

Strategic Plan 2017-2022



Mission Statement:

We, as the Christ the King Catholic School Community, seek to further God's kingdom by developing spiritual and scholarly Christians who know, understand and live their faith.

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Vision Statement:

Building Christ's Kingdom through worship, academics and service

A Letter from the Pastor

Christ the King Catholic Church

To the Christ the King Community:

Greetings in Christ our King! It is with great pleasure that I present the Strategic Plan for Christ the King School. Our plan covers the years 2017-2022 to ensure that the good works of our parish school continue. This plan is the product of a lot of dedicated work over the last year from our School Board, as well as many other volunteers who assisted with our subcommittees. I am very grateful for their generosity in offering their time and talent for the good of our school.

Throughout the many decades in which our school has been open, our mission has never changed: to educate the hearts and minds of our students and form them into disciples of Jesus Christ. Respectful and caring teachers help our children to grow both personally and academically. We are blessed that our school is doing well in many respects, including a healthy enrollment, sound finances and high academic achievement. Therefore this plan seeks to build the future from a position of strength.

The future holds inevitable changes. We at Christ the King School continue to search for new resources and opportunities to provide the very best education for our students. We face many challenges, but we are confident that, with proper planning, sound administration, and a deep trust in Divine Providence, we can face these challenges head-on. Ensuring the financial stability of the school through increased enrollment is an essential component of the Strategic Plan for 2017-2022. Providing funding for future growth, enhancing the school's facilities and creation of an effective marketing program are ambitious elements of the plan which will help us achieve our goal of capacity enrollment.

May God bless our continued efforts to make Him known, loved and served at Christ the King School.

Sincerely in Christ our King,



Rev. Stephen Lacroix, C.S.C.
Pastor

Introduction

Christ the King Parish was founded in 1933 by the Congregation of Holy Cross, whose mission is “to make God known, loved and served, and thus save souls.” Christ the King School was founded in 1953 to fill a need for quality, faith-based education on the north side of South Bend. The school building was completed in 1955, and by 1958 we were serving students in grades one through eight. As we look to the future of our school, we must remember the words of Jesus as He sent His disciples into the world to “go and teach” and to “make disciples of all nations...teaching them to observe all I have commanded you.”

In the fall of 2016, the school advisory board of Christ the King initiated efforts to develop a five-year strategic plan, in accord with the request of the Schools Office of the Diocese of Fort Wayne-South Bend. Following the strategic planning process model provided by the Diocesan Schools Office, the board solicited input from a broad range of stakeholders through invitations to serve on strategic planning subcommittees. The pastor and school principal also provided substantial input throughout the process.

The strategic plan is organized around categories pertinent to a thriving Catholic school:

- Catholic Identity
- Academic Programs (curriculum and school improvement)
- Enrollment and Marketing
- Finance and Development
- Facilities and Capital Improvement

To establish a helpful context for the goals and specific implementation plans, each section offers a brief history and rationale, as well as a SWOT analysis that details key strengths, weaknesses, opportunities and threats for each of the five areas of focus. This strategic plan is designed to be a working document that will guide, but not restrict, activities for the next five years. Responsibilities for specific actions are stipulated in the plan, and regular review and assessment of progress and of the plan itself will be an important, though not exclusive, role of the school advisory board.

For I know the plans I have for you, says the Lord... to give you a future and a hope.

- Jeremiah 29: 11

Catholic Identity

Catholic identity is at the heart and soul of a Catholic education. If we provide a high-quality education but fail to form our students into true Christian disciples, we have not fulfilled our mission. As the founder of Holy Cross, Blessed Basil Moreau once said, “the mind will not be cultivated at the expense of the heart. While we prepare useful citizens for society, we shall likewise do our utmost to prepare citizens for heaven.” Therefore, our Catholic identity must be at the heart of everything we do.

We seek to form students who know their faith, love their faith and practice their faith. Religion classes at all levels are intended to make sure students understand the substance of the Catholic faith while forming a personal relationship with Christ. Priests are present in the classroom on a consistent basis in order to assist the teachers in this responsibility. Through an annual Teacher Retreat, as well as through the efforts of the School Spirituality Committee, we seek to nurture our teachers in their faith and thus continually strengthen the Catholic identity of the school.

Liturgical practice is also an integral part of a Christ the King student’s formation. Students attend Mass once every week, and they are trained to serve in roles such as lector, cantor, altar server and gift bearer. Students pray in Eucharistic Adoration every month and have opportunities for other common devotions, including the rosary, Stations of the Cross and May crowning. They also have regular opportunities to receive the Sacrament of Reconciliation.

Service is a major component of our Catholic identity, as our students are encouraged to put their faith into practice by reaching out in love to those in need. Older students have the opportunity for regular, structured ministry placements, but all students have the opportunity to serve. Many of these opportunities take place in the local community, but our sister parish relationship with Corpus Christi Parish in Jalchatra, Bangladesh gives all students the opportunity to gain a better appreciation of what it means to be part of a universal Church.

In order to live out our Catholic identity, we seek to foster a feeling of community throughout Christ the King. Within the classroom, we utilize the Olweus anti-bullying program. Among different classes, we create opportunities for students of different grades to “buddy up” and form “faith families”. This sense of community must extend to the parents and family members, as well. Parent organizations such as HASA help this effort tremendously, but it also must be complemented by every member of the school staff so that every parent feels like part of our family every time they have any contact with our school. Finally, we want to ensure that all school families are fully integrated into the larger family of our parish. It is vital to the mission of the school that our families are actively participating in Mass and parish ministries. All of the faith formation taking place in the classroom must be reinforced at home if it is to bear fruit for the Kingdom.

SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Priests are present in the school • Student service (7th and 8th grades) • Catechesis of the Good Shepherd emphasizes forming a personal relationship with Christ • Prayer in the classrooms • Weekly Mass, regular opportunities for confession and Adoration • Student participation in school prayer, Masses, rosaries, etc. • Olweus Program sets aside time for Christian community • Faith formation opportunities between classes (“buddies”, “faith families”) • Connections with organizations in the community • Religious images visible throughout the school and in classrooms • Mother’s and Father’s Day Masses • Sister parish relationship is well-known in the school 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Catechesis of the Good Shepherd stops at 2nd grade • Service for students younger than 7th grade • Our entrance space could be more welcoming • More involvement in youth group • Parish involvement and Sunday Mass attendance could be improved
<p>Opportunities</p> <ul style="list-style-type: none"> • Service for younger grades • Middle School attendance at Youth Group • Structured service activities for all grades, including families • Peer evangelization • An event-free/practice-free evening every week • The new <i>Alive in Christ</i> series is used across all grade levels and includes formation for discipleship. 	<p>Threats</p> <ul style="list-style-type: none"> • Families and students are immersed in a secular culture that is always a threat to our Catholic identity • Excessive focus on grades and reputation can always threaten Catholic identity • Complacency • Students and families are already overscheduled, which makes it difficult to take advantage of new opportunities

Goals

1. Strengthen our service program for grades Pre-K through 6.
 - a. Key Recommendations
 - i. Gather information on the skills and duties of which each grade level is capable.
 - ii. Gather information about local service sites at which these skills could be utilized.
 - iii. Work with teachers and service sites to create a plan for students to perform service consistently throughout the school year.
 - iv. Ensure that service activities are complemented by theological education and reflection.
 - b. Involved Constituents
 - i. Teachers and Administration
 - ii. Students
 - iii. Local Service Partners
 - iv. School chaplains
 - c. Responsible Parties
 - i. Principal
 - ii. Pastor
 - iii. Unit Leaders
 - d. Necessary Resources
 - i. Locations available for service
 - ii. Minimal budget for transportation, supplies
 - e. Evaluation
 - i. Surveys, teacher evaluation, feedback from site coordinators, student service hour reports

2. Strengthen the integration of the Catholic faith into all areas of the curriculum.
 - a. Key Recommendations
 - i. Identify how the faith is currently being integrated into each subject at each grade level
 - ii. Create a structure for sharing best practices
 - iii. Identify gaps
 - b. Involved Constituents
 - i. Teachers
 - ii. Administration
 - c. Responsible Parties
 - i. Teachers
 - ii. Principal
 - iii. Curriculum Director
 - d. Necessary Resources
 - i. Release time for teaching units to share ideas, resources and professional development
 - ii. Small budget for professional materials, resources and training
 - e. Evaluation

- i. Yearly assessment of how Catholic identity is incorporated in each classroom
- 3. Increase the attendance of school families at Sunday Mass.
 - a. Key Recommendations
 - i. Compare different ways of tracking Mass attendance
 - ii. Brainstorm different ways of encouraging Mass attendance.
 - iii. Put these means into practice and measure the results.
 - b. Involved Constituents
 - i. Parents & Students
 - ii. Teachers
 - iii. Administration
 - c. Responsible Parties
 - i. Pastor
 - ii. School Board
 - d. Necessary Resources
 - i. Marketing/promotional materials
 - e. Evaluation
 - i. Evaluation by Pastor, School Board
 - ii. ParishSoft data on collections, attendance

Action Plan Time Line for Catholic Identity

Year 1 (2017-18)

1. Strengthen our service program for grades Pre-K through 6.
 - a. Gather information on the skills and duties of which each grade level is capable.
 - b. Gather information about local service sites at which these skills could be utilized.
 - c. Work with teachers and service sites to create a plan for students to perform service consistently throughout the school year.

Year 2 (2018-19)

1. Strengthen our service program for grades Pre-K through 6.
 - a. Ensure that service activities are complemented by theological education and reflection.
3. Increase the attendance of school families at Sunday Mass.
 - a. Compare different ways of tracking Mass attendance
 - b. Brainstorm different ways of encouraging Mass attendance.

Year 3 (2019-20)

2. Increase the attendance of school families at Sunday Mass.
 - a. Put these means into practice and measure the results.

Year 4 (2020-21)

2. Strengthen the integration of the Catholic faith into all areas of the curriculum.
 - a. Identify how the faith is currently being integrated into each subject at each grade level
 - b. Create a structure for sharing best practices
 - c. Identify gaps
3. Increase the attendance of school families at Sunday Mass.
 - a. Put these means into practice and measure the results.

Year 5 (2021-22)

2. Strengthen the integration of the Catholic faith into all areas of the curriculum.
 - a. Identify how the faith is currently being integrated into each subject at each grade level
 - b. Create a structure for sharing best practices
 - c. Identify gaps

Curriculum and School Improvement

The hallmark of a Catholic school education is a rigorous curriculum offered in an atmosphere that models Gospel values and supports and enhances the development of the whole child. Our administrators, teachers, staff and School Board members, parishioners, students, and families stand upon a foundation of more than sixty years of such educational stewardship.

