



2022 – 2027 School Strategic Plan  
Christ the King Catholic School  
52473 Indiana State Route 933  
South Bend, IN 46637

**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.*

**Vision Statement:**

*Building Christ's Kingdom through worship, academics, and service*

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# A Letter from the Pastor

To the Parishioners and School Families of Christ the King:

It is with great pleasure that I present to you the new strategic plan for our school, which covers the years 2022 through 2027. This document is the product of a great deal of hard work from our School Board and administration, and it will be an important guide for our educational ministry in the years ahead.

It goes without saying that the past few years have been challenging for our school. The COVID-19 pandemic affected everyone in the world, and it certainly created challenges for educational institutions. I am very proud of the work that our school community did – faculty, staff, students, parents – to keep our kids learning in person. It was a herculean effort, but I know that our children will benefit from this for years to come.

Our school has consistently offered our students a superior experience of Christian formation and education, but emerging from this pandemic reminds us that we can never rest on our laurels. It is only by diligent planning – and continual reliance on the Holy Spirit – that we can deal with whatever the future holds. While much work remains to be done, this work is always a privilege, and every day I give thanks for the opportunity to assist in the work of forming our young people in the image and likeness of Christ. May God continue to bless this work abundantly.

Sincerely in Christ,



Rev. Stephen Lacroix, CSC, 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 2021, 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. The pastor, principal, and assistant principal also provided substantial input throughout the process.

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

- o Catholic Identity
- o Academic Programs (curriculum and school improvement)
- o Enrollment and Marketing
- o Finance and Development
- o 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 recommendations formulated after a thorough SWOT analysis (strengths, weaknesses, opportunities, threats) of each area by the School Board. 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.

## Catholic Identity

Our Catholic identity is the reason our school exists. While we strive to provide an excellent education in all academic subjects, our fundamental purpose is to make disciples, forming children in the faith so that they grow into adults who know and practice their faith with zeal. This ideal is embedded in our identity as a Holy Cross school. As our founder, Blessed Basil Moreau stated, “We shall always place education side by side with instruction; 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.”

In practice, our Catholic identity includes many important elements. Liturgy and sacraments are foundation of our faith, as well as opportunities for classroom prayer, devotions, and Eucharistic Adoration. We aim to make liturgical practice a regular part of each student’s experience at Christ the King so that it becomes a natural part of their lives. Therefore, it is important that we always observe sound principles of liturgy, while exposing our students to the breadth of our Catholic prayer tradition.

Many other elements play into our Catholic identity as well. The study of theology at all grade levels is crucial, as is the integration of the faith into other subject areas besides theology. Service to others is important as well, ensuring that each student has a diverse and meaningful experience of service throughout their time at Christ the King. We also emphasize community-building, making sure that the culture of our school reflects our Christian values. We want students to see good examples of lived Christianity among their teachers and peers, so building character is as important as imparting knowledge.

Our deepest hope is that by doing all of these things well, our students will graduate from Christ the King with a solid relationship with Christ and a desire to continue actively nurturing that relationship throughout their whole lives.

## Core Values:

At Christ the King School, we value

1. Celebrating liturgy and sacraments in a way that allows students to experience the truth and beauty of the Catholic faith, while fostering a greater love within them for Christ and His Church.
2. A rigorous study of theology that is faithful to the teachings of the Church and forms our students into spiritual and scholarly Christians who know, understand, and live their faith.
3. Encouraging students to develop a personal relationship with Christ so that they grow into adults who practice their faith.
4. Building a Christian community among students, faculty and parents, while supporting parents in their role as their children's primary educators in the faith.
5. Giving students meaningful experiences of Christian service which show them how to put their faith into practice for the benefit of the wider community.

