



— from —

STRENGTH

to

STRENGTH

A Plan for 21st Century Catholic Schools in the Archdiocese of Seattle

A LETTER FROM THE ARCHBISHOP



Dear Friends in Christ,

*Blessed are those whose strength is in you,
whose hearts are set on pilgrimage...
They go from strength to strength. (Psalm 84:5,7)*

With these words, the psalmist reminds us that God desires to be one with us and sustains us continuously by his love and wisdom. God is always faithful to us, and when we are faithful in return, we recognize that he showers blessing upon blessing upon us. Blessings, of course, are meant to be shared, and Catholic schools have blessed young people in western Washington for more than 160 years.

From Strength to Strength: A Plan for 21st Century Catholic Schools in the Archdiocese of Seattle is rooted in gratitude for the vital contribution of Catholic schools over those many years and trust in God's abiding strength to inspire and sustain us for years to come. Since God's blessings are meant to be shared, we are stewards; thus, this plan also represents the care we wish to give to our schools—our children!—by providing the best that Catholic education can offer.

Carefully and prayerfully crafted by many partners throughout the Archdiocese, *From Strength to Strength* lays out our goals and concrete means to achieve them. As a living document, it must guide us, along real and practical steps, into the future. It is a privilege to present this plan to you and to acknowledge with gratitude the hard work of many people who have brought it to life.

The evidence of the comprehensive success of Catholic schools is clear and compelling. Many people contribute to that success. However, it is the Lord Jesus who makes it so. It is by him we are saved, it is him that we teach, it is to him that we give glory. Thank you for your commitment to Catholic education in western Washington! Together may we work in the Lord to go “from strength to strength.”

*Be it known to all who enter here that Christ is the reason for this school.
He is the unseen but ever-present teacher in the classroom.
He is the model of its faculty and the inspiration of its students.*



Sincerely in Christ,

+ *J. Peter Sartain*

Archbishop J. Peter Sartain
Archbishop of Seattle

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OUR VISION FOR CATHOLIC SCHOOLS

Excellence

Catholic schools are lively communities of faith formation, academic learning, and character development, with strong and successful 21st century programs that prepare students for lives of service and leadership, with transparency through assessment, and with strong ties to parents and local communities.

Accessibility

Catholic schools are accessible to all who seek a high-quality Catholic education for their children, including members of Hispanic and other growing ethnic communities, families facing economic challenges, and children with diverse learning needs.

Collaboration

Catholic schools retain their local character and governance while cooperating with their regions and the Office for Catholic Schools (OCS) by exercising wise stewardship through systems approaches to data-supported planning, marketing, evangelizing, professional development, and shared resources.



OUR SCHOOLS AT A GLANCE

Serving families of diverse ethnic backgrounds in the Archdiocese of Seattle, from Bellingham in the north to Vancouver in the south; from Snoqualmie in the east to Aberdeen in the west.

63

**CATHOLIC
ELEMENTARY
SCHOOLS**

11

**CATHOLIC
HIGH
SCHOOLS**

22,375

**TOTAL
STUDENTS
ENROLLED**

64%

**WHITE
STUDENTS
ENROLLED**

36%

**NON-WHITE
STUDENTS
ENROLLED**

THE CALL FOR A PLAN

For the past 20 years, Catholic schools in the Archdiocese of Seattle have experienced a period of relative stability and strength. From the last strategic plan for Catholic Schools, published in 1993 and entitled “Rooted in Him and Built up in Him,” there emerged a mission statement with several goals, policies for strengthening the mission of Catholic schools, the founding of new schools, and the establishing of a “financial development program” to support Catholic schools, called the “Fulcrum Foundation.”

Since 1993, contrary to national trends, no schools have closed in the Archdiocese of Seattle. However, the evidence of strength cannot be a cause for complacency. A new plan is timely and even urgent, because notable developments have occurred since 1993 that present challenges for Catholic schools, such as:

- The American bishops have recently published national benchmarks for Catholic schools.
- The demographics of parishes have changed, increasing the number of under-served ethnic populations.
- Many families are requesting a Catholic education for children with diversified learning needs.
- Long-serving leaders of parishes and schools are retiring, and new leaders, enthusiastic for the mission, must be identified and prepared to serve.
- The public wants new, innovative educational programs for 21st century learning, such as STEM, blended learning, and dual language.
- The State of Washington has adopted new curriculum standards and approved the establishment of 40 charter schools.
- Improved educational practices, such as more intentional, formative assessment of teaching will promote learning and transparency of achievement.
- Technology is playing an increasingly important role in improving instruction and managing operational and support services.
- A greater number of families have no experience of a Catholic education and need more information about the value of Catholic schools.
- To retain their “cutting edge,” teachers require comprehensive and accessible programs of professional development.





