ST. AUGUSTINE
CATHEDRAL SCHOOL
SCHOOL OF DISTINCTION 2012

Strategic Plan

2015-2020

Introduction

St. Augustine Cathedral School, in partnership with parents and the Catholic Church, welcomes and shapes young people as they grow in faith, knowledge and stewardship. The St. Augustine Cathedral School family takes pride in our Catholic identity, recognizing and celebrating that Christ is the reason for our school.

As the 2014-2015 school year begins, St. Augustine Cathedral School has 340 students grades preschool through 8. We have experienced slight increases in enrollment each year since 2009-2010, when we began the year with 286 students. The preschool program has expanded to accommodate the needs of our families and our rate of retaining families has been in the 90th percentile for 5 years.

In 2014-2015 St. Augustine Cathedral School employs seventeen classroom teachers, all highly qualified in their grade level or content area. The school also employs four aides in the preschool program, a principal, an administrative assistant and school secretary.

The school follows the written curriculum prescribed by the Diocese of Kalamazoo, Office of Schools. In addition, resources are purchased according to the recommendations of diocesan textbook committees. Teachers work in collaborative groups, grades preschool through 2, grades 3 through 5, and grades 6 through 8, led by one of the teachers in the group. Work in divisions is focused on student learning, including curriculum work, common assessments, discussions on best practices, interventions and differentiated instruction.

St. Augustine Cathedral School has both a Level I and a Level II Atrium, offering Catechesis of the Good Shepherd to students in grades preschool through grade four. The community has eleven catechists giving their time and talent, sharing Christ with our students.

St. Augustine Cathedral School is accredited through the Michigan Non-Public Schools Accrediting Association. Our last Accreditation Site Visit was in 2008. In 2012 we were recognized as "Accredited with Distinction" through MNSAA, having met two specific goals: Increasing grade level averages on Total Language scores on the Iowa Tests of Basic Skills; and, raising the awareness of, understanding of, and living the Seven Principles of Catholic Social Teaching.

This Strategic Plan is written to guide the school community as it maintains and strengthens its Catholic Identity, Governance and Leadership, Academic Excellence, and Operational Vitality. The strategic plan is written by the 2013-2014 and 2014-2015 School Improvement Teams, together with the pastor, the Local Advisory Council and the faculty and staff. The strategies and goals in the Strategic Plan are taken from "National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools" written by the Center for Catholic School Effectiveness, School of Education, Loyola University Chicago, in partnership with Roche Center for Catholic Education, School of Education, Boston College (2012). The SIT, with input from all our constituencies has established actions that will strategically guide our school improvement efforts over the next 5 years.

Please note: Through meetings with constituencies, leaders are defined as the following: Bishop, Monsignor, Principal, Superintendent, Pastors of eight supporting parishes, CSGK board, LAC, PTO, SIT (three lead teachers) and teachers. Stakeholders are defined as: school families/parents, students, CSGK employees and families, parishioners, supporting parishes & pastors, local community, Catholic community, alumni, donors, and teachers/staff.

MISSION AND CATHOLIC IDENTITY

	STANDARDS	BENCHMARKS/GOALS	ACTIONS	RESPONSIBILITIES	IDEAS
1.	St. Augustine Cathedral School is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.	1.1 The mission statement explicitly and unequivocally proclaims that the school's pervasive commitment is to fostering Catholic identity.	1. Explore the current tone of the mission statement to ensure it meets the benchmark and drives the school. 2. Develop a Mission Statement Committee.	SIT	
		1.2 The governing body and the leader/leadership team consistently start with the mission statement at the beginning of all planning efforts, and refer to the mission statement frequently during the planning process. The mission statement is used not only as a reference but as the basis for reviewing or adopting policies, procedures, programs, practices and in daily decision making.	1. Establish a procedure to ensure that all decisions, planning, policies and more are based on the school's vision and mission. 2. Focus making the mission and vision central in all daily decisions.	Presidents of LAC and PTO SIT	
		1.3 The school leader/leadership team establishes and maintains a well--- communicated process for annually reviewing, clarifying, and renewing the school's mission statement in consultation with the school's various constituencies.	1. Establish a procedure for governing bodies to review the mission at the beginning of each year.	Mission Statement Cmt	
		1.4 The mission statement is highly visible throughout the school, appearing in every classroom as well as on written and electronic communications and on the school website, apps, and school social media sites. All constituents can easily and quickly access a visible copy of the mission statement.	1. Include the mission on all written & electronic communications and web presence.	Principal Office Staff Teachers	
		1.5 Virtually everyone in the school community can recite the mission statement, clearly explain the mission of the school, and give concrete examples of how it is implemented in the school.	1. Begin the year with a school tradition that includes parents and students, to bring the mission alive.	Teachers Principal	
	2. St. Augustine Cathedral	2.1 Religious education curriculum and instruction	1. Implement the newly developed	Teachers	

School adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.	at all levels in each course and in each unit meets or exceeds requirements and standards of the diocese. The requirements are evidenced in every course and unit. Courses are vertically aligned, scaffolded, and rigorous to ensure continuous growth in the knowledge of religion for all students.	Diocese of Kalamazoo Theology curriculum, including Understanding by Design, and ensure vertical alignment. 2. Continue to develop Catechesis of the Good Shepard. (Level III)	Principal	
	2.2 Religion classes are regarded by the school community as exciting, interesting, innovative, and highly engaging. These classes are an integral part of the academic program with equal or prioritized standing with other academic classes. Highly qualified teachers are trained and certified as catechists at advanced levels. The allocation of class time in relation to other academic areas is equitable and is scheduled in specified time frames. The selection of current state-of- the-art texts and other curricular materials contribute to the innovative approach. Religion classes may be service-based and integrated with other academic courses, concepts, and outcomes. Student performance in religion classes are included in academic achievement reports.	1. Evaluate service projects to ensure appropriateness. 2. Embrace the Understanding by Design process to provide a dynamic faith filled experience for students.	Teachers	Visit the Atrium. Expand Catechesis of the Good Shepherd to Level III – through grade 6. Engage Middle School students in Atrium activity.
	2.3 All faculty who teach religion meet diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction. The faculty meets regularly in professional learning communities to intentionally develop their expertise and to focus on the need for continuous improvement in skill and knowledge while recognizing the changing world of catechesis. The faculty employs best practices through instructional methodologies and meets standards that result in effective teaching.	1. Meet or exceed diocesan professional development requirements for faculty teaching Theology. 2. Establish a procedure to prepare teachers for Theology instruction. 3. Nurture the teachers' desires for catechetical preparation by engaging them in the planning of faith formation.	Principal Pastor	
	2.4 In keeping with its Catholic identity, the school sets clearly articulated standards for and can demonstrate academic and intellectual excellence in all subjects, including religious education. Curriculum in all subjects including religious education gives evidence of the integration of faith, culture and life.	1. Set high articulated standards for all academic areas. 2. Implement the newly developed Diocese of Kalamazoo Theology curriculum, including Understanding by Design and ensure vertical alignment. 3. Continue to develop Catechesis of the Good Shepard. (Level III)	Teachers Principal	

		4. Develop a system to track standards.		
	2.5 In all subjects faculty use the lenses of Scripture and the Catholic intellectual tradition to require students to think critically and ethically about the world around them. Students participate in lectures, debates, service opportunities or other experiences that give evidence of their growth and maturation in the Catholic intellectual tradition and moral and ethical thinking. These and other performance assessments are embedded in the curriculum.	1. Embed Theology in all curricula and establish procedure to document the practice. 2. Evaluate service projects to ensure appropriateness. 3. Provide experiences for students that focus on moral and ethical learning.	Teachers Principal	Use on-line planbook. Host a theology fair. Consider a debate.
	2.6 Catholic culture and faith are expressed and integrated throughout the school through multiple and diverse forms of visual and performing arts, music and architecture. Symbols of Catholic faith abound at every level and recognition of the school's Catholic culture and faith as expressed through visual and performing arts, music, and/or architecture are noted in a significant way by parents/guardians and those outside of the immediate school community.	1. Allow and encourage students to participate in designing a Catholic atmosphere in each classroom. 2. Invite members from outside the school community to be on our campus. 3. Increase the student body's understanding of the Mass. 4. Offer catechesis and training to parents, as the primary educators in faith.	Teachers LAC Principal	Update art on St. Vincent wall on a regular basis. Move old art to Crowley Hallway. Increase Catholic Culture in band, music and art. Perform Passion Play similar to Christmas Pageant.
	2.7 The theory and practice of the Church's social teachings are essential elements of the curriculum in multiple subject areas including religious education. Students are involved in forms of service that are intentionally designed and informed by the Church's social teaching. Students receive planned instruction multiple times in their programs of study and are involved in service learning.	1. Ensure principles of Catholic Social Teaching are addressed in all subjects and establish procedure to document the practice. 2. Evaluate service projects to ensure appropriateness.	Teachers	
3. St. Augustine Cathedral School adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.	3.1 Students learn and can lead a variety of forms of prayer; students are involved in the design of prayer services; students regularly serve in a variety of roles in the liturgy; liturgy is celebrated frequently as a school or class community.	1. Increase the students' understanding of the Mass. 2. Plan prayer services through school families.	Teachers	
	3.2 Retreat experiences (on or off site) are an integral part of student life at all grade levels. When age appropriate, students have the opportunity to	1. Introduce students and their families to spiritual experiences available throughout the Diocese of	Principal Teachers	

