From Strength to Strength:  
A Plan for 21st Century Catholic Schools in the Archdiocese of Seattle  
Fall, 2014 – Spring 2017  
APPROVED by Archbishop J. Peter Sartain: February 11, 2014

GOAL ONE: STRENGTHENING CATHOLIC IDENTITY

Action 1: The Teaching and Assessment of Religion  
The teaching of religion, grounded in the gospel and the Catholic intellectual tradition and focused on the person of Jesus Christ, will ground the identity of all Catholic schools.

Task 1: A rigorous Archdiocesan curriculum for teaching religion, keyed to WCEA accreditation standards and to the standards published by the American bishops, with scope and sequence from Pre-K-12, and with explicit learning outcomes, will be developed, required, and assessed for all Catholic schools.

Task 2: All teachers of religion in Catholic schools will be certified as catechists according to archdiocesan policy within six years of hire.

Action 2: Cultivating Faith-Filled and Formative Communities  
Catholic schools, in collaboration with their school commissions and parents, will foster and promote strong communities, rooted in faith and love that will form students for discipleship, service, and responsible citizenship. In elementary schools, the canonically appointed leader is the primary faith leader of the school, which is a ministry of the parish; the principal is delegated by the canonically appointed leader to be the faith leader in the school.

Task 1: As faith leader within the school, the principal will promote the Catholic identity and faith traditions of the local school throughout the school and the school year, e.g. through artwork and the celebration of feasts and seasons.

Task 2: As academic leader of the school, the principal will ensure that the school’s curriculum and activities include the teaching and practice of prayer, the centrality of the Sunday Eucharist, and the responsibility to live one’s faith in the public arena, especially on behalf of the poor and vulnerable. In the elementary school this task is shared with the pastoral leader.

Task 3: The principal will schedule times and commit resources for retreat and reflection as an opportunity for teachers, staff, and students to deepen their faith, their spirituality, and their sense of community. In the elementary school this task is shared with the pastoral leader.

Task 4: The OCS will provide professional development and training for high school campus ministers.


**Action 3: Stewardship and Service Learning**

Aligned with the religion curriculum, a program of service learning on behalf of the community and parish, infused with the principles of stewardship and Catholic moral and social teaching, will be developed, implemented, and regularly assessed within each school as a means of teaching students the importance and the ways of building a more just and humane society, locally, nationally and internationally.

Task 1: In consultation with schools, the OCS will develop guidelines for teaching stewardship through service and through reflection on the principles of Catholic moral and social teaching and will post them on the OCS website: www.ocsww.org.

Task 2: Each school will have a plan for incorporating service learning into the curriculum that is keyed to the guidelines and that involves all students in service to each other (for example, through peer-to-peer tutoring, alumni tutoring), to the parish or the local community.

Task 3: The effectiveness of the school’s service learning curriculum will be assessed, using rubrics developed by the OCS in consultation with teachers and principals.

Task 4: With the help of national organizations like Catholic Charities and Catholic Relief Services, and Special Olympics, training sessions will be offered at Teacher Excellence Day and other times on how to link up with partnership programs in this country and around the world.

**Action 4: Certification and Continuing Formation for Teachers of Religion**

In cooperation with the OCFF, the OCS will provide programs of continuing formation for teachers of religion and principals in service to the mission of Catholic schools, including continuing formation in the Catholic intellectual tradition and Catholic moral and social teaching.

Task 1: Retreats will be available to principals and to teachers of religion to assist them in developing their call to be faith formation leaders and catechists in their school and school communities.

Task 2: Presentations on units of the religion curriculum that will fulfill requirements for continuing certification will be presented throughout the archdiocese.

**Action 5: Strengthening Ties between the School and the Wider Catholic Community**

In collaboration with the pastorally appointed leader and in consultation with the school commission, the principals of schools will seek ways to strengthen the teaching and faith formation mission that is shared by schools and parishes, explore ways of providing mutual support, involve parents, and engage the wider and culturally diverse faith community.