These challenges are also “signs of the times” that have caused Catholic schools to reflect deeply on their important mission and to adopt new methods of teaching, faith formation, and operations that meet the high expectations of 21st century families for the education of their children. In 2007-08, broad consultation was undertaken to review the state of Catholic schools in the Archdiocese of Seattle; in April, 2012, the Fulcrum Foundation published a “Strategy White Paper,” identifying several challenges and opportunities for Catholic schools, and issuing a “call to action.”

CHALLENGES & OPPORTUNITIES

from the Fulcrum Foundation’s
“Strategy White Paper”

- Leadership
- Representative Interculturalism
- Marketing
- School Assistance
- Systems Approaches

The “Strategy White Paper,” an internal document primarily intended as a planning guide for Fulcrum’s board, was, at the same time, an invitation for “collective strategic planning” with the Office for Catholic Schools to ensure cooperative and synergistic planning to strengthen Catholic schools.

In September, 2012, Archbishop Sartain appointed a new superintendent of Catholic schools and authorized a new strategic plan to strengthen the mission of Catholic schools. Keeping in mind the relatively strong position of most Catholic schools in the Archdiocese of Seattle and, at the same time, the need to strengthen the mission in light of present challenges and opportunities, the plan is called “From Strength to Strength: A Plan for 21st Century Catholic Schools in the Archdiocese of Seattle.” The plan draws its inspiration from Psalm 84:7, which expresses the joy and confidence of the people of God as they journey toward the future God has prepared for them.

**“They go
from strength
to strength.”**

Psalm 84:7

THE PLAN

What can we do together that we cannot do so well alone?

The traditional site-based governance model for Catholic schools encourages local initiative and support. At the same time, a dynamic relationship between the local school and the Office for Catholic Schools contributes to the flourishing of the common good. In a 21st century educational and economic context, no school will be sustainable for long if it seeks to operate entirely on its own. In developing this plan, we asked the question: “What can we do together than we cannot do so well alone?” and we explored ways to strengthen the four goals of our mission through initiatives that take place on local, regional, and centralized levels. In recent years, schools have been organized into “regions” for the purpose of coordinating planning and sharing resources among clusters of schools; regional planning will help to ensure that the principles of “subsidiarity” (local autonomy) and “solidarity” (communion with the whole system) are honored and that each school flourishes as part of the common good.

We are grateful to all who participated in the planning process and who provided guidance for the strategic plan; the names of committee members are acknowledged in the appendix. We believe that the plan will light our way in the years ahead as we move “from strength to strength.”

The strategic plan reflects the “National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools,” published in 2012 and is organized around the four themes—or goals—of the mission of Catholic Schools in the Archdiocese of Seattle.



THE MISSION OF CATHOLIC SCHOOLS

Archdiocese of Seattle

- Strengthening Catholic Identity
- Excellent Curricula, Teachers, and School Leaders
- An Accessible and Welcoming Community
- Wise Stewardship Through Planning, Governance, Funding, and Marketing

1 GOAL ONE STRENGTHENING CATHOLIC IDENTITY

GOAL ONE:
Catholic Identity

Key initiatives:

1. Strengthening the teaching of religion through a new curriculum that is comprehensive, integrated with other subjects, and assessed for student learning and teaching effectiveness

2. Promoting collaborative exchanges among the school, the parish, and the parents and local community

Present Strengths and Opportunities for Growth

Through the teaching of religion, celebrating the sacraments, and providing times for retreat and intentional programs of service learning, Catholic schools fulfill the tasks of catechesis. All teachers of religion are required to be certified as catechists, and many have completed the Archdiocesan program, offered by the Office for Catholic Faith Formation. Rooted in the faith that informs their mission, teachers in Catholic schools provide a strong foundation for each student's life-long development of character and discipleship.

Especially in times of local and national crises, the Catholic school wraps itself around the child—and the child's family—providing strong institutional support and a safe, caring environment. Catholic schools are a long-term investment for parishes, since the graduates of Catholic schools are more likely to retain affiliation with a parish in later life; they are also a service to society because of their strong, faith-based emphasis on moral character and servant leadership.