Our mission requires a dedication to continuing excellence in the development of both spiritual and academic growth in our students. The dedication of our staff, students and parents to this mission has resulted in high achievement and external recognition. Our ISTEP+ state assessment scores are consistently well above the state and diocesan averages. This year we were given an “A” grade and a Four-Star rating by the State of Indiana. Our academic curriculum is supplemented by a wide variety of extracurricular activities so that our students have the opportunity to excel in athletics, fine arts, leadership and other disciplines.

Christ the King School enjoys full accreditation with the State of Indiana and AdvancED Committee on Accreditation and School Improvement. We are a member in good standing of both the National Catholic Education Association and the Indiana Non-Public Education Association. The curriculum we follow is aligned vertically and horizontally to ensure that our students receive a thorough grounding in all academic disciplines. We rigorously teach and assess student progress toward mastery of the Indiana Academic Standards at all grade levels. In addition, Christ the King has historically recruited and retained exemplary teachers at all grade levels.

Maintaining and improving our academic performance, however, requires constant vigilance. We must be committed to providing appropriate attention and challenges to all students, from the most gifted to those who struggle the most. We must make continuous and strategic investments in technology, and we must also make sure that this technology is being used to full effect in the classroom. We must make sure that parents are actively involved in their children’s education, since we have a duty to support parents in their role as the primary educators of their children. We must make sure that teachers have the tools and training they need to excel in their profession.

We are very proud of our academic programs but realize that we must always strive to grow if we are to fulfill our obligation to the children whose souls have been entrusted to our care.

SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Highly qualified teachers • Counseling and Resource Programs • ISTEP+ scores • External recognition of academic achievement (Blue Ribbon status, A grade, Four-Star designation, etc.) • Updated technology in classroom • Church commitment to school • Pre-Kindergarten: all-day and half-day • Caring teaching staff, administration and priests • Web site appearance and functionality 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Instruction not differentiated sufficiently for struggling/gifted students • Programs not in place for students who have weak or failing ISTEP+ scores • Plan for personal development for teaching staff • Insufficient non-athletic extracurricular offerings for younger grades
<p>Opportunities</p> <ul style="list-style-type: none"> • Web site enhancement • Survey as vehicle for evaluation at end of each school year • Tutoring programs • Maximize use of new technology • Daycare • Continued need for education on Olweus anti-bullying program • Middle school mentoring program • Increasing communication to parents from teachers and school 	<p>Threats</p> <ul style="list-style-type: none"> • Teachers keeping blogs and grades up to date • Funding • Keeping facilities up to date

Goals

1. Increase the emphasis on programming and coding throughout the K-8 curricula.
 - a. Key Recommendations
 - i. Increase the amount of time we teach programming and coding.
 - ii. Use sites like Scratch and Code.org
 - iii. Emphasize the development of logic and problem solving abilities while teaching technical skills
 - b. Involved Constituents
 - i. Students
 - ii. Computer Teacher
 - iii. Technology Coordinator
 - c. Responsible Parties
 - i. Principal

- ii. Computer Teacher
 - d. Necessary Resources
 - i. Training on use of programming/coding web sites
 - ii. Minimal budget; most online programs are free.
 - e. Evaluation
 - i. Standardized tests or other grade-specific assessment tools
- 2. Increase our use of differentiated instruction and academic enhancement for all learners, including advanced students and students with weak/non-passing ISTEP+ scores.
 - a. Key Recommendations
 - i. Adopt a robust strategy to maximize individual learning (for example the diocesan RTI) during student study time.
 - ii. Offer continual professional development opportunities for teachers to grow in their use of differentiated instruction, and emphasize differentiated instruction in principal feedback on classroom observations.
 - iii. Development of study skills course to be offered during library time for all 5th grade and middle school students
 - iv. Work toward computer-based course of study which allows students to advance based upon individual performance.
 - v. Acquisition of leveled readers for use by all teachers in order to instruct struggling readers, as well as gifted readers. (Dibbles, Orton Gillingham)
 - vi. Disseminate of current best practices to all teachers.
 - vii. Collect and analyze student performance data (ISTEP+ and NWEA) as a means of improving curriculum and instruction, as well as creating individual programs for low and high scoring students
 - viii. Expand use of peer tutoring opportunities, including with National Junior Honor Society students.
 - b. Involved Constituents
 - i. Teachers
 - ii. Librarian
 - iii. Students
 - iv. National Junior Honor Society
 - c. Responsible Parties
 - i. Computer Teacher
 - ii. Librarian
 - iii. Curriculum Director
 - iv. Classroom Teachers
 - d. Necessary Resources
 - i. Study skills program for librarian use; workshop to aid in its implementation
 - ii. Computer programs, such as Khan Academy and ABC
 - iii. Leveled Reader Library
 - e. Evaluation
 - i. Monitor improvement in student performance, including standardized test scores

3. Increase use of web site to enhance parent/teacher communication for the purpose of improving student performance.
 - a. Key Recommendations
 - i. Assignments, tests and other relevant information will be posted on the Christ the King website
 - ii. Assignments updated every two weeks
 - b. Involved Constituents
 - i. Teachers
 - ii. Parents
 - iii. Students
 - c. Responsible Parties
 - i. Teacher
 - ii. Principal
 - d. Necessary Resources
 - i. Training on use of web site
 - ii. No financial resources necessary once web site redesign is complete
 - e. Evaluation

Action Plan Time Line for Curriculum & School Improvement

Year 1 (2017-18)

2. Increase our use of differentiated instruction and academic enhancement for all learners.
 - a. Gather input on different options for individualized instruction for all grade levels and subjects, including cost/benefit analysis, technology requirements and training requirements.
 - b. Decide which materials/programs we want to use.
 - c. Identify all individual students who could benefit from specific types of differentiated instruction.