Task 1: Since Catholic schools are integral to the teaching and evangelizing mission of the parish, pastors and other canonically appointed leaders of all parishes will be asked to provide financial support for Catholic schools through financial means such as scholarships to Catholic elementary and high schools, taking into consideration policies and models of support (e.g., the “reasonable formula” for tuition subsidies, inter-parish shared school agreements, and the “Rainbow Schools” program), moral support and endorsement through pulpit announcements, letters from the pastor, and other means.
Task 2: School commissions or governing boards of all Catholic schools will include representatives of all major stakeholders in Catholic education, such as neighboring canonically appointed leaders or members of sponsoring religious orders, and representatives from the ethnic communities that the school seeks to serve.

Task 3: When requested, the OCS, in partnership with the school Principal, will conduct an on-site orientation of a school to assist newly assigned pastors and canonically appointed leaders of schools.

Task 4: The OCS, with the assistance of OCFF, the Diverse Learners Committee, and the Archdiocesan Special Needs Committee, through collaboration with local pastors and school leaders, will provide spiritual, educational, and moral resources through the school for programs that foster a spirit of inclusiveness to serve all parish families: for example, wellness, behavior management, special needs, and guidance services.

Task 5: The school commission and the parish council will provide mutual assistance by developing guidelines for administering the stewardship of time and talent.

Task 6: In cooperation with the Director of Vocations and the principals of schools, the OCS will identify committed and effective spokesmen among the priests to promote vocations to the priesthood in Catholic schools and will identify other spokespeople to promote vocations to the religious life and the married state.
GOAL TWO: EXCELLENT CURRICULA, TEACHERS, AND SCHOOL LEADERS

Action 1: Updating Curricula

Drawing on the expertise of teachers and principals, the OCS will update curricula and learning outcomes for Catholic schools that meet and exceed Washington State’s standards and include throughout topics that are pertinent to Catholic schools.

Task 1: All subjects of the curriculum will be reviewed on a recurring schedule, ensuring that they meet and exceed the standards of Washington State and include sample lessons and assessments that serve the needs of an academically diverse student population. OCS committees will be in place by AY 2014 to review each subject and to develop sample lesson plans and timelines for updating subject areas.

Task 2: As curricula in all subjects are updated, learning expectations will be developed in all subjects that will appropriately integrate the Catholic intellectual tradition with other subjects, including Catholic moral and social teaching, and recommended texts and resources will be provided.

Action 2: Innovative Programs

The OCS will lead a regional planning process to identify “innovative programs” that fit the mission of Pre-K-12 Catholic schools (for example, instructional services for diversified learners, dual language, blended learning, education in the arts, and STEM or STEAM programs, and licensed day-care/Pre-K) and develop a plan for adopting and evaluating selected programs that will create diverse educational options that are supported by schools in the region.

Task 1: The OCS will develop and publish learning outcomes and other expectations for the curricula of innovative programs to ensure that they meet the standards for a Catholic school.

Task 2: The OCS will convene regional planning meetings to analyze regional needs and to propose the adoption or expansion of specific innovative programs.

Task 3: The OCS will develop criteria for adopting innovative programs, such as “readiness” and “sustainability” grids and requirements for faculty professional development.

Task 4: The OCS will partner with the Fulcrum Foundation in identifying innovative programs that will strengthen the mission of Catholic schools in the 21st century, pursue funding for these innovative programs, and create an application process for schools whose plans are supported by the region.

Task 5: The ASB and the Fulcrum Foundation will participate in evaluating innovative programs.
**Action 3: Co-Curricular Programs**

The OCS will organize region-wide planning to establish standards of excellence for a range of strong, attractive, co-curricular programs and to promote opportunities for inter-school festivals, activities, and tournaments.

Task 1: In consultation with each region, the OCS will ascertain interest in promoting inter-school festivals and tournaments for a range of co-curricular activities such as speech and debate tournaments, music festivals, or a “mission day” program, with a focus on communities in the United States, international issues, global awareness, and Catholic social teaching.

Task 2: In consultation with the staff of the schools who are experts in a specific activity, the OCS will develop templates that enshrine best practices for establishing and promoting specific co-curricular activities in a school.

Task 3: The OCS will assist the Office for Youth and Young Adult Evangelization (OYYAE) with promoting CYO sports, camps, environmental awareness and other programs and with the advice and support of OYYAE, the OCS will help to organize leagues for inter-school festivals and tournaments.

Task 4: In consultation with each region, the OCS will promote the implementation of summer inter-term programs in subjects such as mathematics and language acquisition, especially for students whose home language is not English, to ensure that student learning is retained over the summer, especially for students from second language families and diversified learners.