## Goals: Catholic Identity

1. **Mass Attendance:** Promote increased Sunday Mass attendance among school families.
  - a. Key Recommendations
    - i. Develop a self-assessment of Mass attendance that provides a non-threatening way to have all Catholic families in the school take inventory of their current spiritual practice. Compile the results and determine the greatest needs to support and form our families in their faith practice.
    - ii. Based on the Mass attendance self-assessment from Year 1, work with faculty/staff to brainstorm ways to encourage families to strengthen the practice of their faith. This should include some kind of peer accountability, as well as a dedicated mechanism in the school to support this effort.
    - iii. Consider creating after-Mass social events that incentivize families to come to Mass together on Sundays.
    - iv. Create parish events that can offer support for ordinary family life in a church setting (i.e. family dinner nights, game nights, etc.)

- v. Work with faculty and staff to explore ways to use classroom assignments and activities (as well as sacramental preparation) to create opportunities for students to engage their parents in spiritual conversations or activities.
  - b. Involved Constituents
    - i. Clergy, teachers, parents
  - c. Responsible Parties
    - i. Clergy, subcommittee
  - d. Necessary Resources
    - i. Means of gathering survey data from parents, means of measuring Mass attendance.
  - e. Evaluation
    - i. Compare parent self-assessments; measure changes in Mass attendance.
- 2. **Collective Catholic Identity:** Work to increase the collective Catholic identity of our school by promoting a shared understanding of our mission/vision and a robust promotion of the practice of virtue, drawing on our Holy Cross identity and history.
  - a. Key Recommendations
    - i. Benchmark what other Catholic schools (especially Holy Cross schools) are doing and identify best practices for creating a shared Catholic identity.
    - ii. Work with faculty and staff to identify strengths and weaknesses of our current Catholic school identity.
    - iii. Share elements of Holy Cross's spirituality, pillars and educational philosophy with faculty and staff, then seek their input on how this can be shared with students and families to strengthen our Holy Cross identity.
    - iv. Look at our common prayers that begin and end each school day and determine whether there is an opportunity to use these in a way that strengthens our shared spirituality.
    - v. Work with faculty and staff to investigate the possibility of developing a shared spiritual experience that we will guide every student through over the course of their CTK education (parallel to the shared service experience we have already implemented). Determine if some of the elements of the shared service experience already in place can serve as a guide for developing a parallel spiritual experience, including a summative experience for each grade; ways for older students to take agency for their own spiritual formation; as well as possibly a capstone experience or project.
    - vi. Implement the shared spiritual experience created in Year 4 and assess its effectiveness by regular conversations with faculty.
  - b. Involved Constituents
    - i. Subcommittee, faculty/staff
  - c. Responsible Parties
    - i. Subcommittee
  - d. Necessary Resources
    - i. Access to benchmarking data, access to models of Holy Cross spirituality in schools

- e. Evaluation
    - i. Follow-up with faculty/staff
3. **Staff Cohesiveness:** Increase cohesiveness among our staff, with an emphasis on ministering to their spiritual needs and promoting a faith-centered, mutually supportive work environment working toward a common mission.
- a. Key Recommendations
    - i. Facilitate individual and group conversations with every faculty/staff member to discuss how the school could minister to their spiritual needs, both individually and collectively. This may include identifying needs for community-building, catechesis, and religious formation.
    - ii. Based upon the faculty/staff input from Year 1 (and including faculty/staff in the process), brainstorm ways to incorporate faith formation into the school year (including staff meetings, early dismissals, etc.). Brainstorm traditions that could be established for faculty and staff.
    - iii. Explore ways to strengthen the work of existing committees that are designed to minister to faculty needs, such as the Spirituality Committee, the Social Committee, and the Sunshine Committee, including incentives to strengthen teacher participation in these committees.
  - b. Involved Constituents
    - i. Clergy, subcommittee, faculty/staff
  - c. Responsible Parties
    - i. Subcommittee
  - d. Necessary Resources
    - i. Meetings with access to faculty/staff; ongoing committees comprised of faculty/staff
  - e. Evaluation
    - i. Follow-up with faculty/staff
4. **Extracurricular Activities:** Increase our offering of activities and groups that help students strengthen their relationship with Christ and their love of the Church.
- a. Key Recommendations
    - i. Inventory all activities and groups (in-class and extracurricular) that are intended to strengthen students' faith (such as community circles, faith families, school choir, etc.) Use existing faculty/staff meetings to explore ways that existing efforts can be strengthened, as well as gaps that exist in our students' formation.
    - ii. Develop ways to offer formal recognition for students who exemplify Christian virtues.
    - iii. Based on the gaps identified in Year 1, partner with faculty/staff representatives to brainstorm new activities that we could introduce which would allow students to explore their faith without such activities being connected with grades or mandatory attendance.
    - iv. Explore the possibility of giving students access to current evangelization and catechetical tools currently available in the market (i.e. Word on Fire,