	participate in the planning of retreats or other spiritual events. Students are given frequent opportunities to participate in guided reflection on their life experiences and Faith (as in such daily practices such as the Examen or Direction of Intention).	Kalamazoo, and in our eight supporting parishes.		
	3.3 Every student participates in some form of Christian service, choosing from multiple opportunities in a variety of areas serving social justice, locally and globally, continually throughout the school year, clearly making the connection of such action with Gospel and Catholic faith teachings.	1. Evaluate service projects to ensure appropriateness. 2. Focus on the value of Catholic education. Showcase the school's Christian service accomplishments.	Teachers Principal	Examples of service projects: gift wrapping, giving of time to visit elderly, helping the Gospel Mission, organizing a fundraiser for a sick person/family and carry out project. Share stories of student and faculty achievement. Highlight the impact of the school on people's lives.
	3.4 Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.	1. Establish evidence of teachers as role models of the faith.	Principal	
4. St. Augustine Cathedral School adhering to mission provides opportunities for adult faith formation and action in service of social justice	4.1 The leader/leadership team provides faith-enriching retreats and other spiritual experiences for the faculty and staff frequently throughout the school year, and as appropriate to the liturgical seasons. The leader/leadership team actively engages faculty and staff in the planning and implementation of retreats and other spiritual experiences.	1. Establish a procedure to prepare teachers for Theology curriculum instruction. 2. Nurture the teachers' desires for catechetical preparation by engaging them in the planning faith formation.	Principal Pastor	
	4.2 The leader/leadership team consistently and very effectively assists parents throughout their child's school career in their role as the primary educators of their children in faith. Programs and supports are intentional, consistent an enriched, with parent input, involvement and feedback.	1. Offer catechesis and training to parents, as the primary educators in faith.	Pastor Principal	Partner with Parishes and DPC for opportunities to involve parents.
	4.3 The leader/leadership team regularly collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to	1. Offer catechesis and training to parents, as the primary educators in faith. .	Pastor Principal	

	provide numerous and ongoing opportunities for parents to grow in the knowledge and practice of the faith. Parent input and feedback are respectfully included in collaborations with other institutions.			
	4.4 All adults in the school community are actively engaged at some level of participation in Christian service programs to promote the lived reality of action in service of social justice.	1. Establish evidence of the participation of adults in the school community.	PTO Teachers	
	4.5 Every administrator, faculty, and staff member consistently participates in planned events that demonstrate significant visible support for the faith life of the community.	1. Establish evidence of teachers as role models of the faith.	Teachers Principal	Yearly "New Evangelization" at the fairgrounds. Participate in Mass on Sunday as readers, ushers, gift bearers, Eucharistic Ministers once per quarter. Develop committees for different parts of the liturgical year. Use Catholic Schools Week for evidence. Ask staff to attend First Communion and Confirmation at home parish, and the Christmas Pageant. Invite staff to participate in Life Chain, Energizer, and Lenten talks.