**Action 4: Alignment of Elementary and High School Curricula**

Strategies and procedures will be developed for aligning the curriculum both within Pre-K-8 grades and between middle schools and Catholic high schools.

Task 1: A focus group of school leaders from each region, convened by the OCS, will make recommendations for articulating the Pre-K-12 curriculum in each subject, based on ongoing assessment and conversation among teachers and principals.

Task 2: The Diversified Learners Committee will identify and track diversified learning programs at the elementary level and develop strategies and mechanisms to more fully transition students from the elementary to secondary level.

Task 3: In consultation with the Diversified Learners Committee, the OCS will develop a comprehensive service manual that will be offered as a resource in serving diverse learners, e.g. a Diversified Learners Handbook which includes individualized service plan templates with a glossary of terms and sample forms.

**Action 5: Accountability Through Assessment**

For the purpose of assessing and improving learning, Archdiocesan policy will require that all Pre-K-8 and Category I high schools administer a common test for assessing student achievement of common curriculum learning expectations and religion.

Task 1: The OCS will appoint a focus group of representative principals from each region to define the purpose and uses of assessment and to determine a common assessment instrument for assessing student success in targeted subjects and grade levels.
Task 2: The OCS will charge a focus group of representative principals from each region with determining the best assessment instrument to use for assessing the religion curriculum of Catholic schools.

Action 6: Integrating Curriculum and Information Technology
With advice and consultation from key stakeholders and outside experts, the OCS will establish a “Curriculum and Information Technology” committee (CIT) to develop instructional strategies, professional development programs, ethical guidelines, and implementation resources to promote and make accessible personalized learning, blended learning, and other curriculum models to ensure a 21st century curriculum for all archdiocesan schools.

Task 1: The CIT, comprised of the assistant superintendent for data and technology, the assistant superintendent for curriculum, educators, and technology experts, will have the following mission:

- Surveying and charting current practices and technologies across all archdiocesan schools;
- Evaluating and recommending best practices and technology for promoting personalized learning, professional development of teachers, and a phased strategy for implementation;
- Providing and overseeing ethical guidelines for the use of technology;
- Providing the framework, criteria, and tools to assess the readiness of all archdiocesan schools to adopt personalized learning based on their present infrastructure, trained personnel, and fiscal readiness;
- Gathering and documenting data for an annual evaluation of the implementation of technology for instruction to show growth and achievement of the standards for all students including assistive technology for diversified learners; and
- Developing standards for an updated technology curriculum.
- Designing and sponsoring professional development opportunities for how to use technology for improving pedagogy and operations.

Task 2: The OCS will create a “best practices page” and community forum on the OCS website to enable effective sharing and dissemination of best practices for integrating curriculum and technology and ratings/feedback on recommended technologies and service providers.

Task 3: The CIT will establish a “Professional Learning Community” forum for collaboration and support of new instructional technology or new implementation options when aligning instruction to the individualized needs of students.
Action 7: Hiring and Evaluation Policies
As required by Archdiocesan policy, all Category I schools will adopt hiring and evaluation policies and procedures to ensure that all teachers and principals are professionally certified, experts in teaching, and engaged in an ongoing program of professional development.

Task 1: The OCS will develop procedures for identifying and hiring qualified and certified principals who are active Catholics, committed to the mission of Catholic schools, and with expertise and leadership for creating an inter-culturally competent school culture.

Task 2: As part of a comprehensive program for professional development, orientations for new principals and updates for continuing principals will contain instruction to ensure that all principals are well versed in the mission of Catholic education and skillful at the administration of policies and the development of faculty.

Task 3: The OCS will assist principals with actively identifying and recruiting highly-qualified, motivated, mission-centered teachers through national and regional programs such as the PACE and ACE programs and through career fairs and will actively recruit them to apply through Applitrack to schools in the Archdiocese of Seattle.

Task 4: The OCS will partner with Catholic universities to develop programs that prepare teachers and principals for Catholic schools and to encourage students in their programs to consider teaching in Catholic schools.

Task 5: The OCS will develop models of hiring protocols for use by Pre K-8 schools and Category I high schools.

Task 6: In collaboration with principals and pastors, the OCS will develop models of best practice and metrics for evaluating principals to be used by pastors of Pre-K-8 schools and by the superintendent for Category I high schools.

