors from our diocesan  
and diocesan sponsored high schools.

## BISHOPS SCHOLARSHIP FUND



The mission of the Bishop's Scholarship Fund is to help families afford a Catholic education. This year the BSF awarded over \$2,600,000 in aid to families at the Diocesan elementary schools in Fairfield County.

**1262 students awarded**  
**\$2,675,950 in tuition assistance**



**\$6,023,537**

Overall calculated need



**48%**

Raised by  
single parents



**54%**

Qualify for  
free/reduced lunch

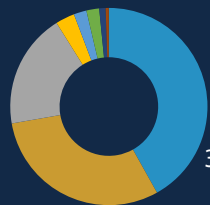


**\$56,293**

Average gross income

**\$40,144**

Median gross income



**39% Hispanic**  
**31% White**

**17% African American**  
4% Multiracial, 3% Asian,  
3% Not Reported, 2% Other,  
1% Native American



FOUNDATIONS IN EDUCATION

TRANSFORMING LIVES THROUGH EDUCATION



## FALL 2019-WINTER 2020 | A Normal Year

The 2019 school year began without a hitch as our personalized learning initiative entered its third-year, with all of our 19 diocesan elementary schools personalizing instruction for over 4,600 students. As Winter 2020 welcomed us we began professional development and planning for the final phase of our Personalized Learning Initiative. We continue to develop a deep knowledge of every student and personalize instruction to ensure all students achieve both academic and personal goals. We blend the best of our Catholic schools' long tradition of academic excellence and faith-based moral development with cutting-edge learning technologies and instructional practices.

## SPRING 2020 | A New Normal

Spring brought to us a new normal with the sudden increase in COVID-19 cases, which forced school closures across the country. Though distance learning wasn't ideal, the work that was done in the first two years in our schools with the personalized learning initiative to develop teachers and build our technical capacity allowed the transition of over 7000 students to a distance learning program over one weekend.

Principals and teachers were aware that some families did not have computers at home, therefore we had both high-tech and low-tech components, with opportunities to send parents lesson packets with follow-up assessments by phone if needed. Our schools were also loaning out Chromebooks to families who needed one.

The result was that every school was prepared to meet its students' needs. Some of our high schools moved their curriculum into the cloud and were teaching everything online so that students had full-schedule days from home.

To keep this momentum going, groups of teachers and administrators began to meet daily and continued to facilitate the sharing of best practices, materials and resources. At this point, the personalized learning team had led over 100 professional development sessions and provided a virtual help desk for teachers and parents. As a result, our distance learning program continued to get even better every day.

By late spring it became clear that we would remain in distance learning for the remainder of the year. Task force groups for preschool and K-12 were created. Teachers and leaders, informed by parent and teacher focus groups and interviews, began to create a plan to ensure that our schools would be prepared to welcome students back in the fall. The primary focus of the group was the return of students to a full five-day schedule of in-person instruction, while also planning for the possibility of having to make a fluid transition to a more robust distance learning plan. In addition, the groups worked on the creation of a hybrid model for students who either could not immediately return to school in the fall or who had to learn at home temporarily at some point in the year.



**"As we look toward the 2020 – 2021 school year, we face obvious challenges as a result of the COVID-19 pandemic. The re-opening document contains some of the guidelines that we will follow so that, working together, we can meet those challenges."**  
**Dr. Steven Cheeseman, Superintendent of Schools**