Throughout the strategic planning process, we heard strong support for the Catholic identity of the school along with a call that the religion curriculum be better integrated into the school's curriculum, have greater scope and depth, that teachers of religion be grounded in faith and pedagogical skill, and that stronger relationships be forged between the school, the wider Catholic community, and the world.





Actions

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.

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.

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.

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.

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.



Students at Assumption school in Bellingham learn the principles of Catholic social teaching, economics, and agriculture and the practice of compassion through a garden project that benefits their sister school in Cambodia.



2 GOAL TWO EXCELLENT CURRICULA, TEACHERS, AND SCHOOL LEADERS

GOAL TWO:
*Excellent Curricula,
Teachers, and
School Leaders*

Key initiatives:

1. Creating criteria for innovative programs that are adapted to 21st century learners and promoting them through regional planning in order to attract new families to Catholic schools

2. Establishing a program of professional and leadership development that will

- Identify and prepare mission-centered principals and teachers*
- Require and provide professional development that is comprehensive and accessible*



Present Strengths and Opportunities for Growth

Students in Catholic schools of the Archdiocese of Seattle, like Catholic schools in other states, consistently meet and exceed state and national academic standards as measured by standard tests. Academic excellence is achieved by upholding rigorous standards, expecting students to meet them, and encouraging them to succeed, even if success requires struggle. All Category I Archdiocesan schools and some Category II schools are accredited through the WCEA (Western Catholic Educational Association), all teachers in Category I Archdiocesan schools are required to be certified and to participate in programs for continuing professional development, and all principals of Category I Archdiocesan schools are required to be certified. Category I schools are owned and operated by the Archdiocese of Seattle; Category II schools are owned and operated by independent bodies.

Catholic schools have a strong, consistent record of success; but there is more to do. Responding to new curriculum standards adopted by Washington State for AY 2015, Catholic schools will be meeting and exceeding those standards while infusing topics pertinent to Catholic schools. A uniform method of assessment will allow us to improve student learning and teaching effectiveness, provide transparency of results, and demonstrate more clearly the excellence of our Catholic schools. Because wise leadership is essential for our schools to thrive and in order to replace retiring principals and teachers, a new “leadership academy” will be established with assistance from the Fulcrum Foundation and in partnership with local and national universities, to provide many opportunities for teachers and principals to receive professional development and to develop new leaders for our schools. Curriculum alignment within Pre-K—8 schools

and between middle schools and Catholic high schools will be achieved in order to ensure that each student is prepared to succeed at each grade level and to enter a Catholic high school. There is strong support for adopting innovative academic programs, using new technologies to improve learning, and promoting a robust selection of co-curricular programs in order to educate the whole person of the student.

Actions

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.

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.

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.

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.

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.

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.

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.

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.



At St. Therese Catholic Academy in Seattle, children advance at their own pace with the assistance of blended learning: a combination of computer-assisted and teacher-directed study.

GOAL THREE AN ACCESSIBLE AND WELCOMING COMMUNITY

GOAL THREE: Accessibility

Key initiatives:

1. *Informing and inspiring all stakeholders, especially parents and pastors, about the “value proposition” of Catholic schools*
2. *Increasing accessibility, especially for diverse learners, ethnic communities, and families who are challenged by the cost of tuition*

Present Strengths and Opportunities for Growth

The ethnic diversity of schools in the Archdiocese of Seattle roughly mirrors the ethnic diversity of the state of Washington; however, some ethnic communities, especially the Hispanic community, are under-represented in proportion to their population and in proportion to the demographics of the “catchment area” for their schools. At the same time, Catholic schools, depending on their location, have experienced a slight dip in enrollment and, altogether, have room for over 4,000 more students; they should be at full capacity in order to serve families who desire a Catholic education for their children and to ensure sustainability.

In recent years, many parents have sought a Catholic education for their children who have diverse learning needs or whose families cannot afford to pay full tuition. Some schools have accommodated diverse learners through local programs of professional development supported in part by Title funding, and most schools have benefitted from the tuition assistance program of the Fulcrum Foundation.

Through system-wide planning, strategic marketing initiatives, targeted tuition assistance, and with the leadership of pastors, principals, the diversified learners’ community, and Hispanic and other ethnic communities, more can be done to make Catholic schools accessible and welcoming. To be successful, the actions for this part of the plan will require coordination with the actions for Goal Four.



Actions

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.

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.

ACTION 3: INCREASING ETHNIC DIVERSITY AND INCLUSION TO BUILD INTERCULTURAL COMMUNITIES

Guided by the Archdiocesan School Board (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.