GOVERNANCE AND LEADERSHIP

STANDARDS	BENCHMARKS/GOALS	ACTIONS	RESPONSIBILITIES	IDEAS
5. St. Augustine Cathedral School has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.	5.1 The governing body is formed with intentional outreach to a diverse community of stakeholders. The body works to maintain a balance of representation. The governing body has a state of the art constitution and by-laws and both are posted and shared with the full community. The governing body intentionally monitors itself to ensure consistency of practice as approved by the by-laws.	1. Recruit a diverse governing body that uses best practices for stakeholders and annually produces self-examinations. 2. Understand revised St. Augustine & CSGK by-laws, when approved.	LAC Pastor Principal	Publish Handbooks. Communicate regularly. Post by-laws, rosters, organizational chart, agendas and minutes on website. Introduce LAC self-examination.
	5.2 The governing body systematizes and shares the policies of the school's operations, as well as training and accountability measures for successful implementation of policies. This information is provided to all stakeholders on an ongoing basis to ensure fidelity to mission. Continuity and sustainability of policies and programs are ensured through carefully planned and executed leadership successions. These plans for succession apply not only to the governing board but to the school leadership team, and all other leadership associated with school operations, such as advisory boards, parent groups, volunteer groups, affiliated clubs and others.	1. Build succession and system plans in all leadership teams, groups and clubs involved with St. Augustine and communicate to all stakeholders.	SIT Presidents of PTO and LAC Pastor	Work to have Student Leadership Council meet more, and offer more to the student body. Training for SLC will with the assistance of Jeter's Leaders. Continue Teacher Division (teams) and accomplish focused work. Build and publish systems plans in all leadership teams, groups and clubs involved with St. Augustine. Provide training to all leaders. Host a Volunteer

				Talent Search to find out parents' skills in aiding teaching and volunteer opportunities. Establish Ambassador Families for leadership positions, searching for succession opportunities, and assisting with welcoming new families to the school community. Communicate succession well to all stakeholders. Ask PTO to host a Parent Activity Fair. Write and update job descriptions for all volunteers in all leadership, parent, and student groups and clubs.
	5.3 The governing body, in collaboration with or through the actions of the leader/leadership team, maintains and communicates to all stakeholders a strong, positive and visible relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop's legitimate authority. The Bishop is invited by the governing board to not only celebrate mass but also to be present at significant school occasions. Events sponsored by the Bishop and offices representing the Bishop are fully supported by the governing body and leadership team.	1. Show evidence of respect and support of the work of the Office of Schools and the Bishop of the Diocese of Kalamazoo.	LAC Principal Pastor	Challenge the school's leaders to be strong Catholic role models. Collaborate whenever possible. Invite the superintendent to one LAC meeting annually. Invite the Bishop to

				major events, such as Legacy and C.A.P.
	5.4 The governing body, in collaboration with or through the actions of the leader/leadership team, continuously fosters a mutual, productive and beneficial relationship with the diocesan Education Office, working to support the work of the central office, adopting and integrating initiatives from the central office and working in collaboration with other schools in the community. The governing body supports the work of the leadership team as members of diocesan working groups. All work is monitored for consistency with all diocesan policies pertaining to Catholic schools.	1. Increase interactions between leadership entities of SMCS, HCP and the Office of Schools.	LAC Principal	Self-evaluations scheduled annually for all governing bodies.
	5.5 In the case of a parish school, the governing body, in collaboration with the leader/leadership team, fosters and develops a continuous working relationship with the canonical administrator (pastor or designee of Bishop) marked by regular, positive interactions, shared goals, mutual trust, close cooperation and continuing dialogue that is productive, sustained and focused on the future of the school.	1. Coordinate efforts between school, LAC, CSGK board and the Canonical Administrator to share goals and interactions that will be productive for the future of the school.	LAC Principal Pastor	Begin each school year with a meeting involving Monsignor, Principal and LAC President to set a path for the upcoming year. Invite Monsignor to a LAC meeting. Invite Vicar of Education to a LAC meeting.
	5.6 The governing body engages in continuous formation training and self-evaluation for itself. The governing body visibly supports the leadership team's engagement in continuous formation. Both the governing body and the leadership team have clearly defined accountability measures for the outcomes associated with the execution of their responsibilities. Outcomes are assessed utilizing both formative and summative measures to ensure the faithful execution of their respective responsibilities, with clear follow up, discernment and plans for improvement. Assessments are designed to include all stakeholder groups. Intentional planning is executed to secure	1. Train and provide clear responsibilities for all those in leadership throughout the school. 2. Develop a self-assessment tool for all leaders of the school. 3. Plan with intent to execute goals and provide an assessment to measure outcomes.	SIT	