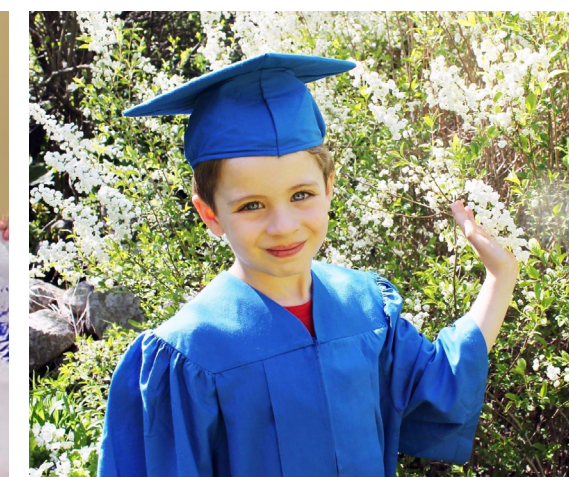
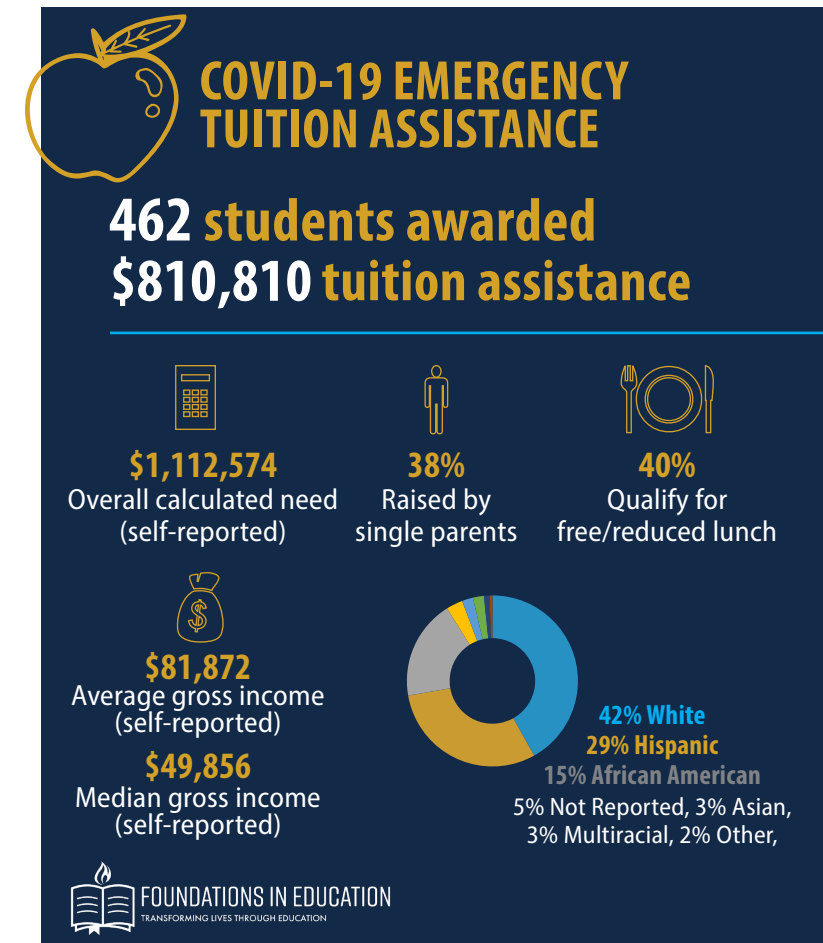
## SUMMER 2020 | The Re-Opening Plan

Using our online learning platform, students logged in and demonstrated mastery of over 2,500 skills. Further, teachers volunteered their time over the summer to work with colleagues and the personalized learning coaching team to identify and address emerging challenges related to teaching during a pandemic. These professional learning communities and professional development meetings drew in teachers over 900 times - which is truly amazing. This work helped teachers gain and share the skills and practices to feel confident in opening their classrooms safely as well as moving to remote learning if necessary.

It was with great anticipation that we all waited to see how this pandemic would play itself out over the following months, and we were left with many unanswered questions. What was abundantly clear, however, was that our students needed to return to the classroom in the fall. In July the Re-Opening Plan was issued to parents, students, and faculty. The plan was thoughtfully developed and guidelines were created with every student, parent, faculty and staff member in mind. The theme of the plan was "We Face it together," and the document focused on Faith, Academics, Community, and Empowerment. It covered a wide range of topics related to returning to school including the use of face coverings, physical distancing, sudden building closures if necessary, temporary home instruction, and support resources for students, parents, faculty and staff. Every Catholic school within the diocese considered the new guidelines and were expected to implement them based on feasibility, limitations of their setting, and student and teacher needs.

The impact of this pandemic touched many aspects of our families lives, one of which was financial. We were fortunate to have an anonymous donor to Foundations In Education provide funding for COVID-19 Emergency Tuition Assistance for elementary school families in our Diocesan schools who were suffering from the negative economic impact. Within the first week of announcing the fund, 100 applications for tuition relief assistance had been received. This fund awarded \$810,810 to 462 of our students.

**"This gift is truly an answer to our prayers. Many of our families applied for assistance before the pandemic even hit. Imagine the elevated need resulting from the economic consequences facing our families because of business closures and the necessary state shut down. We pray that this assistance is enough to help ease the burden for our families and help keep their children in school."** *Holly Doherty-Lemoine, Executive Director of Foundations in Education*





As the months of planning and preparation for the re-opening of our schools got closer, Dr. Cheeseman began visiting each school to ensure compliance, to share best practices and to run through possible scenarios related to the re-opening and ongoing challenges. While he was confident that the schools could meet and even exceed government safety requirements, he knew we had to approach the school year with a sense of caution even as the excitement of the return to the classrooms came near.

