

*Academic Excellence, Faith Formation, Community Service*



Principal  
**Entry Plan**

William R. Driscoll  
St. Peter-Marian Jr/Sr High School





## INTRODUCTION

*The Catholic Schools Office of Worcester is seeking an experienced, energetic, and innovative leader who will serve as Principal of Saint Peter-Marian Central Catholic Junior/Senior High School. The Principal shall articulate a student-centered vision of success in academics and Christian character, using that vision to create a positive and faith-filled learning environment.*

I have been a Catholic educator for 23 years and remain fiercely committed to the mission of providing a faith-based education for all students. Our schools strive for academic excellence, faith formation according to Gospel values, and community service to those most in need. This document is offered as my plan to achieve those goals and provide a framework for promoting the mission of St. Peter-Marian in my first 100 days as Principal.

The three-phase plan outlined in this document consists of *learning, growing and collaborating*. Firstly, I intend to **learn** where the strengths and weaknesses of the school exist by analyzing student achievement data, operational systems, balance sheets, and marketing efforts. Secondly, I plan to **grow** by getting to know the community better by listening to multiple voices and building relational trust. Thirdly, I will shape the future by **collaboration** with school leaders, faculty, parents, colleges, and businesses throughout the Diocese of Worcester

<b>Phase 1</b> <b>TRANSITION</b> July-August Analyze Data	<b>Phase 2</b> <b>ENTRY</b> September-October Build Relationships	<b>Phase 3</b> <b>STRATEGY</b> October-November Shape Plans
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My work as Principal of St. Peter-Marian will be guided and influenced by the work of Andy Hargreaves of the Lynch School of Education at Boston College. His research on uplifting leadership, professional capital and collaborative systems has influenced much of my work as a professional at St. Peter-Marian, especially the importance of empowering teachers and distributing leadership. As he wrote, "Too often, shared visions really mean, 'I have a vision; you share it!'"

This statement is an all too common refrain in secondary schools. For many of our stakeholders, they do not feel listened to or included in the decision-making process. Catholic schools provide a different approach to schooling that envisions parents, students, and faculty working together to promote an education that is infused with the principles of cooperation, solidarity, hope, love, and

**The mission of the community of St. Peter-Marian Junior-Senior High School is to encourage each student to become a responsible, respectful member of the human community in the Roman Catholic tradition as espoused by the shared values of our founding orders, the Sisters of St. Joseph and Sisters of Mercy: *faith formation, academic excellence, and commitment to service.***

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charity. My key challenge is to give voice to the administrators, teachers, students, and parents who are dedicated to Catholic education so we can pursue a dream that is forged together.

My unique experience as an educator who has spent my entire career in the Diocese of Worcester positions me ideally for the Principal of St. Peter-Marian Jr/Sr High School. Due to my years as a teacher at St. Bernard's and Assistant Principal at St. Peter-Marian, I possess valuable institutional knowledge that will afford me the advantage to fully grasp the challenges and assets of working within the Diocesan school system. My close working relationship with outgoing Principal Denise Allain provides me with insight into the strengths of our community. I have observed her lead for excellence and understand the challenges that the school faces as we meet the demands of an ever changing educational market place.

Additionally, my service on diocesan committees, as a board member on the Adopt-A-Student Steering Committee, and outreach to local colleges and the business community taught me the importance of capitalizing on the strong relationships I forged with key players at our schools and in our community. Our shared projects have enhanced the academic offerings of the school and supported our growth.

Above all, I learned that relational trust is essential to implement my vision to increase the vertical, horizontal and developmental coherence that is necessary to build stronger schools. I will coordinate the efforts of our teachers, parents and community leaders to provide a world-class Catholic education that always puts the best interests of our students first and prepares them for the 21<sup>st</sup> Century. My goal is to be transparent, recognize those areas that need immediate attention, plan to enhance those requiring more long-range efforts, and collaborate with other schools to maximize academic achievement and energize our educators so that they feel valued and supported.