- Dynamic Catholic, etc.). Discuss with faculty whether such resources should be incorporated into class instruction.
- v. Assess how students are currently encouraged to develop relationships with the saints and explore possibilities for strengthening this aspect of their Christian formation.
- b. Involved Constituents
    - i. Subcommittee, administration
  - c. Responsible Parties
    - i. Subcommittee
  - d. Necessary Resources
    - i. Personnel to manage extracurricular activities
  - e. Evaluation
    - i. Compare extracurricular offerings and student recognition at the end of the plan period
5. **Faith & Curriculum:** Integrate faith and religion across the curriculum and offer formation and reflection opportunities for teachers to assist them in this objective.
- a. Key Recommendations
    - i. Speak with teachers to see how they are incorporating faith into their classroom teaching beyond the required religion curriculum, including any professional development that would make them feel more confident in addressing religious topics.
    - ii. Identify ways that religion can be further integrated across subject areas, including examining what other schools in the area are doing, as well as looking at programs or professional development opportunities that already exist for such purposes.
    - iii. Work with teachers to implement the measures studied in Year 3 to integrate religion across the curriculum. Develop a means of working with teachers to support them and ensure that they are being implemented uniformly across classrooms.
  - b. Involved Constituents
    - i. Subcommittee, administration, faculty/staff
  - c. Responsible Parties
    - i. Subcommittee, administration
  - d. Necessary Resources
    - i. Access to different Catholic curriculum options for comparison
  - e. Evaluation
    - i. Formal review of options under consideration with School Board and faculty

## Curriculum & School Improvement

As Holy Cross educators, we cultivate the heart and mind together. Fr. Moreau believed that a rigorous education in all academic disciplines would enable students to come to a deeper knowledge of God, as well as a greater ability to integrate their faith with their lived experience.

We have consistently maintained academic excellence, as reflected in our performance in standardized tests, as well as our graduates' performance in high school and beyond. 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.

However, we are always aware that we can never take this academic performance for granted. It requires vigilance and constant work in several different areas. We must recruit and retain quality faculty, while offering them the resources and professional development they need in order to perform their best. We must ensure that our students' education includes significant exposure to fine arts, athletics, technology, and a wide variety of extracurricular opportunities. We must ensure that our curriculum is rigorous and intentional, offering enrichment opportunities for students who master the curriculum while offering support for students who struggle. Our attention to each of these areas is critical to maintaining the quality of education that people have come to expect from Christ the King.

## Core Values:

At Christ the King, we value:

- Engaging our students in rigorous and differentiated learning opportunities as they strive for proficiency of learning goals.
- Providing students with the opportunity to solve authentic real-world problems while encouraging higher order thinking.
- Ensuring that teachers' instructional practices are consistent with the Christ the King's educational mission and learning expectations
- Creating a culture of respect and success in every interaction with children and their families, schools, community partners, and colleagues.

