



The Regis School of the Sacred Heart Presents:

IMPELLED *to* ACTION

Strategic Plan 2025-2030



Within this document, you will find the themes of each of our five Pillars and the concrete action steps to achieve the strategic vision for Impelled to Action over the next five years.

Pillar I: Living Our Sacred Heart, Catholic, Independent, and All-Boys' Identities

1. Define for all current and prospective community members our role in Houston as an independent, Catholic, Sacred Heart school that welcomes students of all faiths. (Supporting Foundational Principle 1, Goal I Criteria 1 and 4, Goal III Criterion 6, Goal IV Criteria 2 and 3)

Actions:

- o Strengthen our relationship with the Archdiocese of Galveston-Houston through expanded partnership and participation, while maintaining and asserting our status as an independent school and the autonomy associated with that independence.
- o Affirm our identity as a Catholic school sponsored by the Society of the Sacred Heart and defined by its charism and commitment to Justice, Peace, and the Integrity of Creation.

2. Expand opportunities for both our Catholic and Non-Catholic community members to experience a more personal and active faith in God and to deepen their knowledge and appreciation of other faith traditions, acting in alignment with the Sacred Heart value of “educating to an understanding of the religions and spiritual traditions of the world.” (Supporting Goal I Criteria 2, 4, 6, and 7)

Actions:

- o Build spiritual retreat programs for students, parents, faculty and staff, and friends of Regis.
- o Create new educational programs beyond the curriculum for both students and parents with a focus on faith.
- o Explore opportunities to acknowledge and honor the wide variety of faith traditions represented in the Regis and broader Houston communities, while remaining steadfast in our identity as a Catholic school.

3. Enliven our commitment to the Sacred Heart *Goals & Criteria* by more deeply exploring the Sacred Heart Criteria and examining our adherence to them. (Supporting Foundational Principle 2, Goal IV Criterion 2)

Actions:

- o As a part of each year's Goal of focus, dig deeply into the Criteria that support that specific Goal.
- o Increase utilization of materials from the Network of Sacred Heart Schools and the Conference of Sacred Heart Education, such as the Goals and Criteria Resource Guide, to more fully understand each Criterion through the lenses of St. Madeleine Sophie's charism and of the Catholic Church more broadly.

4. Further establish Regis as an independent school by better establishing Regis as a member of the Independent Schools Association of the Southwest (ISAS) and establishing strong connections with other member schools. (Supporting Foundational Principle 5, Goal II Criteria 1, 2, and 7)

Actions:

- o Place more Regis faculty and staff on ISAS Accreditation Teams.
- o Seek better representation of Regis at ISAS-sponsored conferences and events.
- o Expand partnerships with other ISAS schools in Houston and beyond.
- o Increase the number of high schools that visit Regis to expand knowledge of high school options for Regis students.

5. Commit ourselves more fully to best practices in all-boys education and better educate all constituents on the all-boys difference and value proposition. (Supporting Goal II Criteria 2, 3, and 7)

Actions:

- o Re-establish Regis as a Gurian Model School.
- o Leverage our partnership with the International Boys School Coalition to expand the community's understanding of all-boys' education.
- o Expand engagement in professional development opportunities specifically oriented towards all-boys education, not only as participants, but also as presenters.
- o Develop programming for stakeholders to educate all on the value of an all-boys' education.

Pillar II: Expanding Our Academic, Experiential, and Social Awareness Programming

1. Identify opportunities to expand upon offerings for students who excel academically. (Supporting Goal II Criteria 1, 3, and 4)

Actions:

- o Deeply analyze academic data, including grades, standardized test scores, and teacher observations to identify academically advanced students and the disciplines in which they are advanced.
- o Utilize specialists to deepen differentiation in Lower School and to better identify candidates for advanced academic tracks.
- o Expand the Math Plus accelerated track and explore the creation of an accelerated track for World Languages.

2. Build specific programming for students who experience academic struggle. (Supporting Goal II Criteria 1, 3, and 4)

Actions:

- o Create a true Learning Support Program that serves as an umbrella for current math and literacy interventions.
- o Develop an executive functioning program led by Director of Learning Support.