The excitement was also evidenced by our families with all they did to prepare our school playgrounds and classrooms to be sure all were ready for the students come the fall! Our schools' communities always have a way of coming to together to face any and all challenges together.



**“The smaller size of our school populations and the mission driven zeal of our teachers and administrators have allowed us to be flexible in our planning, to use space and instructional time creatively and to create school environments that are healthy, safe and nurturing.” Dr. Steven Cheeseman, Superintendent of Schools**

- FALL 2020 | Schools Re-Open**

The new school year began with a confirmation that extraordinary steps had been taken for a safe and measured re-opening during the pandemic, which gave families, students, school administrators, teachers and staff the assurance that every possible step had been made to keep them safe in those classrooms. With the ability to provide in-person classes many of our schools have seen an increase in enrollment and a growing number of inquiries.

When the school doors began to open this fall you could see the excitement. The masks that every student, teacher and staff member wore couldn't hide the smiles of everyone being back in their school hallways.

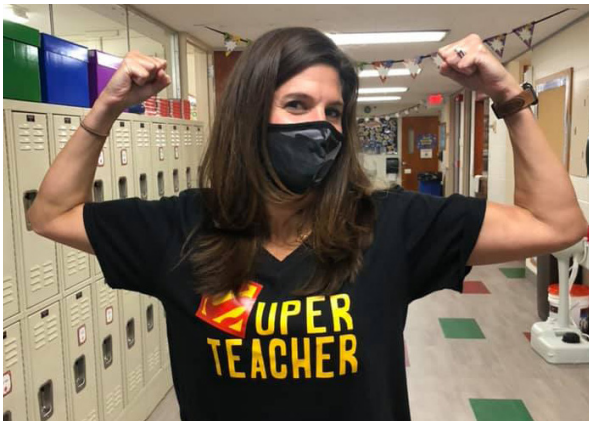
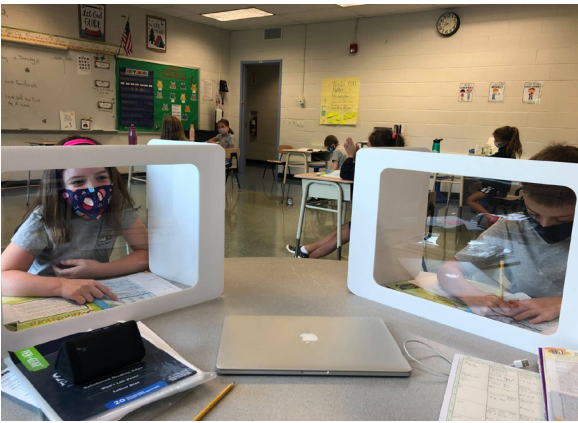
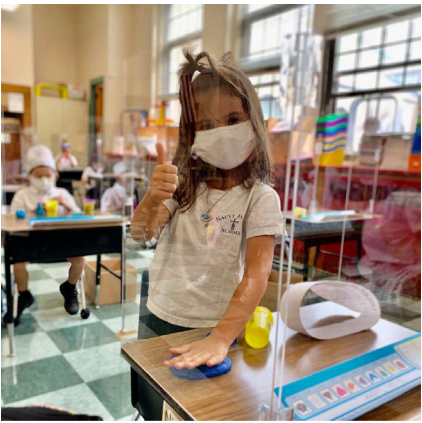
While the schools move ahead with in-person classes, the diocese has also provided remote learning options for families who prefer to keep children at home through its Online Catholic Academy. The year began with more than 175 students enrolled, and has proven to be a great success. The students receive instruction live or recorded from their teachers and are able to remain a part of their class and school communities.

Teachers continue to rise to the challenge to maintain the core practices of individual and small group instruction based on individual student learning needs while practicing physical distancing requirements.

Schools are prepared to move ahead with hybrid plans if that becomes necessary as a result of a spike of the virus in a given school. Any future decisions to transition to a hybrid model and full distance learning will be made on an individual school basis. These decisions are made in discussion between the school administration, the Office of the Superintendent in consultation with the bishop, and the Health Department from the town within which the school is located. This decision is informed by state guidelines, the number of confirmed cases in the specific school and the ability of the school to mitigate risk of virus spread.