## Goals: Curriculum & School Improvement

1. **Math:** Devise strategies to improve student learning in Math on all levels through both enrichment and intervention processes.
  - a. Key Recommendations
    - i. Use the newly provided diocesan curriculum plan to align assessments and instruction vertically to ensure fluidity among grade levels and provide opportunities through the planning process for differentiated instruction to meet the needs of all students.
    - ii. Create a committee to review data for areas of need in math instruction for both enrichment and intervention purposes.
    - iii. Using the Y1 plan, implement professional learning communities within the school to review the 2021-22 and 2022-23 data provided from NWEA and iLearn assessments to design and implement both a math intervention and enrichment program for grades 5-8 (greatest area of need based on current data).
    - iv. Implement professional learning communities within the school to review the 2021-22, 2022-23, and 2023-24 data provided from NWEA and iLearn assessments to design and implement both a math intervention and enrichment program for grades pre-kindergarten-3rd grade.
  - b. Involved Constituents
    - i. Subcommittee, administration, faculty/staff
  - c. Responsible Parties
    - i. Subcommittee, administration
  - d. Necessary Resources
    - i. Diocesan curriculum plan, standardized testing data
  - e. Evaluation
    - i. Comparison of test scores from year to year

2. **Spanish:** Improve the curricular content and focus on the instructional practices to improve student performance and placement within our Spanish program
  - a. Key Recommendations
    - i. Using data and feedback from feeder high schools, establish prerequisite criteria for Spanish 1 and Spanish 2 classes.
    - ii. Establish a means of assessment in order to show student growth from grade level to grade level.
    - iii. Document placement of students taking Spanish in high school classes.
    - iv. Establish collaboration between Spanish instructor and other classroom teachers in order to bring Spanish speaking opportunities into other subject areas.
  - b. Involved Constituents
    - i. Subcommittee, administration, Spanish teacher
  - c. Responsible Parties
    - i. Subcommittee, administration, Spanish teacher
  - d. Necessary Resources
    - i. Placement data for CTK alums from local high schools
  - e. Evaluation
    - i. Monitor CTK alum performance on Spanish placement tests from year to year
  
3. **Professional Development:** Provide purposeful professional development (PD) opportunities for staff and allow for collaboration to share out content.
  - a. Key Recommendations
    - i. Establish target areas for PD based on other objectives (e.g., Orton Gillingham, differentiation strategies for Math based on Objective 1; developing common language and vision for STEM based on Objective 4; etc.).
    - ii. Identify high-quality PD opportunities matched to these target areas. Engage teachers in at least 2 of these activities throughout the year and survey for impact/changes in practice afterwards.
    - iii. Reflect on cycle established in Y2 and data collected; identify new target areas and/or high-quality opportunities as needed. Provide additional opportunities for meaningful collaboration and content sharing.
    - iv. Reflect on cycle implemented in Y3 and data collected; identify new target areas and/or high-quality opportunities as needed. Provide additional opportunities for meaningful collaboration and content sharing. Articulate a long-term plan for strategic PD for CKS faculty and staff.
  - b. Involved Constituents
    - i. Administration, faculty
  - c. Responsible Parties
    - i. Administration, faculty
  - d. Necessary Resources
    - i. Access to PD opportunities and funding
  - e. Evaluation
    - i. Keep a running record of PD opportunities utilized by faculty from year to year, especially as they align with other goals in this plan

4. **STEM:** Come up with a comprehensive strategy to improve and integrate STEM education into both our technology classroom and within our core curriculum.
  - a. Key Recommendations
    - i. Build a common vision and vocabulary for STEM at CKS. Conduct a baseline survey of current definitions of STEM and STEM activities currently happening at CKS. Identify STEM priorities for the next three years and begin identifying targeted PD for teachers focused on priority areas.
    - ii. Establish a STEM working group at the school and empower faculty to become teacher leaders in this area to provide support to faculty at the school. Encourage collaboration and co-planning as possible. Engage community partners and parents in STEM efforts as possible. Conduct an end of year survey to examine impact/changes in practice in target areas.
    - iii. Revisit STEM priorities and develop a STEM action plan for the next 3-5 years. Identify potential sources of funding for STEM projects and efforts.
  - b. Involved Constituents
    - i. Subcommittee, administration, faculty/staff
  - c. Responsible Parties
    - i. Subcommittee, administration, faculty/staff
  - d. Necessary Resources
    - i. Access to STEM resources through ACE or other associations
  - e. Evaluation
    - i. Compare actual performance with the goals we create in our STEM plan
  