	representation from the diversity of stakeholders.			
6. St. Augustine Cathedral School has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.	6.1 The leader/leadership team meets national, state and/or diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. The leader/leadership team participates in professional development beyond the requirements in order to enrich and continuously improve their expertise in facilitating learning according to current best practices for their students.	1. Exceed requirements for school leaders on all levels of licensing and professional development.	Principal	Begin the year with a Governance Review and self-evaluation. Host a Governance retreat. Attend Diocesan professional development. Attend CSGK professional development. Attend Catholic Conference. Attend Catalyst University (one school representative annually) Attend Leadership Kalamazoo (one school representative annually) Become a member of Downtown Kalamazoo Business Community. Attend ONEPlace events. (KPL nonprofit workshops.
	6.2 The leader/leadership team carefully articulates a clear mission and vision for the school and consistently demonstrates the mission and vision	1. Articulate a clear mission and vision and fully engage the school community's support.	LAC PTO Principal	Examine rules/bylaws annually. Make

	are continuously forming the foundation for all decisions. The school community is fully engaged at all levels from the students, to parents, to the larger community in order to ensure a school culture that enlivens and honors the mission and vision.	2. Create a plan to proactively address areas of growth involving all stakeholders.		changes bold when communicating them to stakeholders. Host a meeting with all teachers and LAC once annually to ensure everyone is engaged. Distribute surveys to parents and students regarding levels of satisfaction and areas of improvement. Survey the community to understand the school better. Survey students and parents as needed.
	6.3 The leader/leadership team adopts and initiates personnel policies as designed and endorsed by the governing board in accordance with the designated overarching personnel policies. Recruitment includes a search process providing access to a diverse population, and new hires are made in collaboration with all on the leadership team. Professional growth plans for all faculty and staff are developed and reviewed at least yearly and delineate the benchmarks for performance appraisals. The planning process and the budget intentionally and visibly support professional development opportunities. Formal assessment is designed to reflect the goals and objectives delineated in the professional development plans. Assessment is both formative and evaluative. Data gathered during the assessments is used to make personnel decisions.	1. Track revision of CSGK personnel manual in order to be informed about changes to policies and procedures related to personnel. 2. Focus school goals on long term professional development plan established by the Office of Schools. Establish division and individual teacher goals with consideration of school goals.	Principal Lead Teachers	Use webinars when possible. Attend KRESA workshops. Marcia McEvoy Examine cost benefits in advance. Observe and learn from each other.

| | 6.4 The leader/leadership team intentionally includes plans for collaborative networks, at all levels in the school community with clearly delineated goals, objectives, assessment protocols and budgets. All networks are focused on advancing excellence across the school, including academic excellence and excellence in all school community life activity. These networks are established and supported with designated times and places (including online opportunities) for the work of the networks. Networks also share talent and ideas across the school community. The work and outcomes of the networks are shared with the full school community with collaboration at all levels within the school community to advance excellence. Often the concept is shared across a region of schools with networks developed for leaders and teacher leaders across schools. | 1. Establish a plan for all networks to share resources, talent and ideas with the full school community. | PTO SIT | Structure a plan for volunteer opportunities and provide volunteer orientations.

Share the organizational chart with all school networks, especially with all staff, PTO, LAC, and SIT.

Host an open house for all staff and families before school begins each year. Have school groups set up booths to discuss its purpose and answer questions. (Host P3 before school info sessions.)

Host a meeting at the beginning of the year for new families.

Host vertical staff meetings.