Task 7: Using a common template developed by OCS, principals, and other stakeholders, each school will implement plans and procedures for the formative assessment of teachers.

Action 8: Professional and Leadership Development
In consultation with the Executive Principals and with support from the Fulcrum Foundation, the OCS will develop a roster of high-quality programs for professional, leadership, and faith development of teachers and principals, adapted to their respective levels of experience and stages of development and promoted on the OCS website.

Task 1: A comprehensive program of professional development that fosters leadership and faith development will be designed around common goals and local needs to include opportunities for the specific constituencies and distinct needs of teachers, canonically appointed leaders, administrators, and school commissioners.

Task 2: Partnerships will be negotiated with schools of education that will provide leadership programs and opportunities and resources for professional development.
Task 3: The OCS will identify and train a cadre of experienced principals to mentor new principals and any principal who requests a mentor or whose pastor or canonically appointed leader requests a mentor for him or her.

Task 4: The OCS, in collaboration with the Fulcrum Foundation, will develop criteria and procedures for proactively identifying principals and teachers who would benefit from specific focus sessions and programs for leadership and faith development and will encourage them to enroll.

Task 5: In collaboration with the Vicar for Clergy and the Fulcrum Foundation, the OCS will develop policies and a process for securing funding to send pastors or canonically appointed leaders to summer programs for pastors of schools, such as the ACE program at Notre Dame.

Task 6: With the cooperation of schools, the OCS will set up centers in each school region and on the OCS website for sharing resources and information among teachers in such areas as instructional resources, training for technology-assisted learning, resources and pedagogy for teaching religion, resources for providing co-curricular programs, resources for teaching diversified learners, and ideas and best practices to emerge from assessment and the recommendations of the ASB and other stakeholders.

Task 7: With the advice of the Executive Principals, regional in-service sessions with clock hours will be provided to address topics of both common and local concern such as updating principals and teachers about OCS policies, curriculum standards, instructional best practices to serve diverse learners, and resources for teaching and operations.

Task 8: A synopsis of policies and opportunities for professional and leadership development will be published in hard copy and on the website for teachers and administrators and promoted in weekly mailings.

Task 9: Principals will be trained on a recurring schedule about the multi-faceted roles of the principal of a Catholic school, including faith development, curriculum instruction and student learning, budgeting, marketing and fundraising, and the development of a school commission.

Task 10: Canonically appointed leaders of schools will be provided with templates or a handbook describing the principal responsibilities of their role and resources available.
GOAL 3: AN ACCESSIBLE AND WELCOMING COMMUNITY

Action 1: Enrollment Management
Local schools, in consultation with their school commissions, will develop targets and strategies for meeting enrollment and retention goals that have been established in consultation with the OCS.

Task 1: Every principal, Pre-K through High School, will develop targets for optimal enrollment with plans for achieving them and for maximizing the retention of current families through all levels of Catholic education.

Task 2: OCS will assist schools to increase their enrollments by providing resources such as the following:

- Creating a template for principals with suggestions for how to assess the impact of unfilled seats on their mission and their budgets and to increase enrollment in their schools.
- Collecting and posting data on local/regional population demographics for schools’ reference, as well as data on the percentage of parish children enrolled at each school;
- Requesting that each school draw on its accreditation documents to identify its current strengths and programmatic/curricular/ co-curricular foci;
- Providing strategies for canonically appointed leaders to promote schools to their parish communities and encourage parish enrollment in schools; and
- Providing strategies for how parishes without schools can support Catholic schools.

Task 3: Through centralized surveys and data collection, schools will conduct market research to assess the trends/needs of current school and parish families and outlying communities.

Action 2: Technology in Support of Student Information
With advice and consultation from key stakeholders and outside experts, the OCS will develop operational strategies and implementation resources to make student information systems accessible and cost-effective for all schools.

Task 1: The CIT committee will conduct a study to determine the viability and cost of a centralized student information system for use by archdiocesan schools.
Task 2: The CIT committee will create a guide for budgeting, procuring, implementing, and using a student information system.

Task 3: The CIT committee will provide the framework, criteria, and tools to assess the readiness of all archdiocesan schools to adopt a student information system based on their present infrastructure, trained personnel, and fiscal readiness.