5. **Continuous Improvement:** Foster a supportive and ambitious school climate that promotes a culture of continuous improvement for all members of the school community (students, teachers, and administration).
  - a. Key Recommendations
    - i. Establish a committee of teachers and administration to serve as the organizational base of the school community.
    - ii. Collect feedback from teachers and staff to identify areas where support is needed.
    - iii. Form small collaborative work groups within the school based on need for support.
    - iv. Designate times for collaborative work such as planning, observing, peer review, and research. (b) Create a framework to measure improvement for all members of the community (c) Create a platform to celebrate individual successes to be shared throughout the school community.
    - v. Continue to revisit plans from Y1 and Y2 and revise as needed. (b) Using Y1 and Y2 Plans as a model, select a group of students, teachers and administration to create a committee designed to offer support to students.
  - b. Involved Constituents
    - i. Administration, faculty/staff
  - c. Responsible Parties
    - i. Administration, faculty/staff
  - d. Necessary Resources
    - i. Time and resources for small work group activity
  - e. Evaluation

- i. Follow-up with faculty/staff

## Facilities & Capital Improvement

Providing our students with the education and Christian formation they need requires the right facilities. Our original building was constructed in 1955, and there have been several additions since then as our educational ministry has expanded. Most recently, we opened a beautiful new addition in 2020, which has added more than 25,000 square feet to our campus. We are also in the planning stages of an expansion to our church vestibule, which will give us much-needed space for community-building and ministry-building activities.

School safety is certainly a topic that is on everyone's minds these days, given some of the tragic acts of violence that have taken place in schools in recent years. We have taken many measures to improve the security of our campus so that students and staff alike feel safe, with no distractions that would hinder the important work taking place in our school. Safety requires constant attention, though, and we have been fortunate to have the support of local law enforcement who help us monitor school safety and identify any gaps that require attention.

Technology is also an essential component of a quality education. Technology is constantly changing and requires continual investment to keep up. We are blessed to have a full-time Computer Teacher as well as a full-time Administrative Director of Technology to ensure that we are paying consistent attention to the use of technology in our school. With the increased emphasis on STEM education called for in this plan, we must make sure that our school infrastructure can support these important new initiatives.

## Core Values

At Christ the King, we value:

- Providing a safe environment for students, parishioners, and staff
- Providing an environment that supports our efforts to educate our students and form them into Christian disciples.
- Providing a welcoming and attractive facility that makes a positive impact on our neighborhood.

## Goals: Facilities & Capital Improvement

1. **1955 Wing:** Investigate ways to enhance the safety and cosmetic appeal of the original 1955 wing (i.e. Grades 1-3 and 6-8).
  - a. Key Recommendations
    - i. Assess and upgrade electrical in the 1955 wing.
    - ii. Assess and update HVAC and plumbing in the 1955 wing and work these items into the parish capital plan.
    - iii. Assess electric, HVAC and plumbing in the Early Childhood Wing and work these items into the parish capital plan.
    - iv. Assemble a group to assess possibilities for cosmetic improvements in the 1955 wing.
  - b. Involved Constituents
    - i. Pastor, Business Manager, Maintenance Staff, Administration
  - c. Responsible Parties
    - i. Pastor, Business Manager, Property Manager
  - d. Necessary Resources
    - i. Capital plan, estimates of all work, funding
  - e. Evaluation
    - i. Electrical work should be complete by the end of the planning period, with HVAC and plumbing work underway.
2. Assist with the effort to expand the church vestibule and beautify the campus exterior.
  - a. Key Recommendations
    - i. Include the Facilities & Capital Improvement Subcommittee in discussions for the vestibule expansion so that they can have input into aspects that affect the safety, functionality and cosmetic appeal of the school.
  - b. Involved Constituents
    - i. Exterior Renovation Committee
  - c. Responsible Parties
    - i. Pastor, Business Manager
  - d. Necessary Resources