ACTION 4: ACCESS TO A CATHOLIC EDUCATION FOR ALL CATHOLIC FAMILIES

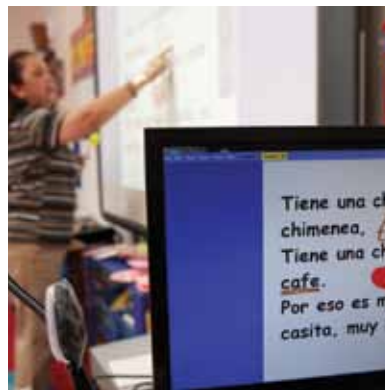
The OCS and the Fulcrum Foundation will develop typical models for awarding meaningful tuition assistance that will allow as many families as possible to provide a Catholic education for their children.

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.



At Juan Diego Academy in Tacoma, children gain proficiency in two languages and cultures and learn to enter a more globalized world.



4

GOAL FOUR WISE STEWARDSHIP THROUGH PLANNING, GOVERNANCE, FUNDING, AND MARKETING

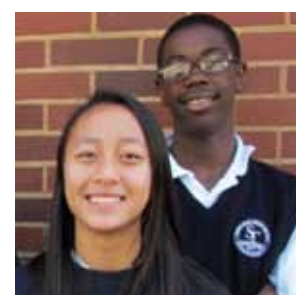
GOAL FOUR: Wise Stewardship

Key initiatives:

- 1. Creating a culture of planning and development through local and regional planning keyed to central planning, especially for curriculum and professional development, marketing, and sharing resources*
- 2. Engaging in pro-active, data-supported analysis of “vital statistics” for Catholic schools and recommending targeted assistance where necessary*
- 3. Building a strong infrastructure of technology and using it to support pedagogy, professional development, marketing, and data collection and analysis*
- 4. Lobbying for alternative sources of funding to increase parental choice in education, including tax credits*
- 5. Requiring and supporting local marketing plans and creating regional and system-wide marketing plans to promote all Catholic schools*

Present Strengths and Opportunities for Growth

Catholic schools operate under several models of governance, though all have in common a site-based management that is keyed to the mission, the policies, and the requirements for Catholic schools that are approved by the Archbishop of Seattle and overseen by the Office for Catholic Schools. The system works through a dynamic relationship between the local school and the central office, an interplay of “subsidiarity” and “solidarity” that contributes to the flourishing of the common good. In recent years, schools have been organized into “regions” for the purpose of coordinating planning and sharing resources among a cluster of schools. The resources of technology have been tapped to share data and information and to improve communication among the schools. For example, several “consortiums” exist for schools to share information about school management, test scores, and library resources. At the Archdiocesan level, besides a time for retreat, all principals meet four times a year, including once with pastors, to receive updates and provide input into policies and programs. Representatives from each region (the “Executive Principals”) also meet with the Superintendent and the Office for Catholic Schools to coordinate local and regional planning of specific programs more closely with the central office.



Much is in place to ensure that best practices and resources are shared among the schools. Even so, more needs to be done. Stakeholders have been calling for more coordination of support for local efforts, especially through increased financial support and the sharing of ideas for innovative curricula and co-curricular activities, methods of assessment that will improve student learning, opportunities for professional and leadership development, and marketing strategies. Stakeholders agree that each school and the system of schools would benefit from a culture committed to data-supported analysis of “indices of vitality” and planning. The Archdiocesan School Board, the Fulcrum Foundation, and the Office for Catholic Schools need to share and coordinate data-supported information and strategies for assisting schools. The uses of technology for managing all facets of the schools’ mission need to be analyzed and implemented. Cost-savings can be realized and waste avoided through the use of joint-purchasing agreements and the strategic use of shared positions.



At St. Joseph School in Vancouver, children in the Pre-K program enjoy a variety of activities that stimulate their desire to learn, teach work, behavior and study habits, and prepare them to succeed in school and in life.



Recognizing that Catholic schools in other states have benefited from several kinds of state funding, stakeholders are eager to explore sources of funding in Washington State that will not compromise the freedom of Catholic schools to operate according to their mission.

The actions in support of “Wise Stewardship” commit Catholic schools in specific ways to a stronger emphasis on planning, governance, fundraising, and marketing.



4

GOAL FOUR

Actions

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.

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.

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.

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.

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.

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

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.



Students at Queen of Angels School in Port Angeles connect through the internet with resources for learning while being grounded in a strong program of faith and character development.



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.

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.

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.



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.

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.

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 inter-cultural educational communities.