Year 2 (2018-19)

1. Increase the emphasis on programming and coding throughout the K-8 curricula.
 - a. Research different options for teaching programming to K-8 students, including benefits, required resources and necessary training, and select the best program(s) for our needs.
 - b. Implement a teacher exploration/engagement phase to help engage teachers in a programming/coding curriculum.
2. Increase our use of differentiated instruction and academic enhancement for all learners.
 - a. Purchase necessary resources and arrange necessary training for selected programs.
 - b. Determine the metrics we will use to evaluate their effectiveness.

Year 3 (2019-20)

1. Increase the emphasis on programming and coding throughout the K-8 curricula.

- a. Purchase all necessary resources.
 - b. Arrange appropriate teacher training.
 - c. Determine how to work these programs into existing curriculum, including desired learning outcomes and measurement of success.
2. Increase our use of differentiated instruction and academic enhancement for all learners.
 - a. Begin using these resources.
 - b. Develop a structured feedback system to gauge their effectiveness.
 - c. Track standardized test scores of students targeted with specific differentiated instruction needs
 3. Increase use of web site to enhance parent/teacher communication for the purpose of improving student performance.
 - a. Identify all ways in which the existing web site can already be used to improve student performance and parent/teacher communication
 - b. Track the use of the web site to determine the extent to which this is happening.
 - c. Identify particular classrooms with suboptimal use and work out a corrective plan with those particular teachers.

Year 4 (2020-21)

1. Increase the emphasis on programming and coding throughout the K-8 curricula.
 - a. Implement the program(s)
2. Increase our use of differentiated instruction and academic enhancement for all learners.
 - a. Continue implementing identified programs for differentiated instruction.
 - b. Assess the effectiveness of programs used thus far.
 - c. Create a structure for continuously identifying new programs and resources, as well as a model for implementing them.
4. Increase use of web site to enhance parent/teacher communication for the purpose of improving student performance.
 - a. Reassess web site effectiveness after corrective actions have been taken by teachers.
 - b. Identify other functionality that could be added to the web site to enhance its effectiveness.

Year 5 (2021-22)

1. Increase the emphasis on programming and coding throughout the K-8 curricula.
 - a. Evaluate the program(s) and determine if any adjustments need to be made.
2. Increase our use of differentiated instruction and academic enhancement for all learners.
 - a. Continue monitoring and modifying the use of differentiated instruction resources.
 - b. Provide assistance to teachers who need help implementing differentiated instruction.
3. Increase use of web site to enhance parent/teacher communication for the purpose of improving student performance.

- a. Continue monitoring parent, teacher and student usage of the web site.
- b. Assess the feasibility of adding desired functionality to the web site, and begin desired web site modifications.

Facilities and Capital Improvement

Christ the King has undergone a number of facility upgrades and expansions since the original school building was opened in 1955. The Primary Wing was built in 1979, which added an additional 6,500 square feet to accommodate a growing student enrollment and provide more classroom space for kindergarten and the primary grades. In 2001, a two-story “Fine Arts/Technology/Science” addition was built, adding another 12,300 square feet at a cost of approximately \$2.6 million. This new addition provides classroom space for music, art, science, computers and technology, school library, administrative offices, phones and computers in every classroom, locker rooms for the gym, and an elevator serving both the church and the school. The total square footage of the Christ the King School campus is now 47,690 square feet. Parish debt accrued during this capital improvement was retired in May 2010.

We are committed to maintaining clean and safe facilities that support the academic and spiritual mission of the school. We are also committed to using our spaces efficiently and wisely to get the most out of our facilities. We maintain a disciplined schedule of preventive maintenance, and we maintain a long-term capital budget that allows us to anticipate future capital expenditures well in advance. We also make annual investments in technology in order to stay ahead of the curve.

We are proud of our campus, but we realize that our current facilities cannot accommodate some desired growth opportunities. In 2016-17 and 2017-18 we have had waiting lists for pre-K and Kindergarten, meaning that we have had to turn children away who wanted a Christ the King education. We currently lack the physical space to accommodate 60 kindergarteners, which therefore prevents us from promoting a full class to the first grade each year. We do not have any space to consider adding a program for three year-olds. Finally, the limitations of our current gym prevent us from hosting certain sporting events, as well as forcing us to rent gym space all over town for our teams to practice.

In order to address these issues, a Building Committee was formed in 2015 and will begin a feasibility study in 2017 to assess whether another campus expansion is possible. We are blessed to have many opportunities for expansion and growth in the years ahead, and we must make sure that our physical plant can always support the growth of our mission.

SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Physical plant in good overall condition • Strong preventive maintenance plan in place • Excellent science and art facilities • Superior playground equipment and layout with extensive green space • Pre-K and Kindergarten space available • No parish debt • School building is physically connected to the church to enhance the school mission • Consistent annual investments in technology (i.e. new computers, Smart Boards, etc.) 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Lack dedicated cafeteria and in-house lunch service • Lack auditorium for drama productions • Lack of storage for athletic equipment, HASA and classrooms • Insufficient gym space for practices • Current gym is not regulation for 7th and 8th grade basketball • No dedicated space for after-school care, indoor recess • No room to add a 3 year-old program • Limited parking space during large events • WiFi access points are insufficient for current needs • Traffic spills onto Darden Road during drop-off and pick-up
<p>Opportunities</p> <ul style="list-style-type: none"> • Land for development between church and primary wing (expansion without altering parking or green space) • Continued landscaping of grounds • Parish owns 4.5 acres of land available for expansion to west of school (existing traffic easement) • Sprinkler system for playground/fields • Generous and supportive parish makes capital improvements realistic • Connecting to the Metronet for increased internet speeds • E-Rate grants available to assist with technological upgrades 	<p>Threats</p> <ul style="list-style-type: none"> • Ability to keep pace with classroom and building technology • Ability to keep pace with other area schools and programs

Goals

1. Support a capital campaign to expand school facilities
 - a. Key Recommendations
 - i. Expand pre-K and kindergarten facilities
 - ii. Improve facilities that support increased enrollment
 - iii. Enhance security to facilitate a safer environment for faculty and students, particularly with a dedicated cafeteria
 - iv. Add a full-sized gym to allow CTK to host sporting events and practices
 - v. Review potential opportunity to add a 3-year-old program
 - vi. Improve traffic flow for pickup and drop-off
 - vii. Address key storage needs, including each of the following, in the design phase of a building project:
 1. Teachers
 2. Athletic Director
 3. HASA
 4. Maintenance Staff
 5. Youth Minister
 6. Funeral Luncheon Crew
 7. Boy Scouts
 8. Religious Education Coordinators
 - viii. Assess how the 4.5 acres owned by Christ the King (west of our main property) can be used to address parish and school needs.
 - b. Involved Constituents
 - i. Clergy
 - ii. Pastoral Team
 - iii. Administration
 - iv. Teachers
 - v. All Parishioners and School Families
 - c. Responsible Parties
 - i. Campaign Leadership (including committees)
 - ii. School Board
 - iii. Pastor
 - iv. Principal
 - v. Business Manager
 - vi. Property Manager
 - d. Necessary Resources
 - i. Full-time capital campaign director
 - ii. Feasibility study
 - e. Evaluation
 - i. The results of the feasibility study will determine the extent to which new construction can take place.
2. Assess and enhance information technology capabilities.
 - a. Key Recommendations
 - i. Connect to the Metronet for increased internet speeds

- ii. Evaluate E-Rate grants to assist with technological upgrades
 - iii. Improve communications with parents via text alerts
 - iv. Paperless forms and payments (i.e. lunch program, field trips, etc.)
 - b. Involved Constituents
 - i. Principal
 - ii. Curriculum Director
 - iii. Pastor
 - iv. Teachers
 - c. Responsible Parties
 - i. Principal
 - ii. Curriculum Director
 - iii. Pastor
 - iv. Computer Teacher
 - v. Technology Coordinator
 - vi. IT Consultants
 - d. Necessary Resources
 - i. IT consulting service (from Kinetic IT)
 - ii. Assistance with grant writing
 - e. Evaluation
 - i. IT capabilities are evaluated annually in consultation with Kinetic IT
- 3. Seek opportunities to beautify the Christ the King campus
 - a. Key Recommendations
 - i. Evaluate and improve the overall aesthetics of the grounds and landscaping
 - ii. Assess visual communications to improve traffic flow and campus safety
 - b. Involved Constituents
 - i. Administration
 - ii. Clergy
 - iii. Pastoral Team
 - iv. Pastoral Council
 - v. School Board
 - vi. Property Manager
 - c. Responsible Parties
 - i. Administration
 - ii. Pastor
 - iii. Business Manager
 - iv. Property Manager
 - d. Necessary Resources
 - i. Money currently budgeted for grounds keeping and campus improvements
 - e. Evaluation
- 4. Address Gaps in Campus Security
 - a. Key Recommendations
 - i. Remodel school entrance into a double-entry system
 - ii. Increase screening for visitors

- iii. Improve security procedures for King's Club pickup
- iv. Investigate lining to make windows shatter-proof
- v. Improve and standardize use of radios for lunch monitoring, playground supervision and pickup
- b. Involved Constituents
 - i. Administration
 - ii. Teachers/Aides
 - iii. Parents
 - iv. Local Law Enforcement Experts
- c. Responsible Parties
 - i. Administration
- d. Necessary Resources
 - i. Budgeting for capital improvements
 - ii. Grants for educational safety
- e. Evaluation
 - i. Local law enforcement experts will assist in evaluating the effectiveness of these measures and identifying remaining gaps.

Action Plan Time Line for Facilities & Capital Improvement

Year 1 (2017-18)

1. Support a capital campaign to expand school facilities
 - a. Conduct feasibility study
 - b. Begin fundraising, if called for by feasibility study
2. Assess and enhance information technology capabilities.
 - a. Secure grant funding and connect to the Metronet
 - b. Assess current technology resources and compile a prioritized “wish list” of desired technologies.
4. Address gaps in campus security
 - a. Remodel school entrance into a double-entry system
 - b. Implement a visitor management software and badge system for improved screening and hosting of visitors
 - c. Remodel King’s Club pick-up procedures.