- i. Input to Exterior Renovation Committee work
    - e. Evaluation
      - i. Project should be completed and paid for by June 2024.
- 3. **Cleaning:** Find additional ways to support the ongoing cleanliness and maintenance of our expanding campus, including investigating the potential for using volunteers and other labor to supplement our paid cleaning staff.
  - a. Key Recommendations
    - i. Assess changes that have been made in our contract with our cleaning subcontractors to identify if any gaps still exist in our ongoing school cleaning efforts.
    - ii. Investigate ways to incorporate some school cleaning/beautification efforts into the Time & Talent offerings, similar to what currently exists for the church.
  - b. Involved Constituents
    - i. Pastor, Business Manager, Property Manager, Maintenance, Administration, Cleaning Subcontractor
  - c. Responsible Parties
    - i. Business Manager, Property Manager
  - d. Necessary Resources
    - i. Means of evaluation and accountability for building cleanliness.
  - e. Evaluation
    - i. Feedback from administration and faculty/staff before contract renewal; ongoing monitoring of communication logs
- 4. **STEM:** Partner with the Curriculum & School Improvement Subcommittee to support an increased emphasis on STEM education through facility modifications and technology purchases.
  - a. Key Recommendations
    - i. After the Curriculum & School Improvement Subcommittee has proposed a plan for increased STEM education, review the plan with them and assess any facility and technology upgrades that are required.
  - b. Involved Constituents
    - i. Curriculum Subcommittee
  - c. Responsible Parties
    - i. Administration, faculty/staff
  - d. Necessary Resources
    - i. TBD, based on the work of the Curriculum Subcommittee
  - e. Evaluation
    - i. See Curriculum Subcommittee action plans

## Marketing & Enrollment

Strong enrollment is key not only to the financial stability of our school, but also to our mission.

After all, if we believe that a Catholic education is a critically important way of handing on the faith, we should desire that as many children as possible can benefit from this education.

Enrollment has remained consistent over the past several years, even in the face of the COVID-19 pandemic, and the Indiana State CHOICE Program has made a Catholic education accessible to more families. Enrollment has also been supported by the expansion of our facility in 2020, which allowed the expansion of our pre-kindergarten program and the institution of a 3-year-old program and a daycare.

Christ the King has primarily relied on word-of-mouth to spread the word about our school. We have also recognized the need to better utilize social media and other forms of communication to let more potential school families know about the good work being done at Christ the King. To that end, we have hired a part-time Marketing Coordinator for the church and school, and we've seen very positive effects in a short time.

We still have much work to do. We must collaborate with our existing families not only to spread the word about Christ the King, but also to welcome new families to the school and integrate them into our community. We must pay constant attention to the culture in the school so that every family, existing or potential, feels welcomed and valued every time they set foot in Christ the King.

### Core Values

At Christ the King, we value:

- Communicating with school families in a manner that is honest, transparent and timely

- Sharing the fruits of our educational ministry with the wider community and inviting new families to join our community
- Recognizing faculty, staff, and students who do exceptional work
- Keeping non-school parishioners informed about the good work occurring in our school