Task 4: The OCS will create a student information system best practices page and community forum on the OCS website to enable effective sharing & dissemination of best practices, ratings/feedback on technologies and service providers.

Task 5: With advice and consultation from key stakeholders and outside experts, the CIT committee will develop policies and procedures to ensure security of systems and privacy of stakeholders through the following means:
• Documenting existing security policies and practices and then reviewing, clarifying and revising as necessary;
• Designing standardized best practices for security of the classroom and office which will provide students and teachers with a safe computing environment;
• Providing network and information security models and designs to meet archdiocesan security policies;
• Evaluating new security practices in the evolving computing environment on a recurring schedule; and
• Refreshing documentation for system design, vendor and product selection according to established procedures and at regular intervals.

**Action 3: Increasing Ethnic Diversity and Inclusion to Build Intercultural Communities**

Guided by the ASB, in collaboration with the schools, and in partnership with Fulcrum, the OCS will develop programs with targets that will increase accessibility to Catholic schools for diverse ethnic, racial, and immigrant populations with an emphasis on growing Catholic communities, for example, Hispanic communities.

Task 1: Assisted by a committee that includes members of the diversity committees of the ASB and the Fulcrum Foundation, the assistant superintendent for enrollment management and marketing will develop plans for the following:

- Improving the cultural competence of canonically appointed leaders, principals, teachers, and school staff to create and sustain a welcoming environment for ethnically diverse students and families
- Developing a plan for recruiting ethnically diverse teachers and principals whose teaching experience and expertise will make the schools more attractive to students and families of all backgrounds.
- Assist schools with developing multilingual, culturally competent communication materials and strategies to increase accessibility for families of diverse ethnicities, particularly during families’ enrollment-discernment and application stages.

Task 2: Simultaneously with Task 3, the OCS, with the assistance of other Chancery offices, will develop programs to engage pastors, parishioners, and the parent community of the schools in programs of education for cultural competency and inclusion.

Task 3: Schools will enlist current parents/families for recruiting and mentoring programs in schools to serve as peer-to-peer marketers among prospective/new families of diverse ethnicities (e.g., a “madrinas” program for Hispanic/Latino families).

Task 4: Schools will provide and/or support ongoing professional development to faculty, staff and leadership to improve intercultural communications skills.

Task 5: The OCS will encourage regions to explore hiring a shared position for an advocate who will assist multi-cultural families with navigating the requirements for the school and finding assistance where required.
**Action 4: Access to a Catholic Education for all Catholic Families**

The OCS and the Fulcrum Foundation will develop typical models for awarding meaningful tuition assistance that will allow as many families as possible to provide a Catholic education for their children.

Task 1: In consultation with the Executive Principals, the OCS and Fulcrum will develop typical models and best practices for establishing the cost of tuition in relation to the true cost of education, the amount of tuition assistance that should ideally be included in the school budget, and appropriate models for distributing tuition assistance and recommend them to school and pastoral leaders, so that as many families as possible may gain access to Catholic education for their children.

Task 2: The Fulcrum Foundation will study and adopt alternative and improved methods of allocating tuition assistance, for example by adopting a “rolling admissions” cycle.

Task 3: The Fulcrum Foundation, with the assistance of the OCS, will advise principals how to advertise, explain, and promote its programs of assistance to families and schools at the local level.

**Action 5: Diversified Learners**

The OCS in consultation with the ASB, the Executive Principals, and the Diversified Learners Committee and in accordance with the mission of Catholic Education, will develop and promote the implementation of policies and procedures to maximize student admissions, classroom placement and instruction, and educational resources for diversified learners at the local school level.

Task 1: The OCS will establish a committee to design a process for identifying diversified learners, to survey and chart schools to determine the service models and the makeup of learners that exist within each school, and to indicate the impact of serving diversified learners within the entire school community.

Task 2: The OCS, in partnership with institutes of higher education and other special needs or non-profit agencies, will provide on-going professional development to support teachers in teaching to the learning styles and needs of diversified learners.

Task 3: The OCS will expand its outreach to Universities, Educational Service Districts, School Districts and community non-profits to explore opportunities for grants and other funding that will support the financial and staffing needs of schools working with diversified learners. The Fulcrum Foundation will provide assistance with grant writing.