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.

BY THE NUMBERS

Key Deadlines

The implementation of the strategic plan calls for meeting the following schedule and targets:

2015	2016	2018	2019
FEBRUARY <p>Key trends of the “indices of vitality” will be analyzed and proactive assistance provided to schools where needed.</p>	FEBRUARY <p>Each school 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.</p>	JUNE <p>Teaching and learning will be improved through the use of innovative, 21st century methods and the analysis of results from a common assessment.</p>	SEPTEMBER <p>4,300 available seats will be filled.</p> <p>100% of teachers of religion will be certified.</p>
JUNE <p>A comprehensive marketing plan to broadcast the good news of Catholic education will be developed to raise enrollment in Catholic schools.</p>	JUNE <p>A comprehensive and systematic program of professional development will be designed and implemented for teachers, leaders, and future leaders.</p>	DECEMBER <p>The enrollment of Hispanic students will be raised from 8% to 15% of all students = 1,600 students.</p>	

Catholic Schools Are Excellent

In every grade and in every subject, Catholic schools show proven academic excellence, evidenced by test scores; teachers and principals continually seek opportunities for professional development.

IN 2013
1,600 teachers attended:

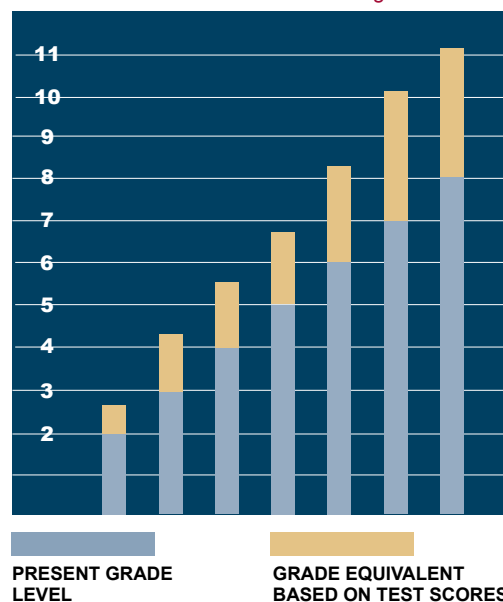


**TEACHER
EXCELLENCE
DAY 2013**

EACH YEAR
74 principals attend:

**AN ANNUAL RETREAT
& FOUR PROFESSIONAL
MEETINGS**

IN ALL SUBJECTS, STUDENTS IN
GRADES 2 - 8 achieve, on average,
 above their grade level*



*composite scores based on 40 schools reporting ITBS results

The data show a story of challenge and opportunity for our Catholic schools and explain some of the key targets of the strategic plan. Opportunities for increasing enrollment exist among growing ethnic populations, especially the Hispanic community, rural schools whose demographics may require additional resources (such as transportation) and by persuading a greater percentage of families to choose a Catholic school education for their recently baptized children.

CHALLENGE

4,300

**AVAILABLE SEATS,
INCLUDING 22 SCHOOLS
WITH FEWER THAN 200 STUDENTS**

OPPORTUNITIES

65%
**HISPANICS IN W. WA
SELF-IDENTIFY AS
ROMAN CATHOLIC**
13%
**ARE CHILDREN
AGE 5-14**

**ONLY
29%**
**OF BAPTIZED
CHILDREN
ATTEND CATHOLIC
SCHOOLS**

Tuition assistance from the Fulcrum Foundation has made a Catholic school education available to many children and young adults and has supported their persistence to graduation; increasing the allocation of tuition assistance will allow more families to receive the Catholic education they want for their children.

REALITIES

\$6,140
**AVERAGE
ELEMENTARY
SCHOOL TUITION**
\$14,677
**AVERAGE HIGH
SCHOOL TUITION**

1,320
**STUDENTS
EACH RECEIVE A**
\$1,100
**FULCRUM TUITION
ASSISTANCE GRANT**

\$24,000
**MEDIAN ANNUAL
INCOME OF
THOSE WHO
RECEIVED TUITION
ASSISTANCE**

2,542
**ELIGIBLE
APPLICATIONS FOR
ASSISTANCE
FULCRUM HAD TO
DECLINE**

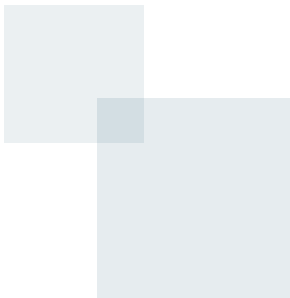
SUCCESSES

100%

**IN 2012, ALL HIGH SCHOOL STUDENTS
WHO RECEIVED TUITION ASSISTANCE
FROM FULCRUM GRADUATED AND WENT
ON TO POST-SECONDARY EDUCATION**