Recognizing that this has been a potentially stressful year for everyone, it was important for us to offer an extra layer of support for our families, students and teachers during these challenging times, therefore we partnered with MyCatholicDoctor which is a nationwide telehealth service that brings a network of faithful medical professionals to patients through video-based health consultation on almost any smartphone, computer or tablet. MyCatholicDoctor made it a priority to find a way to support our schools and provide medical expertise to keep students and faculty safe and prevent the spread of illness during the era of COVID-19. This partnership offers additional comfort to our communities, in a time when we all need it most.

Our students remain focused and through all of this they continue to serve those in need, which is one of the many examples of how our Catholic schools are faith-based, with values-infused curriculum that we continue to be proud of. Though we are only a few months into the school year both our high schools and elementary schools



have already found many ways to engage in their communities and make a difference. Just in the last month alone, to name a few, Notre Dame High School students donated to their Thanksgiving and Turkey Food Drive for the Daughters of Charity--they were able to deliver a car load of turkeys to support local families in need; the students at St. Catherine of Siena School in Trumbull held a food drive and collected and delivered non-perishable food items to the Spoon House in Shelton; St. Rose of Lima School in Newtown organized a Pink Day where the students dressed in pink and made donations to the Memorial Sloan Kettering for breast cancer research, and in addition every class prayed the rosary throughout the day for all those who have been affected; Immaculate High School in Danbury students ran a very successful coat drive collecting and delivering 505 coats, 8 pairs of snow pants, and 12 pairs of snow boots. The list goes on, and we continue to be incredibly proud of how our students continuously show

respect for self, school and others in our community.

The year is a different one, but the traditions continue--our **FAITH** is still at the root of all we do. Whether through religion class, streamed or live Masses or prayer before every class, our schools are Christ-focused and student-centered. Our **ACADEMIC** programs remain rigorous and we continue to recognize the dignity of every child while challenging each student to fully develop their God-given gifts and talents. We continue to be a **COMMUNITY**, offering a safe and nurturing environment that is family oriented and that encourages students to serve others. And we continue to **EMPOWER** our teachers with professional development to meet the ever changing academic and social-emotional needs of our students. We remain in this together, and will continue to **FACE** these challenges together.





## DIOCESAN AND DIOCESAN SPONSORED SCHOOLS

### BETHEL

St. Mary School

### BRIDGEPORT

Catholic Academy of Bridgeport

St. Andrew Academy

St. Ann Academy

St. Augustine Academy

St. Raphael Academy

Kolbe Cathedral High School

### DANBURY

St. Gregory the Great School

St. Joseph School

St. Peter School

Immaculate High School

### FAIRFIELD

Assumption Catholic School

St. Thomas Aquinas School

Notre Dame High School

St. Catherine Academy

### GREENWICH

Greenwich Catholic School

### NEW CANAAN

St. Aloysius School

### NEWTOWN

St. Rose of Lima School

### NORWALK

All Saints Catholic School

### RIDGEFIELD

St. Mary School

### SHELTON

Holy Trinity Catholic Academy

### STAMFORD

Catholic Academy of Stamford

Cardinal Kung Academy

### STRATFORD

St. James School

St. Mark School

### TRUMBULL

St. Catherine of Siena School

St. Theresa School

St. Joseph High School

### WILTON

Our Lady of Fatima Catholic Academy

## INDEPENDENT CATHOLIC SCHOOLS LOCATED IN THE DIOCESE

*Independent schools in the diocese function independently of the Office of the Superintendent of Schools but are bound by Catholic identity requirements of the Bishop of the Diocese of Bridgeport.*

### FAIRFIELD

Fairfield College Preparatory School

### NORWALK

Regina Pacis Academy

### GREENWICH

Sacred Heart Greenwich

### STAMFORD

Mater Salvatoris Preparatory School

Villa Maria School



238 Jewett Avenue, Bridgeport, CT 06606  
203.416.1638

*All schools in the Diocese of Bridgeport are fully accredited by the New England Association of Schools and Colleges, a globally recognized standard of excellence. In order to become accredited, each school is asked to engage in a thorough and rigorous self-examination lasting 12 to 18 months led by a team of peer evaluators, who are faculty and administrators from other accredited institutions. The team summarizes its finding in a written report which addresses the institution's results. In the self-study, the school measures and verifies its achievements and identifies ways in which the institutional objectives can be perfected using the Standards for Accreditation as a guide.*