Task 4: The Diversified Learners Committee, in conjunction with the CIT committee, will include among its agenda, the following tasks for serving the needs of diversified learners:

- Analyzing data from a survey of all schools to learn what and how schools are using electronic curriculum, assessment data, and technology devices to serve diversified learners at the local school level;

- Creating a resource list of electronic assessments, instructional programs, and data management options with pricing, aligned to the academic needs of diversified learners;
• Generating common protocols for assessing student learning needs and accessing recommended early intervention strategies and best practices to support student learning plans; and

• Determining and creating staff training programs to ensure appropriate use and alignment of diversified learners accessing electronic instruction and personalized learning.

Task 5: In collaboration with the regions of schools, the OCS will create a plan for offering a Catholic education for diversified learners within each school region, including the facilities, instructional materials and resources, professional development, assessment and reporting, and funding that must be provided.
GOAL 4: WISE STEWARDSHIP THROUGH PLANNING, GOVERNANCE, FUNDING, AND MARKETING

PLANNING

Action 1: System-Wide Planning
The OCS will conduct an annual, data-supported analysis of each school to detect trends and, where necessary, to undertake proactive remedies that will strengthen the mission and the sustainability of all schools.

Task 1: Consulting key stakeholders and national models, the OCS will leverage existing data sets to develop “indices of vitality” that measure the vitality of Catholic schools, collect uniform data on these indices from all schools, and establish benchmarks for sustainability.

Task 2: Regularly analyzing the “indices of vitality” and other pertinent data, the ASB will review the state of specific schools and recommend to the OCS whether a SAT (Systems Analysis Team) should be assigned to visit a school and/or to make recommendations that will improve the sustainability of the school; the SAT will usually include a representative from the Fulcrum Foundation: Staff, the Board of Trustees, or the Board of Advisors, depending on expertise.

Task 3: The OCS will establish a new position of “Assistant Superintendent for Accreditation Services,” in order to monitor the “indices of vitality” and to coach and train schools for successful accreditation.

Action 2: Region-wide Planning
With the assistance of the Executive Principals, the OCS will oversee regional-level planning for initiatives such as the following: innovative programs, professional development, co-curricular festivals and tournaments, and achieving operational efficiencies.

Action 3: School-Level Planning
For the purpose of strengthening its mission, each school, in consultation with its school commission, will annually develop a balanced budget and a tactical plan with measurements and timelines keyed to the four goals and actions of the archdiocesan plan and incorporating the findings of the school’s accreditation process. The plans and budgets of elementary schools should align with the local parish’s plan and be approved by the canonically appointed leader, with the advice of the Parish Finance Council and the Parish Pastoral Council.

Task 1: The school’s tactical plan should include ways of addressing the four goals of the mission, noting the persons responsible, timelines, and resources needed.

Task 2: As part of its tactical plan, each school will develop strategies for identifying and cultivating prospective donors.

Task 3: The school’s balance sheet should include sources of revenue for all expenses, including the following:

- Capital improvements, depreciation, and replacement
- An operational reserve
- Health and retirement benefits and professional development
Task 4: The OCS and ASB will review the schools’ tactical plans on a recurring schedule.

**Action 4: Technology in Support of Planning**

With advice and consultation from key stakeholders and outside experts, the OCS will develop computer networking strategies and implementation resources to make secure network infrastructure accessible and cost-effective for all schools.

Task 1: The CIT will guide the tasks associated with this action, such as the following:

- Developing prototypes for building a set of typical network infrastructure plans based on instructional, marketing, and operational requirements for a systematic and comprehensive approach that provide a phase-in strategy for implementation;

- Creating a guide for budgeting, procuring, implementing, and maintaining network infrastructure;

- Conducting a study to determine the viability and cost of centralized resources to support personalized learning within archdiocesan schools;

- Providing the framework, criteria, and tools to assess the readiness of all archdiocesan schools to adopt network infrastructure initiatives based on their present infrastructure, trained personnel, and fiscal readiness;

- Developing a “directory” of recommended product and services vendors and processes to update the directory, which will include cloud, network, security products/services and servers/workstations; and

- Conducting a study for viability and cost of a centralized network and oversight.