Year 2 (2018-19)

1. Support a capital campaign to expand school facilities
 - a. Complete fundraising
2. Assess and enhance information technology capabilities.
 - a. Begin technology investments based on Year 1 wish list, as determined by annual technology budget and available grants.
4. Address gaps in campus security
 - a. Investigate lining to make windows shatter-proof
 - b. Improve and standardize use of radios for lunch monitoring, playground supervision and pickup

Year 3 (2019-20)

1. Support a capital campaign to expand school facilities
 - a. Begin construction of facility expansion
 - b. Begin planning for 3 year-old program
2. Assess and enhance information technology capabilities.
 - a. Continue technology investments based on Year 1 wish list, as determined by annual technology budget and available grants.

Year 4 (2020-21)

1. Support a capital campaign to expand school facilities
 - a. Move into expanded facility
 - b. Investigate addition of 3rd sections of pre-K and kindergarten
 - c. Begin 3 year-old program
2. Assess and enhance information technology capabilities.
 - a. Continue technology investments based on Year 1 wish list, as determined by annual technology budget and available grants.
3. Seek opportunities to beautify the Christ the King campus
 - a. Conduct an assessment of campus aesthetics and make recommendations
 - b. Conduct an assessment of campus visual communications and make recommendations
4. Address gaps in campus security
 - a. Use local security experts to audit the expanded facility and identify additional security gaps.

Year 5 (2021-22)

1. Support a capital campaign to expand school facilities
 - a. Assess remaining needs and evaluate potential uses of the 4.5 acres of land available for expansion.
2. Move Assess and enhance information technology capabilities.
 - a. Continue technology investments based on Year 1 wish list, as determined by annual technology budget and available grants.
3. Seek opportunities to beautify the Christ the King campus
 - a. Begin implementation of Year 4 assessment recommendations for campus aesthetics and visual communications

Enrollment and Marketing

Christ the King currently enrolls 470 students with a school capacity of 530 students. The school is operating at roughly 89% enrollment capacity. Recent years have witnessed a gradual upward trend in enrollment, and the Indiana State Voucher Program has been a great gift to many of our school families. We still, however, aspire to grow enrollment and reach capacity. Further increase in enrollment will ease financial pressures and allow the most children possible to benefit from a Christ the King education. Recent enrollment trends in the primary unit have been especially encouraging, as we have had waiting lists for two consecutive years in pre-K and Kindergarten.

Christ the King has largely relied on word-of-mouth and a positive reputation in the community to attract new families. While this has been successful in many ways, we realize that a more concerted marketing effort is necessary. To that end, we retained a Marketing Coordinator to work part-time with the aim of increasing enrollment. We have realized many benefits from this investment. A new school web site was launched, which is much more functional and visually appealing. Professional marketing materials have been developed to promote our school. School communications are being streamlined so that all communications emanating from the school are professional and consistent.

Much still remains to be done. One key focus area is making sure that all staff members are trained in customer service so that all existing and potential school families feel welcomed, informed, and valued every time they enter our school. We also must continue our external marketing efforts to reach the many families in surrounding neighborhoods who are not sending their children to Catholic schools. We have many opportunities to increase our enrollment, enhance our reputation and promote our school. It is essential that we take advantage of these so that we can offer high-quality educational and spiritual formation to as many children as possible.

SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Classroom aides • Pre-K through Grade 8 in one location • Updated classroom technology (Smart Boards, iPads, laptops, etc.) • Spanish • KSI-2 Testing (Kindergarten entrance exam) • School Nurse 8a-3p • Wide array of extracurricular and social activities • Full-time Resource Teacher and Counselor • Middle School Elective Period • Catechesis of the Good Shepherd Faith Developmental Program • Energetic and Welcoming HASA organization • Congregation of Holy Cross affiliation • Art and Theater program opportunities 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Outsourced lunch service program • Outdated communication and registration method (paper) • Lack of a 3 year-old Preschool Program • Lower middle school enrollment • Poor communications and up-front customer service; lack of singular messaging
<p>Opportunities</p> <ul style="list-style-type: none"> • Voucher programs • Enrollment analysis based on parish boundaries • Notre Dame connections with incoming employees • Southwest Michigan • Good physical location of school • Exit interviews • Birthday cards for newborns • Increase scale of communications and customer service through technology 	<p>Threats</p> <ul style="list-style-type: none"> • Parish boundaries • Tuition rate

Goals

1. Create a culture of marketing and public relations with all constituents
 - a. Key Recommendations
 - i. Develop a public relations protocol to train teachers, staff, students, and parish groups to be ambassadors for CKS.
 1. Form an "Ambassadors Families" group (CKS parents) to help conduct tours, send e-mails, and make/return phone calls to prospective families.
 2. Conduct public relations training for office staff members, so that all communication with new and prospective families is reflective of our mission
 - ii. Develop communications templates that reflect the school's brand so that all forms of communication sent from the school have a professional presence and comply with brand standards.
 1. Branded Communication Folder Newsletter (all electronic)
 2. Updated letterhead, envelopes and business cards
 3. Branded e-mail templates for "blackboard" style emails
 - iii. Create marketing packets/collateral for various levels of prospective families (first time contacting school, family attending a tour, newcomers, etc.)
 1. Establish streamlined protocol for follow-up with families who inquire about school
 - iv. Develop creative, emotionally connecting "welcome" gift for new babies in the parish
 - v. Increase brand visibility inside the school (gym, front entryway, empty stairwells)
 - vi. Develop a warm "Welcome" plan for all incoming (new and returning) families every year so that our families feels informed, prepared, and comforted about the new year ahead.
 1. Success with this will translate to positive words and referrals in the community from our current family base
 - vii. Continue bi-monthly updates in the Parish Bulletin including school news, successes, events, etc.
 - b. Involved Constituents
 - i. Office Staff
 - ii. Administration
 - iii. Marketing Coordinator
 - c. Responsible Parties
 - i. Marketing Coordinator
 - ii. Pastor
 - iii. Principal
 - d. Necessary Resources
 - i. Budget for marketing and promotional materials
 - ii. Outside training professionals
 - e. Evaluation