I share the Assistant Superintendent for Secondary School's sense of urgency that we must work together to advance Catholic education in innovative ways that maximize growth. I realize that I cannot achieve this alone and plan to form a transition team that consists of diverse stakeholders to implement changes and make improvements. The team will be charged with creating strategic plans for academics, forging practices that create the conditions for growth, organizational coherence, and outstanding teaching and learning. Most importantly, we must work together to assure that our decisions are aligned with the values of the Church, to provide an education that forms and prepares men and women of character and intellect, confident of their mission and ability to transform the world by Gospel values. We are educating students for ***academic excellence, faith formation and community service.***

William R. Driscoll





## Transition Goals

1

**Develop and strengthen the relationship between faculty and the Leadership Team**

In order to ensure an intense focus on meeting the needs of all students, the Principal must develop a trusting, positive, collaborative and team-oriented relationship with teachers and the leadership team. I will work with the Assistant Superintendent of Secondary Schools on issues of governance, management, core values and beliefs, reform, and creating a theory of action.

**1. To establish and promote highly effective governance by building a trusting, productive, collaborative relationship with school leaders and the Catholic Schools Office.**

- Share Entry Plan with the Assistant Superintendent, School Leadership Team, and various community groups for feedback and suggestions.
- Engage in one-on-one meetings with Teachers to deepen relationships and broaden perspective
- Partner with the Assistant Superintendent to gain clarity on communication protocols, roles, responsibilities, norms, expectations for the first year, agenda setting, future work session dates and professional learning opportunities.
- Establish communication protocols and expectations
- Develop a process, structure and timeline to measure success of current strategic plans, a school improvement plan and other key goals of the Superintendent of Catholic Schools.
- Establish a structure and/or expectations for responding to faculty concerns, comments and feedback.





## Transition Goals

2

Provide instructional leadership to ensure college and career readiness

Ensuring all students not only graduate from St. Peter-Marian but also receive diplomas that truly demonstrate college- and work-readiness is the ultimate goal and responsibility of all educators. To ensure instruction is occurring at high levels, teachers must have a rigorous instructional curriculum, processes and tools to monitor student progress as well as opportunities and resources to provide necessary interventions. We will focus on teaching and learning and put the needs of students first in every decision.

**2. To focus organizational efforts and align resources to ensure all students are college- and career-ready and achievement gaps are closed.**

- Analyze patterns in student achievement data and achievement gaps to evaluate the current state of teaching and learning
- Assess the school's expectations for students' academic success and commitment to meeting the needs of all of its learners
- Identify areas of underperformance and initiate root-cause analysis of how schools can meet the needs of all students; determine a course of appropriate action
- Explore how the school monitors data to ensure all students are performing at or above grade level and/or are receiving appropriate, targeted interventions
- Establish a protocol to review the instructional program, practices, curriculum and support materials for evidence of effectiveness in improving student achievement and closing any existing gaps between all student populations





## Transition Goals

3

**Identify operational efficiencies across the organization and solidify best practices consistent with the Diocese's mission**

To fully realize a vision of systemic coherence it will require a high-performing, results-oriented executive team. To make sure the Leadership Team and the Department Chairs operate as a highly cross-functional team dedicated to a positive, professional culture, we must develop operational efficiencies to best meet the needs of the school.

### **3. Build organizational capacity and alignment with Diocesan mission to increase organizational effectiveness and efficiency and ensure high performance and support to schools.**

- Assess professional development and capacity for meeting the training needs of teachers and support staff; determine the degree to which it is job-embedded, differentiated and student- achievement directed, and how it is being assessed
- Review standards of practice and evaluations for staff
- Set clear understanding of roles, responsibilities, expectations and systems for mutual accountability
- Review the current governance structure to determine focus on student achievement and maximizing operational efficiency
- Review all critical documents, including the organizational chart, employee and student handbooks, policy and procedures manuals, and the strategic plan
- Meet one-on-one with the Assistant Superintendent and each leadership team member
- Reach out and meet with local principals and headmasters to gain perspective



Photo: Ralph Vito, CRM, New-Corkville



## Transition Goals

4

**Increase enrollment through the development of relationships with Diocesan schools and business leaders**

Focus on engaging and mobilizing teachers, parents and community leaders in the pursuit of marketing St. Peter-Marian so we are recognized for academic excellence, while working to keep communications open and transparent. I will also focus on what I have learned from the culture, history and expectations of the school to build strong relationships with key leaders and members of business, service, faith-based, not-for-profit, philanthropic and political organizations. It is my expressed purpose to build a coalition of the willing to help promote Catholic education