## Goals: Marketing & Enrollment

1. **Marketing Culture:** Create a culture of marketing and public relations with all constituents
  - a. Key Recommendations
    - i. Form an "Ambassadors Families" group (CKS parents) to help conduct tours, send e-mails, and make/return phone calls to prospective families.
    - ii. Streamline communication so the office staff has a clear understanding of their role in regards to communication with new/prospective families.
    - iii. Getting school information out. School packets into local daycares: Clay, Goddard, ECDC; and invite daycares to events in the school (plays, etc.).
    - iv. Bring in parents who are realtors from Christ the King School to meet and see what they would need to help promote CKS.
    - v. Increase marketing outreach to realtors, neighborhood developers, and local schools (particularly those who feed students into our middle school).
    - vi. Include a monthly "School Spotlight" in the church bulletin along with "8th Grader Spotlight," featuring two 8th graders per week on social media, website, and Kings News.
  - b. Involved Constituents
    - i. Subcommittee, Marketing Coordinator, Administration
  - c. Responsible Parties
    - i. Subcommittee, Marketing Coordinator, Administration
  - d. Necessary Resources
    - i. Contact information for prospective families
  - e. Evaluation
    - i. Annual review of marketing performance
2. **Prospective Families:** Establish streamlined protocol for follow-up with families who inquire about school
  - a. Key Recommendations
    - i. Develop creative, emotionally connecting "welcome" gift for new babies in the parish.
    - ii. Increase brand visibility inside the school (gym, front entryway, empty stairwells)
    - iii. Develop a warm "Welcome" plan for all incoming (new and returning) families every year so that our families feel informed, prepared, and

## *Marketing & Enrollment*

comforted about the new year ahead (using the Ambassador and Mentor families).

- b. Involved Constituents
  - i. Administration, Subcommittee
- c. Responsible Parties
  - i. Administration, Subcommittee, Marketing Coordinator
- d. Necessary Resources
  - i. Materials for parent takeaways, gifts, school graphics, etc.
- e. Evaluation
  - i. Running record of all prospective family contacts

## Finance & Development

Christ the King is very blessed to be financially stable. We have worked hard to eliminate our budget deficit, and we have a healthy balance in savings. We have three endowments which, while we do not currently draw from them, can help us to plan for the future in a responsible way.

The expansion of the CHOICE program has changed our budgeting process, with a much higher percentage of our annual income coming through CHOICE. Additionally, the diocese's new tuition policy, which is designed to maximize our ability to take advantage of what CHOICE has to offer, has increased our voucher income significantly. However, this policy has also resulted in sharp tuition increases for families who are not eligible for CHOICE, with a greater demand for parish-based financial assistance.

Since our last plan, we have successfully closed a \$5 million capital campaign, which paid for the new school addition. We are currently in midst of another fundraising effort for the expansion of the church vestibule, which we expect to close by the end of the school year. We continue to have success with our bi-annual dinner/auction, which has allowed us to replace several smaller fundraisers. However, as the nation appears to be headed for a recession, we must be prudent in managing our financial resources so that we are prepared for whatever lies ahead.

### Core Values

At Christ the King, we value:

- Ensuring a Catholic education is affordable and available to anyone who wants one.
- Stewarding our resources well so that we provide exceptional value to our students and continually grow in our educational mission.

- Engaging the entire parish in supporting our educational ministry as the largest ministry in the parish, with opportunities for all parishioners and school families to support the school in a manner appropriate to their circumstances.
- Integrity and transparency in our financial management, with our faith and the mission of the school at the center of all of our operations and fundraising.

## Goals: Finance & Development

1. **Reporting:** Improve financial transparency to school families by coming up with a meaningful strategy for financial reporting each school year.
  - a. Key Recommendations
    - i. In light of the recent tuition increase, create a communications strategy to communicate the positive impact of the increased revenue and how it has benefited our school.
    - ii. Creating an annual financial report specifically geared towards school parents, with parent input to help determine the contents and method(s) of dissemination.
    - iii. Assess the effectiveness of the Year 1 financial report and adjust as needed for annual usage.
    - iv. Investigate ways to use the website or other media to allow parents regular access to appropriate financial information.
  - b. Involved Constituents
    - i. Clergy, Administration, Subcommittee, Finance Council
  - c. Responsible Parties
    - i. Clergy
  - d. Necessary Resources
    - i. Year-End Financial Statements
  - e. Evaluation
    - i. Feedback from parents
2. **Fundraisers:** Reevaluate our current fundraising efforts. Assess whether current fundraisers need to be changed in light of the fact that some families are facing sharply increased tuition bills, while other families have had their bills drastically reduced. Also assess the possibility of an additional fundraiser for non-auction years.
  - a. Key Recommendations
    - i. Review the financial status of the parish and school in detail in order to assess the effectiveness of current fundraising efforts to determine if any should be reevaluated or modified.
    - ii. Brainstorm ideas for a regular “off-year” fundraiser and community-building event, with the possibility of beginning that event in 2024.
    - iii. Brainstorm ways for families to contribute to tuition assistance for other school families whose full tuition is not covered by CHOICE.
  - b. Involved Constituents