PROGRESS REPORT



Even while “From Strength to Strength” was being developed, the Office for Catholic Schools identified and began to implement certain initiatives that had a high priority or that were necessary for implementing the rest of the plan. The following actions and tasks were completed or significantly underway by January, 2014:

UPDATED RELIGION CURRICULUM

The religion curriculum was completely revised in order to identify the learning expectations for each grade and to align them across the curriculum. The Assistant Superintendent for Curriculum convened a curriculum committee to review the draft of the curriculum, to identify resources for each topic and grade level, and to develop sample lesson plans, which show how the topics might be taught in the course of several weeks and how the teaching of religion can be integrated with other subjects in the curriculum. This work will be posted on the website of the Office for Catholic Schools for use by teachers and catechists.

STANDARDS FOR ENGLISH LANGUAGE ARTS

The Assistant Superintendent for Curriculum has convened a committee to review the learning expectations for English Language Arts, which will finish its work in January 2015. These expectations will meet and exceed those required for Washington State and include topics that are pertinent to Catholic schools. As with the religion curriculum, resources, recommended texts, and sample lesson plans are also being developed and will be posted on the Office for Catholic Schools’ website (www.ocsw.org) so that teachers of Language Arts will have this resource readily available to them.

LEADERSHIP AND PROFESSIONAL DEVELOPMENT

In consultation with the “executive principals,” the Fulcrum Foundation, the Archdiocesan School Board and other stakeholders, the Office for Catholic Schools is developing a comprehensive program for faculty professional development and for identifying and developing the next generation of principals for Catholic schools. This program, also called a “leadership academy,” is being undertaken in partnership with Catholic universities such as Notre Dame in Indiana, St. Martin’s in Lacey, Washington, Seattle University, and the University of Portland in Oregon.

As part of this project, “Teacher Excellence Day” for 1,600 teachers was redesigned in AY 14 and offered simultaneously in two locations, a summer leadership program is held annually at Seattle University, and funding is provided for a summer conference for pastors of schools and a summer leadership program, both at Notre Dame.

UPDATED POLICIES

With leadership from the Assistant Superintendent for Policies and Personnel, policies for Catholic schools were completely revised in AY 13 and are undergoing final review in AY 14 before receiving the Archbishop’s approval in time for the start of the AY 15 school year. Policies enshrine best practices and guide the principal in his or her work. To accompany the policies and to train and assist principals, the Office for Catholic schools is creating templates and checklists that draw attention to “tips” and resources for the principal to use in leading and managing the school.

PLANNING WITH “INDICES OF VITALITY”

Throughout AY 13 and into AY 14, the steering committee of the strategic plan, the Archdiocesan School Board, and the Office for Catholic Schools, under the leadership of the Assistant Superintendent for Technology and Special Programs, developed “Indices of Vitality” with benchmarks as ways of measuring the vibrancy and sustainability of Catholic schools.

Each year at the Festival of Catholic High School Choirs, over 750 students from local Catholic high schools combine their voices in song for a festival of music at Seattle’s Benaroya Hall.



The indices were adapted from a similar project in the Archdiocese of Cincinnati and were expanded to include markers of the four themes of the mission of Catholic schools in the Archdiocese of Seattle. At the same time, the technology team in the Office for Catholic schools has been designing the system for collecting and displaying the data for the indices project so that collection of data will take place in October, 2014 and will be ready for analysis in December. Data will be shared among the Office for Catholic Schools, the Archdiocesan School Board, and the Fulcrum Foundation so that trends can be detected through pro-active analysis and, where necessary, assistance can be provided to schools to keep them vibrant and sustainable.

SYSTEMS APPROACHES TO TECHNOLOGY

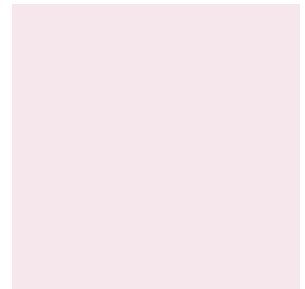
The Curriculum and Information Technology Committee will explore how technology can support new pedagogical approaches to the curriculum and assessment of learning and will analyze how technology can support operations and with developing a plan, including estimated costs, for building an integrated technology system for Catholic schools and the Office for Catholic Schools.