Task 2: The OCS will post recommendations from the CIT on the OCS website.
GOVERNANCE

Action 5: Policies and Templates
The OCS and ASB will review schools’ policies on a recurring schedule to assess their conformity to OCS policies and national, NCEA and USCCB standards.

Task 1: With the assistance of the ASB, the OCS will revise all policies and bring them through the process for review and approval.

Task 2: With the advice of the ASB, the OCS will establish a schedule of regularly reviewing and updating policies.

Task 3: The OCS will develop templates to guide principals toward resources and best practices.

Action 6: Models of Administrative Organization
The ASB and the OCS will explore ways to strengthen and coordinate local, regional, and centralized planning and governance.

Task 1: The OCS will develop an inventory of approved governance models for all schools, with glossary, and will include it as an appendix in the policy manual.

Task 2: For schools that need special assistance or that wish to adopt an alternative governance model, the OCS, after analyzing the “indices of vitality” and other measures, and receiving the recommendation of the ASB and the approval of the Archbishop, will assist pastors and canonically appointed leaders of schools to adopt alternative governance models for their schools.

Action 7: Formation and Training of School Commissions
With the advice of the ASB, the OCS will develop guidelines and a training program for school commissions.

Task 1: The OCS will create a brochure with guidelines for recruiting and training effective and representative school commissions.

Task 2: At the request of principals, the OCS will design and offer several training sessions each year for new school commissioners.

Action 8: Salary Scales
With the advice of the ASB and the approval of the Archbishop, the OCS will establish a committee to study and recommend appropriate compensation scales for principals, teachers, and staff of Category I schools and to make recommendations for implementation.
FUNDING

**Action 9: Partnering with Fulcrum**

The ASB, the OCS, and the Fulcrum Foundation will develop procedures for cooperation that clarify the distinctive roles of all entities, provide a regular and robust exchange of information, and ensure an expeditious approval process for current programs and new initiatives.

Task 1: The ASB and OCS will promote increased levels of participation in the Celebration of Light and other events sponsored by the Fulcrum Foundation.

Task 2: In cooperation with the Fulcrum Foundation, the OCS will sponsor an annual in-service for school development personnel to share ideas and to provide training for tasks such as grant writing, event planning, fundraising, and marketing.

Task 3: The Fulcrum Foundation will produce checklists of best practices for fundraising and distribute them to all school principals and development directors.

**Action 10: Alternate Means of Funding**

In collaboration with Fulcrum, the OCS will establish a committee to explore alternate means for funding system-wide initiatives such as recommended salaries and innovative programs.

Task 1: Following the example of the “Rainbow Schools’ Program Formula” and the Pierce County Alliance for Catholic Education (PACE), the ASB and OCS, in consultation with the Presbyteral Council, will explore various models for parish financial support of Catholic schools, for example establishing a common investment fund for Catholic schools, managed by the Fulcrum Foundation, funded by a percentage of parish ordinary income of parishes without schools.

Task 2: The OCS will negotiate and collaborate with OSPI and local public school districts to ensure full access to federal Title and IDEA funds for students who qualify for them.

Task 3: In consultation with representatives of the Washington State Catholic Conference (WSCC) and the Washington Federation of Independent Schools (WFIS), the OCS will explore new sources of funding, such as tax credits.

**Action 11: Cost Savings Through Operational Efficiencies and Shared Resources**

With the assistance of business managers of parishes and high schools and with support from the Fulcrum Foundation, the OCS will ascertain areas and targets for cost-savings, better management of resources, environmental stewardship, and more efficient operations, for example through central purchasing agreements and shared positions.

Task 1: The OCS will establish a “Cost Efficiencies Standing Committee” (CESC) that will survey all schools in order to identify products and services that will obtain savings for schools through joint-purchasing plans and to identify “pioneering schools” that are willing to participate in joint-purchasing agreements.

Task 2: The CIT committee will estimate the cost savings, feasibility, and governance models for volume purchase agreements for Internet and intra-school networks and provide this information to the CESC.
Task 3: The OCS will negotiate cost-saving rates between vendors and “Pioneering schools” as a “pilot program,” track cost savings, and, depending on the results, expand the program.

Task 4: The OCS will ask schools in a region to study the possibilities of sharing staff support (for example: counselors, specialists for diverse learners, translators for marketing materials, and maintenance workers) and part-time teaching positions.

Task 5: The OCS will update and promote opportunities for schools to engage in donating used resources to one another on its website.