#### **4. Community and Public Relations: To build public-trust capital and confidence through open, honest communication and positive relationships.**

- Call upon key diocesan, community, and faculty leaders to build relationships with the public, while using the school website, social media presence and other avenues to communicate with the public to share our story
- Conduct a communication audit based on surveys sent to faculty and parents to determine levels of effectiveness with building public-trust capital and proactive community outreach
- Reach out to critical stakeholders to establish routine meetings, communication protocols and reciprocal dialogues, focusing on increased student achievement and continuous improvement; initiate open, honest and transparent dialogues with the goal of strengthening and improving strategic partnerships. This would include, but not be limited to, parents, teachers, school staff, local, state and national elected officials, Diocesan officials, university officials, business leaders and heads of organizations.
- Schedule meetings with parent and student organizations for initial listening and learning sessions. Establish routine meetings and communications with these organizations.





## Transition Goals

### 5

**Establish an organizational culture focused on teaching and learning.**

St. Peter-Marian will only reach higher levels of performance if all educators work in collaboration, establishing a culture of trust and commitment to professional learning communities. The challenging work of teaching and learning can only be successful if we create a self-renewing organization built on valuing each employee's vital role in helping the Diocese of Worcester reach its vision and mission.

**5. Organization Culture: To establish a respectful, positive district culture centered on teaching and learning.**

- Assess the quality, quantity and effectiveness of all existing forms of internal communication with various stakeholders, including Catholic Schools Office, teachers, administrative staff, support staff, parents, and student leaders
- Schedule meetings with Faculty to establish routine meetings and communications built upon instructional goals
- Facilitate forums regularly with teachers, staff, parents and students for personal communication about critical issues
- Schedule before- and after-school coffees to be held on a regular basis to hear ideas, concerns and suggestions from the community
- Establish an organizational norm for open, effective and consistent communication throughout the organization and within our community



# Academic Excellence, Faith Formation, Community Service



## Timeline

<i>Phase 1-Transition</i>	<b>July-August</b>	<ul style="list-style-type: none"> <li>• Share Entry Plan</li> <li>• Meet 1-on-1 with Faculty</li> <li>• Meet 1-on-1 with Leadership Team</li> <li>• Analyze Student Achievement Data</li> <li>• Review Budgets and Audits</li> <li>• Review Surveys of Teachers and Parents</li> <li>• Hire Assistant Principal</li> </ul>
<i>Phase 2-Entry</i>	<b>September-October</b>	<ul style="list-style-type: none"> <li>• Set clear understanding of roles, responsibilities, expectations and systems for mutual accountability</li> <li>• Conduct one-on-one interviews with all teachers to discuss similarities and differences in their practices, focusing on alignment and execution of key strategies</li> <li>• Conduct one-on-one interviews with director of athletics and director of facilities to determine infrastructure needs, strategic plans, and best practices</li> <li>• Schedule meetings with Faculty, Leadership Team and committees, and establish routine meetings and communications with these organizations.</li> <li>• Schedule meetings with the established parent organizations for initial listening and learning sessions. Establish routine meetings and communications with these organizations.</li> </ul>
<i>Phase 3-Planning</i>	<b>October-November</b>	<ul style="list-style-type: none"> <li>• Establish communication protocols and expectations</li> <li>• Develop a process, structure and timeline to measure success of current strategic plans, a system improvement plan and targeted areas of improvement for Cathedral.</li> <li>• Establish a structure and/or expectations for responding to stakeholder concerns, comments and feedback.</li> <li>• Establish an organizational norm for open, effective and consistent communication throughout the district and within our community</li> <li>• Partner with the Assistant Superintendent to gain clarity on communication protocols, roles, responsibilities, norms, expectations for first year, agenda setting, future work session dates and professional learning opportunities.</li> <li>• Establish a protocol to review the instructional program, practices, curriculum and support materials for evidence of effectiveness in improving student achievement and closing the gap between all student population.</li> </ul>