REGIONAL PLANNING

With advice and guidance from the Executive Principals, schools have begun to engage in region-wide, cooperative planning in order to identify innovative and co-curricular programs that should be promoted in the region, opportunities for professional development, possibilities for sharing positions and adopting other cost-saving measures.

A COMPREHENSIVE MARKETING PLAN

In November, 2013, an Assistant Superintendent for Enrollment Management and Marketing was hired and charged with developing a compelling “value proposition” for Catholic schools and a comprehensive marketing plan in English and Spanish for schools at the local, regional, and system-wide levels. 4,300 seats are available in Catholic schools, and opportunities to fill them are available if effective marketing strategies are combined with plans and resources for welcoming the ethnic communities of western Washington, addressing the increased demand for a Catholic education from the families of diverse learners, and providing financial assistance to families that require it.



APPENDIX A PLANNING PROCESS

Throughout an extensive planning process, assisted by ACE Consulting of Notre Dame, we heard strong affirmations of the value of our Catholic schools both for the church and for the people of western Washington, and we received guidance for the actions and tasks of the plan from the following people and documents:

- The vision and guidance of Archbishop Sartain
- Several meetings of the Presbyteral Council and the Archbishop's Curia
- Qualitative data from five listening sessions held throughout the Archdiocese
- Statistical data from national and local annual reports
- A meeting of all principals in September, 2012 and May, 2013
- Seven regional meetings with principals and pastors
- A meeting of all principals and pastors of schools in October, 2013
- The Fulcrum Foundation's "Strategy White Paper"
- Recommendations from the Archdiocesan School Board and the Office for Catholic Schools
- Recommendations of the subcommittees and the steering committee for the strategic plan

2012

Sept.	The Archbishop calls for a strategic plan.	March-April	Five listening sessions with 500 participants are held throughout the Archdiocese.
Oct.	ACE Consulting of Notre Dame is engaged; A steering committee is formed, with representation from pastors, principals, Fulcrum, and Chancery staff. Subcommittees are formed, based, in part, on the categories identified by Fulcrum: <i>Catholic Identity</i> <i>Leadership</i> <i>Business Practices</i> <i>Enrollment Management & Marketing</i> <i>Technology</i> <i>Diverse Learners</i>	April-May June June-Aug. Aug.	Regional meetings are held for pastors and principals. ACE Consulting provides a summary of the listening sessions. The Style Committee writes a second draft of the plan and drafts a vision statement. ACE Consulting provides an audit of data, with summary and analysis.
Nov.-Dec.	The steering committee meets.	Sept.-Dec.	Meetings are held with the Presbyteral Council and the principals and the pastors of schools.

2013

Jan.-Dec.	Monthly meetings of the Steering Committee are held.	Dec.	The Steering Committee finishes the plan and the vision statement. The Steering Committee submits the plan to the Archbishop for approval.
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APPENDIX B COMMITTEES

Steering Committee

Bob Breshock
Susan Burdett
Diane Cronin
Tony DeSapio
Kristin Dixon
Eric Downing
Terri Fewel

Luis Fraga
Chris Gavin
Isaac Govea
Rick Green
Anthony Holter
April Little
Rev. Michael McDermott

John O'Halloran
Gwen Rodrigues
Rev. Stephen C. Rowan (Chair)
Rev. Steve Sallis
Matt Shanahan
Penney Thiemann-Sanders

Business Practices Subcommittee

Tony DeSapio (Chair)
Patrick Fennessy
Patrick Finney

Michael Maher
John O'Halloran
Gwen Rodrigues

Penney Thiemann-Sanders

Catholic Identity Subcommittee

Susan Burdett
Anne Frederick
Brandy Lindstrom

Rev. Michael McDermott
(Chair)
Marianne McGah

Emily Suda



Diverse Learners Subcommittee

Brian Anderson
Terri Fewel (Chair)

Kay Purcell
Dan Sherman

Sandra Barton Smith

Enrollment Management and Marketing Subcommittee

Sarah Dahleen
Eric Downing (Co-Chair)
Luis Fraga (Co-Chair)

Martha Gibney
Isaac Govea
April Little

Joe Sprague
Michele Thornquist



Leadership Subcommittee

Mary Helen Bever
Bob Breshock
Diane Cronin
Kristin Dixon (Chair)