MARKETING

Action 12: Internal/Stakeholder Communications

With the assistance of the ASB -- through their ongoing, pro-active analysis – the OCS will report on the state of our Catholic schools to all stakeholders.

Task 1: The OCS will create profiles of all schools for the Vicar of Clergy’s office in order to orient new pastors and principals, to inform prospective families, and to attract donors.

Task 2: The superintendent will provide yearly reports to pastors and principals on the state of Catholic schools to each deanery, each region, and the Presbyteral Council.

Task 3: The OCS will provide an annual report on Catholic schools for broad distribution to stakeholders: for example, highlighting schools that have expanded their access and service to diversified learners.

Task 4: The assistant superintendent for enrollment management and marketing will provide a checklist of strategies that pastors and schools can use to support one another in promoting the teaching and evangelizing mission of the school and parish, for example through regular communications between pastor/principal/ and families.

Action 13: School/Regional -Level Marketing

In cooperation with Fulcrum and using a comprehensive, targeted communication plan, the OCS will strengthen commitment to mission among key stakeholders within Catholic schools and will assist schools locally and at the regional level to improve the effectiveness of their marketing, communications and brand presence.

Task 1: To reach targeted audiences, each school and region will develop a plan for using contemporary, multiple information technologies with standards keyed to archdiocesan standards.

Task 2: The OCS, in consultation with the Fulcrum Foundation, will assist schools in a self-assessment of their marketing and communications strategy and materials.

Task 3: The OCS will develop a “tool box” of resources, templates and best practices for schools and regions that will serve as a roadmap, a check list, and a source of information for them to use in promoting and communicating about their schools.
Task 4: With assistance from Fulcrum, OCS will encourage schools to solicit funding and in-kind donations for innovative programs, facilities accommodations and improvements, and branding projects such as flooring, painting and environmental graphics/signage.

Task 5: Each school will mobilize and include parents to be ambassadors for their schools to bring in new families.

**Action 14: Archdiocesan-Level Marketing**

*Using a comprehensive and multi-lingual communication plan, OCS will promote Catholic schools as a Catholic faith-focused, articulated system of whole-child development, educational excellence, safety and support to prospective parents, educators and the general public, in order to promote sustainability and to build intercultural educational communities.*

Task 1: The ASB will establish a “Marketing and Public Relations” committee (MPR) to develop, oversee, and evaluate the effectiveness of a comprehensive, research-based marketing plan, informed by a consumer-based survey.

Task 2: The OCS will encourage schools to collect and share with OCS testimonials from their school families for use in local and regional promotional and informational materials that showcase a collaboration of ministries to better serve parish and school families.

Task 3: The OCS will track and share with the Fulcrum Foundation the percentage of graduates from 8th grade to high school and from high school to college.

Task 4: The OCS will coordinate with the archdiocesan Director of Communications to develop protocols for both proactively providing the media with positive stories regarding Catholic schools and responding to inquiries regarding newsworthy events at schools.

Task 5: In collaboration with the Fulcrum Foundation, the OCS will develop templates for marketing fliers in multiple languages (for example, Spanish and English) that can be adapted and used by local schools.

**Action 15: Technology in Support of Marketing**

*With advice and consultation from key stakeholders and outside experts, the OCS will help schools increase brand recognition, increase enrollment, and grow fund-raising by creating resources to make all online marketing channels accessible and cost-effective.*

Task 1: The ASB will create an Online Marketing Subcommittee as part of its MPR, comprised of an OCS representative, Fulcrum marketing staff, educators, and technology experts to guide tasks associated with this strategy.
Task 2: The Online Marketing Subcommittee will be responsible for tasks such as the following:

- Surveying and documenting current online marketing practices and technologies in use across archdiocesan schools;
- Creating a guide for budgeting, procuring, implementing, and executing online marketing;
- Providing the framework, criteria, and tools to assess the readiness of all archdiocesan schools to adopt online marketing based on their present infrastructure, trained personnel, and fiscal readiness; and
- Conducting a study to determine the viability and cost of a centralized online marketing service for use by archdiocesan schools.

Task 3: The OCS will create an online marketing best practices page and community forum on the OCS website to enable effective sharing & dissemination of best practices, ratings/feedback on technologies and service providers.