- i. Feedback from parents
- 2. Continue effort to position CKS as a leader in Catholic Education in the Michiana Area
 - a. Key Recommendations
 - i. Maintain media outreach for CKS events and accomplishments
 - ii. Keep website current (particularly with photos and articles about CKS accomplishments)
 - iii. Develop Social Media Plan
 - 1. Make a decision on the creation of an official Facebook page for CKS or develop a plan for continued operation of the HASA Facebook page.
 - iv. Increase marketing outreach to realtors, neighborhood developers, and local schools (particularly those who feed students into our middle school)
 - b. Involved Constituents
 - i. HASA
 - ii. Parents
 - c. Responsible Parties
 - i. Marketing Coordinator
 - ii. Pastor
 - iii. Principal
 - d. Necessary Resources
 - i. Time for regular web site updates
 - e. Evaluation
 - i. Monitor statistics on enrollment, number of visits and tours

Action Plan Time Line for Marketing & Enrollment

Year 1 (2017-18)

- 1. Create a culture of marketing and public relations with all constituents
 - a. Develop a public relations protocol to train teachers, staff, students, and parish groups to be ambassadors for CKS.
 - b. Develop communications templates that reflect the school's brand so that all forms of communication sent from the school have a professional presence and comply with brand standards.
 - c. Create marketing packets/collateral for various levels of prospective families (first time contacting school, family attending a tour, newcomers, etc.)
 - d. Continue bi-monthly updates in the Parish Bulletin including school news, successes, events, etc.
- 2. Continue effort to position CKS as a leader in Catholic Education in the Michiana Area
 - a. Maintain media outreach for CKS events and accomplishments

- b. Keep website current (particularly with photos and articles about CKS accomplishments)

Year 2 (2018-19)

1. Create a culture of marketing and public relations with all constituents
 - a. Continue to implement public relations protocol, making necessary adjustments.
 - b. Refine communications templates
 - c. Assess new marketing materials
2. Continue effort to position CKS as a leader in Catholic Education in the Michiana Area
 - a. Develop Social Media Plan

Year 3 (2019-20)

1. Create a culture of marketing and public relations with all constituents
 - a. Develop creative, emotionally connecting "welcome" gift for new babies in the parish
 - b. Develop a warm "Welcome" plan for all incoming (new and returning) families every year so that our families feels informed, prepared, and comforted about the new year ahead.
2. Continue effort to position CKS as a leader in Catholic Education in the Michiana Area
 - a. Increase marketing outreach to realtors, neighborhood developers, and local schools (particularly those who feed students into our middle school)

Year 4 (2020-21)

1. Create a culture of marketing and public relations with all constituents
 - a. Increase brand visibility inside the school (gym, front entryway, empty stairwells)

Year 5 (2021-22)

1. Create a culture of marketing and public relations with all constituents
 - a. Assess the effectiveness of our marketing efforts
 - i. Measuring trends in enrollment and retention
 - ii. Creating a survey instrument to solicit parent feedback
 - iii. Creating a follow-up instrument for families who have visited Christ the King but not enrolled.

Finance and Development

Christ the King Parish and School are financially stable, with no debt and a healthy balance in savings. The parish and school community has historically displayed great generosity. With careful stewardship of resources and engagement of new parishioners in the life of the parish, it is reasonable to expect this trend to continue.

School funding is secured through four primary revenue sources:

- Tuition and Fees
- Vouchers and other external financial aid
- Fundraising and development
- Subsidy from the parish

The school budget is lean. Most of the expenses are directly related to instructional costs (faculty and administrator salaries, books, utilities). However, the parish subsidy is currently much higher than we would like it to be. In FY 2017-18, the subsidy is projected to be slightly under \$500,000, and that kind of budgeting is not sustainable. It will take a combination of higher enrollment and decreased expenses to bring the subsidy back down to a more reasonable level.

By having a large bi-annual dinner/auction fundraiser, we have been able to successfully eliminate most of the smaller fundraisers that used to take place throughout the school year. The dinner/auction has been extremely successful, both as a supplement to our parish income and as a source of building up our income for tuition assistance through the SGO program. However, more consistent development efforts are needed to supplement this fundraising. We have taken some first steps towards building our alumni network, but much remains to be done.

We are also exploring the feasibility of a capital campaign to address some limitations of our current campus (see **Facilities & Capital Improvement**). We have not had a capital campaign since 2002, so we hope that parishioners will once again be generous in their support of our educational ministry.

SWOT Analysis

<p>Strengths</p> <ul style="list-style-type: none"> • Good fundraising structure • Active voucher program • Budgeted depreciation for school facilities (roof, boiler, grounds, etc.) • No parish debt • Lean school budget • Limited number of fundraising appeals/successful auction • Upward trend in enrollment • Socio-economically diverse school family population 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Amount of resources spent on old/paper technology (people, printouts, lunch tickets, etc.) • Technology lagging in financial operations (lunch, registration, etc.)
<p>Opportunities</p> <ul style="list-style-type: none"> • Part-time grants officer • Annual appeal to CKS alumni • Alumni Facebook group • Increase awareness of voucher availability • Increase marketing of Christ the King 's 50+ year reputation • Ambassador program • Alumni events 	<p>Threats</p> <ul style="list-style-type: none"> • Tuition increases • Economic downturn concerns • Penn-Harris-Madison open enrollment • Neighboring business appearance and its reflection on the neighborhood.