3. Expand upon existing programming in the performing arts to match the strength of existing core academic programs and athletic offerings. (Supporting Goal II Criteria 5 and 6)

Actions:

- o Enhance programming in music with an eye towards building competence on instruments.
- o Explore the establishment of choral, theatre, and instrumental ensemble programs.
- o Analyze needs for future spaces to accommodate this programming.

4. Build upon Regis' recognition as an Apple Distinguished School by continuing to explore, implement, utilize, and teach emerging technologies. (Supporting Goal II, Criteria 2, 3, and 4 and Goal V, Criteria 4 and 5)

Actions:

- o Examine existing technology infrastructure and curriculum, assessing its relevance, value, and usefulness in modern society.
- o Create a task force to study the role artificial intelligence will play in the field of education and in the lives and careers of current and future Regis students.

- o Provide critical professional development to ensure that Regis faculty and staff are well trained and comfortable with the technologies they are and will be expected to teach and utilize in their instruction.
 - o Practice wise freedom in the adoption and employment of new technologies, especially those that student will utilize, focusing on age-appropriateness, safety, and ethical use.
5. Create opportunities for experiential and outdoor educational programming that specifically speaks to leadership development for young men. (Supporting Goal II Criteria 4 and 5, Goal III Criterion 4, Goal V Criterion 7)

Actions:

- o Continue to grow the botany program in the on-site garden and expand use of the garden for students of all ages.
 - o Explore additional outdoor education opportunities through adventure programming.
6. Expand opportunities for social awareness programming and hands-on service-learning experiences. (Supporting Goal III Criteria 5, 6, and 7)

Actions:

- o Identify new opportunities to increase community awareness of societal needs in Houston and beyond.
- o Continue engagement with current community service partners while expanding Regis' list of service sites and agencies.
- o Design and develop a scope and sequence for social awareness that includes expanded offerings for direct service.

Pillar III: Strengthening and Nourishing the Regis Community

1. Foster inclusivity and meaningful engagement across the Regis community to deepen our shared understanding of living in community, expand access to the Regis experience, and embrace the rich diversity of Houston. (Supporting Goal III Criterion 3, Goal IV Criteria 1, 2, 6, and 7, Goal V Criterion 3)

Actions:

- o Formalize and further develop onboarding programming for new families.
 - o Design a more robust multi-year orientation program for faculty and staff.
 - o Host more events geared towards attracting students and teachers from underrepresented populations.
 - o Explore additional opportunities for communication and parent education to promote clarity, transparency, and understanding of school initiatives for both internal and external stakeholders.
2. Create more opportunities for alumni to engage with the school, both as stakeholders in the life of the school and as supporters of the Regis mission. (Supporting Goal IV Criterion 2)

Actions:

- o Build an alumni engagement program, beginning with better collection of alumni contact information.
 - o Host events that are engaging for alumni of all ages and that welcome past Regis students back to campus.
 - o Create new pathways for children of alumni to enroll at Regis as second-generation Regis students, beginning with alumni-focused student recruitment events.
3. Balance the growth of the school towards its capacity with maintaining a “small school feel,” ensuring that Regis remains a tight-knit community where every student and parent is known and loved. Supporting Goal IV Criterion 1, Goal V Criterion 2)

Actions:

- o Assess our optimal enrollment and school configuration, taking into account available physical space, “community feel,” ability to offer competitive programming, and financial sustainability, with a commitment to periodically review what “optimal” means through these lenses.
 - o Evaluate optimal student-teacher ratio with an eye towards ensuring that adult presence on campus is commensurate with the size of the student body.
 - o Increase the number of meaningful touchpoints for parents to engage with the Regis community.
4. Commit to fostering a positive and nurturing environment where students, faculty, and staff feel safe, supported, appreciated, and empowered to grow. (Supporting Foundational Principle 4, Goal IV Criterion 4, Goal V Criterion 3)

Actions:

- o Review policies related to student conduct and community expectations, balancing Regis’ commitment to educating scholars and gentlemen with current cultural norms and a desire to promote an atmosphere of joy.
- o Proactively support the social and emotional well-being of faculty, staff and students.
- o Engage creative scheduling and staffing, with a view towards promoting healthy work/life balance for all faculty and staff.
- o Explore hiring additional counseling staff to support growing student body.
- o Evaluate the need for growth and expansion of the Chaplaincy program.
- o Maximize the professional development budget to ensure adequate resources for personal and professional growth for faculty and staff.
- o Implement a comprehensive performance evaluation model to inform opportunities for continued personal and professional growth of all faculty and staff.
- o Benchmark faculty and staff salaries, using NAIS and ISAS data and local public school salary scales to optimize attraction and retention of a premier faculty and staff.
- o Continue to seek opportunities to enhance an already-strong non-salary benefits package for faculty and staff to remain competitive locally, regionally, and nationally in talent acquisition and retention.

Pillar IV: Improving Our Facilities to Support Our Programs

1. Continue to refine the Regis campus master plan after carefully identifying current and potential land holdings. (Supporting Goal II Criterion 5)

Actions:

- o Conduct a formal needs assessment.
 - o Identify opportunities to acquire additional properties adjacent to the existing campus and determine the strategic value of currently-held undeveloped properties.
2. Work with stakeholders and assess needs to prioritize completion of new facilities in a phased approach that considers available resources. (Supporting Goal II Criterion 5)

Actions:

- o Engage focus groups to discuss the need for replacement of certain functions within the Milestones Building alongside wants and priorities for new or re-imagined spaces.
- o Create a timeline for building new facilities.
- o Design and build a new building that meets the needs of current and future Regis students.

3. Launch a capital campaign to execute upon the Campus Master Plan. (Supporting Foundational Principle 4, Goal II Criterion 5)

Actions:

- o Identify the correct timing for a campaign.
- o Identify the amount of money that can be raised.
- o Identify lead gifts and naming opportunities.
- o Message needs to the community.
- o Launch a quiet phase, followed by a public phase.

4. Create and execute upon a detailed schedule for maintenance of existing facilities. (Supporting Foundational Principle 4, Goal II Criterion 5)

Actions:

- o Analyze lifespans of capitalized and non-capitalized assets, identifying replacement costs.
- o Develop and adhere to a schedule for maintenance and replacement of facilities-related items based on their expected lifespans, taking a more proactive approach to facilities management and avoiding costly deferred maintenance.

Pillar V: Committing Ourselves to a Financially Sustainable Future

1. Develop a five-year financial projection that incorporates sustainable tuition increases, strategic growth in fundraising, and diversified revenue streams. (Supporting Foundational Principle 4, Goal V Criterion 4)

Actions:

- o Identify a reasonable range for annual tuition increases.
- o Explore opportunities for new institutional funders.
- o Continue to explore additional revenue streams.
- o Identify an acceptable amount to debt to supplement the cost of realizing a new building.

2. Maximize operational efficiency to ensure that Regis is a good steward of available resources. (Supporting Foundational Principle 4, Goal V Criterion 4)

Actions:

- o Balance needs for additional staffing with creative scheduling and workflow solutions.
- o Focus on energy efficiency and sustainability.
- o Better practice preventative maintenance to extend the lifespan of critical systems and equipment.
- o Conduct an analysis of current service and utility contracts, renegotiating where possible to obtain more favorable rates and overall cost savings.
- o Centralize campus-wide purchasing in the Business Office to obtain optimal pricing on commonly ordered items.
- o Evaluate and potentially renegotiate or adjust current banking and investment relationships, policies, and strategies to minimize fees and maximize earned interest.

3. Foster and grow the culture of giving at Regis to ensure future generations will benefit from the same high quality Regis experience. (Supporting Foundational Principle 4, Goal V Criterion 4)

Actions:

- o Create and seed an endowment, determining a percentage that can be drawn annually to offset operational expenses and defining areas in which endowment revenue may be applied.

- o Engage with the Head of School's Advisory Council to generate prospects for lead gifts for a planned giving program.
- o Establish a program for planned and legacy giving, affording constituents an opportunity to consider Regis in their final plans.
- o Grow the number of contributors, the percentage of donors in each constituency, and the average gift size.
- o Intensify efforts to build alumni giving.