Kathi Hand
Anthony Holter
Steve Knight
Steven Morissette

Maureen Reid
Rev. Steve Sallis
Allie Savio
Karen Tarabochia

Technology Subcommittee

Steve Brown
Terri Fewel
Regan Hurley

Robert McCambridge
Jan O'Callahan
Tom O'Callahan

Sam Procopio
Matt Shanahan (Chair)
Sandra Barton Smith

Archdiocesan School Board

Rachel Baker
Kathy Cartee
Patrick Finney
Mike Hemmer

Anthony Holter (ex officio)
Thomas Knollman (President)
Michael Maher
Jack Peterson

Carla Phillips
Penney Thiemann-Sanders
Mirya Roach
Rev. Stephen C. Rowan (ex officio)

APPENDIX C NATIONAL STANDARDS*

1 An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

2 An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

3 An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

4 An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

5 An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

6 An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

7 An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

8 An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

9 An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

10 An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

11 An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.

12 An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

13 An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.



* Taken from the **National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools** (Center for Catholic School Effectiveness, School of Education, Loyola University Chicago, in partnership with the Barbara and Patrick Roche Center for Catholic Education, Lynch School of Education, Boston College.)

APPENDIX D SIX TASKS OF CATECHESIS and Anchor Standards

1. Knowledge of the Faith

Students will explore, profess and reflect on our Catholic faith, which is the content of God's revelation found in Sacred Scripture and Sacred Tradition and lived out in the Creed and Church doctrine.

2. Liturgical Education

Students will recognize the presence of Christ and enter into communion with Him through active, full and conscious participation in the Liturgical celebrations and Sacraments of the Church.

3. Moral Formation

Students will develop a moral conscience that is informed by Church teachings and conformed to Christ, as modeled in a personal life of virtue and demonstrated in service of the Gospel's demands for society.

4. Learning to Pray

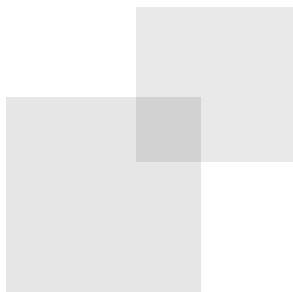
Students will experience and engage in Catholic expressions of prayer to deepen their relationship with God and the Church.

5. The Life, Community, and History of the Church

Students will study and participate in the life and mission of the church, the Body of Christ and the community of believers, as expressed in the Church's origin, history, ecclesiology, the Communion of Saints and their family, the domestic church.

6. Missionary Spirit and Service

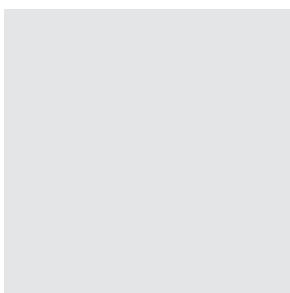
Students will acquire and demonstrate skills to recognize their gifts from God and their vocation to share the good News of Jesus Christ in word and deed in the world.



APPENDIX E INDICIES OF VITALITY



The strategic plan calls for conducting an annual analysis of information from each school in order to detect how the school is meeting standard markers of strength and vitality and to undertake data-supported, proactive remedies. For over ten years, the Fulcrum Foundation has been collecting pertinent data and conducting analyses for the schools that apply to its “Schools in Need” program. The combination of analysis and assistance has helped many schools strengthen their programs and improve their ways of operating, sometimes in dramatic ways. In a few cases, schools have even remained in existence thanks to their proactive attention to evidence, their willingness to partner with others, and their commitment to success.



In recent years, the Office for Catholic schools has been creating a robust database of information, compiled from the annual NCEA survey and other sources. This database makes possible the creation of a variety of reports that show the status of a school in relation to standards and best practices and to other schools either in a region or throughout the system of schools in the Archdiocese.



Using several “indices of vitality” to organize the data, and borrowing from work already done by the Archdiocese of Cincinnati, the Business Practices Subcommittee of the strategic plan’s Steering Committee has designed a system for showing in one overview how well each school is achieving benchmarks for the four goals of the mission for Catholic schools in the Archdiocese of Seattle: Catholic Identity, Excellent Religious, Academic, and Co-Curricular Programs, Accessibility, and Wise Stewardship.



Furnished with this information and committed to a process of analysis and planning, the Office for Catholic Schools, the Archdiocesan School Board, and the Fulcrum Foundation will review the data each year, starting in AY 2015. Where there are questions, the Office for Catholic Schools will seek answers and suggest remedies to the schools and will seek ways of improving its own services to schools.





**“How much good has
been done by Catholic
schools and universities
around the world!”**

Pope Francis
Evangelii Gaudium, 65

Office for Catholic Schools

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