Goals

1. Expand alumni network.
 - a. Key Recommendation:
 - i. Host annual alumni reunion Mass in the summer.
 - ii. Host annual alumni winter social event like trivia night
 - iii. Create and maintain Alumni Facebook presence for direct contact with Alumni.
 - b. Involved Constituents:
 - i. Alumni
 - ii. Parents
 - iii. Friends
 - iv. Teachers
 - c. Responsible Parties
 - i. Alumni president

- ii. Development committee
 - d. Resources Needed
 - i. School alumni lists
 - ii. Former faculty lists
 - iii. Facebook
- 2. Develop a more formalized and institutional approach to consistent and stable fund raising.
 - a. Key Recommendations
 - i. Benchmark other comparable institutions
 - ii. Create a set of goals and objectives based on benchmarking data
 - b. Involved Constituents
 - c. Responsible Parties
 - i. School Board
 - ii. Pastor
 - iii. Principal
 - d. Necessary Resources
 - i. Contacts at peer schools
 - e. Evaluation
 - i. Benchmarking will be used to assess our strengths and weaknesses
- 3. Solidify our long-term reputation as a financially stable and aspirational diocesan school.
 - a. Key Recommendations
 - i. Assess budget and financial statements to determine long-term financial health
 - ii. Grow endowments to provide for future financial security
 - iii. Promote financial stability in marketing messages
 - b. Involved Constituents
 - i. Administration
 - ii. Pastor
 - iii. Business Manager
 - c. Responsible Parties
 - i. Pastor
 - ii. Principal
 - iii. Finance Council
 - d. Necessary Resources
 - i. Parishioners skilled in financial analysis
 - e. Evaluation
 - i. Financial stability is evaluated as part of the normal annual operations of the Finance Council

Action Plan Time Line for Finance & Development

Year 1 (2017-18)

1. Expand alumni network
 - a. Create and maintain Alumni Facebook presence for direct contact with Alumni
3. Solidify our long-term reputation as a financially stable and aspirational diocesan school.
 - a. Assess budget and financial statements to determine long-term financial health
 - b. Grow endowments to provide for future financial security
 - c. Promote financial stability in marketing messages

Year 2 (2018-19)

1. Expand alumni network
 - a. Host annual alumni reunion Mass in the summer.
2. Develop a more formalized and institutional approach to consistent and stable fund raising
 - a. Benchmark other comparable institutions

Year 3 (2019-20)

1. Expand alumni network
 - a. Host annual alumni winter social event like trivia night
2. Develop a more formalized and institutional approach to consistent and stable fund raising
 - a. Benchmark other comparable institutions

Year 4 (2020-21)

2. Develop a more formalized and institutional approach to consistent and stable fund raising
 - a. Create a set of goals and objectives based on benchmarking data

Year 5 (2021-22)

2. Develop a more formalized and institutional approach to consistent and stable fund raising
 - a. Begin to implement goals and objectives set in Year 4

Conclusion

The bishops of the United States remind us “Young people are a valued treasure and the future leaders of our Church. It is the responsibility of the entire Catholic community – bishops, priests, deacons, religious, and laity – to continue to strive towards the goal of making our Catholic elementary and secondary schools available, accessible, and affordable to all Catholic parents and their children, including those who are poor and middle class...These Catholic schools afford the fullest and best opportunity to realize the fourfold purpose of Christian education, namely to provide an atmosphere in which the Gospel message is proclaimed, community in Christ is experienced, service to our sisters and brothers is the norm and thanksgiving and worship of our God is cultivated.”¹

For over sixty years the people of Christ the King Parish have embraced this call. To live up to our vision, our school must be authentically Catholic and academically excellent. We serve the greater community by forming productive, involved, moral citizens capable of bringing Christian insight and principles to the multiple problems facing individuals and society today.

We underscore the status of this strategic plan as a working document, one that provides an outline of future activity but remains adaptable to address changing circumstances and unintended or unforeseen consequences. Ultimately, we hope this strategic plan serves as a robust effort to strengthen our school, to help it flourish in its mission to educate and form the whole person – body, mind, and soul.

School Board and Subcommittee Membership

2016-17

SCHOOL BOARD

Bill Kempf, President
Jennifer Wozniak, Vice President
Steve Appleton
David Eckrich
Maureen Eleff
Bill Goodwine
Eric Morin
Chad Picking
Meredith Santucci
Dominick Saratore
Abby Zielinski
Alison Glenn, HASA Representative
Stephen Hoffman, Principal
Rev. Stephen Lacroix, CSC, Pastor

Catholic Identity Committee

Steve Appleton
Mary Hill
Rev. Stephen Lacroix, CSC
Annie Morin
Rev. Michael Palmer, CSC

Curriculum & School Improvement Committee

Alison Glenn
Bill Goodwine
Steve Hoffman
Chad Picking
Christine Tingwald
Abby Zielinski

Facilities & Capital Improvement Committee

Eric Morin
Dominick Saratore

Enrollment and Marketing Committee

David Eckrich
Beth Elston
Ashley Gerard
Stephanie Myers
Meredith Santucci
Jennifer Wozniak

Finance and Development Committee

Maureen Eleff
Bill Kempf