- i. Clergy, Subcommittee, Administration, Business Manager
  - c. Responsible Parties
    - i. Clergy, Subcommittee, Business Manager
  - d. Necessary Resources
    - i. Financial data, data on past fundraisers
  - e. Evaluation
    - i. Assess financial impact of fundraising changes; assess changes in fundraiser attendance/participation
- 3. **Parish Giving:** Investigate ways to encourage parishioners to reevaluate their annual parish giving, possibly in conjunction with Time & Talent Sunday and/or with opportunities to allow parishioners to witness the good things occurring in our school.
  - a. Key Recommendations
    - i. Work with the Pastoral Team to introduce opportunities for parishioners using EFT to reevaluate their contributions annually.
    - ii. Brainstorm ways to increase electronic giving among parishioners.
  - b. Involved Constituents
    - i. Pastoral Team, Finance Council, Subcommittee
  - c. Responsible Parties
    - i. Pastor
  - d. Necessary Resources
    - i. Materials we create to add to Time & Talent Sunday
  - e. Evaluation
    - i. Changes in EFT giving (number of givers, increases in annual gifts)
- 4. **Endowments:** Build up our school endowments (Operations and Tuition Assistance) for the long-term financial stability of our school.
  - a. Key Recommendations
    - i. Brainstorm opportunities to engage in direct fundraising for school endowments.
    - ii. Initiate a plan to encourage planned giving among parishioners.
  - b. Involved Constituents
    - i. Pastor, Finance Council, Subcommittee, Business Manager
  - c. Responsible Parties
    - i. Pastor, Business Manager
  - d. Necessary Resources
    - i. Parishioners with expertise in planned giving (i.e. through Notre Dame Development Office)
  - e. Evaluation
    - i. Number of gifts designated for endowment

## Conclusion

Our school is the largest ministry of our parish, which highlights the fact that educating our children in the faith is one of the most important things we do as a parish. If we take seriously Fr. Moreau's vision of Christian education, this ministry is worth the tremendous resources that the parish invests in our school. We know that there are many forces in the world working against the Christian faith. We also know, however, that Christ is stronger than all these forces; indeed, He has already conquered them by His death and resurrection. We can undertake our educational ministry, then, with confidence that our efforts will be blessed by the Lord as He uses them as part of His much greater plan.

This strategic plan contains much work to be done, but we undertake this work with gratitude for the privilege of participating in the ministry of Christian education. May the Lord bless the work of our faculty, staff, students, and parishioners over these next five years so that all we do might glorify Him and bear fruit for His Kingdom.



## 2021-2022 School Board Membership

### **Catholic Identity Committee<sup>1</sup>**

Rev. Stephen Lacroix, CSC (ex-officio)  
Sarah Lamphier

### **Curriculum &**

#### **School Improvement Committee**

Liane Albert (Faculty Rep.)  
Lindsay Jeffress (ex-officio)  
Priscilla Kobalski (President)  
Amy Nussbaum  
Chad Picking  
Gina Svarovsky  
Jennifer Zielinski (HASA Rep.)

### **Facilities &**

#### **Capital Improvement Committee**

Fred Helmen (Vice President)  
Rev. Stephen Lacroix, CSC (ex-officio)

#### **Enrollment and Marketing Committee**

Jenna Criniti  
Maureen Eleff  
Stephen Hoffman (ex-officio)  
Abby Wepler

#### **Finance and Development Committee**

Brian Diss  
Ashley Gerard

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<sup>1</sup> Alexa Kaufhold assisted with the creation of the Catholic Identity Subcommittee plan