Meet regularly. (principals of CSGK) (Division teams with each other) (Division teams with other school division teams)

Collaborate with SMCS, St. Mary's, |

				HCP, St. Margaret, and Vineyard Academy. Attend Diocesan In-service. Have retreats/activities with the CSGK family. Consider collaborating with a school that is similar in size but in a different diocese (GR). Establish "go to" teachers within the Diocese. Go to teachers have established success in an area. Offer Hackett Shadow Days.
	6.5 The leader/leadership team plans and budgets for the development of a standards-based curriculum with a focus on a collaborative process emphasizing school-based vertical integration. Planning for engaging, researched-based instructional strategies accompanies the development of curriculum. A plan for continuous assessment over time is developed, aligned to the curriculum and executed to ensure continuous improvement of curriculum and instruction. The assessment plan delineates the necessity of generating school-wide data measuring change, growth and achievement in accordance with academic goals and objectives. This assessment data is utilized as a school-wide data to plan for continued and sustained academic excellence and growth.	1. Validate and document continuous improvement of curriculum and instruction through the School Improvement Team and through division work.	SIT	Divisions document what we have learned and what have we changed. Make a check list of summaries for evidence.

	6.6 The leader/leadership team works in collaboration with the governing body and the local community to develop short-term and long-term plans to ensure appropriate budgeting for the operational vitality of the school. This work provides an infrastructure for dedicated personnel who implement processes, programs and services to support enrollment management, personnel decisions, budgeting, finance and development. All plans for facilities, budgeting, advancement and development are transparent and shared with the community and supported by the community to ensure the operational vitality of the school.	1. Collaborate with CSGK Board and CSGK Finance Committee to develop short and long term plans for the schools operational vitality. 2. Provide an executive summary with clear action items of the schools operational vitality to all constituencies.	CSGK Business Manager Principal	Create a series of presentations on the financial state of the school. Identify all concerns and areas of growth.
	6.7 The leader/leadership team works with community leaders and constituents to develop credible and reliable vehicles of communication for all stakeholders in the community, including families with second languages at home. All new initiatives and/or changes to school programs are shared at the beginning of the initiative or change, and updates are provided as the initiative develops over time, with outcomes routinely measured and reported to all constituents. Information about the new programs are communicated electronically, and celebrated at community events.	1. Develop a plan for credible and reliable communications for all stakeholders in the school community. Measure and review the plan regularly.	Principal Teachers LAC	Continue Coffee with the Principal when needed. Develop two "Welcome to St. A's" guides – one for families and one for staff. Use multi-media. Use downtown resources. Collaborate with local parks departments. Work with and know local lawmakers. Work with other schools both private and public. Join the local Chamber of Commerce and understand business and economic trends.

ACADEMIC EXCELLENCE				
STANDARDS	BENCHMARKS/GOALS	ACTIONS	RESPONSIBILITIES	IDEAS
7. An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.	7.1 The curriculum in all subject areas specifies research-based and mission appropriate standards. The written curriculum as a whole gives easily accessible evidence that it is vertically aligned to ensure that every student, no matter what courses taken, successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. The curriculum has been mapped for purposes of realizing gaps and overlaps in content.	1. Continue to ensure that curriculum utilizes best practices, rigorous and coherent sequence, and is rooted in Catholic values.	Principal Teachers	Deliberately teach to the standards in order to meet and exceed diocesan expectations. Utilize common resources throughout CSGK and other diocesan schools such as common textbooks, the upcoming UbD lesson pool, etc. Establish PLCs CSGK wide. Utilize grade level collaborative teams to ensure vertical aligning from the highest grade to the lowest. Invite cohesive teaming with middle school and HCP for seamless transition. Ensure vertical alignment and establish timelines for aligned curriculum, i.e. the writing process. Utilize achievement data to guide instruction using formative

				assessment, pre and post assessment, and MAP results. Provide differentiated lessons to meet the needs of all learners. Infuse theology standards throughout other content areas. Use Marzano's Best Practices that are proven strategies that increase student learning. Reevaluate curriculum mapping to minimize gaps and overlap of instruction.
	7.2 Rigorous standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in every unit in every subject.	1. Continue to utilize the standards as a minimum level of instruction. 2. Expand integration of Theology in every unit of every subject.	Teachers	Within PLCs and across division PLCs, ensure standards are met through the use of, but not limited to, lessonplans.com, vertical alignment, and curriculum mapping. Continue to reevaluate rigor and pacing within and across PLCs. Cultivate a culture of total quality and continuous innovation. Activate the creative talents of faculty and staff. Set priorities and keep the plate from

				overflowing.
				Infuse theology standards throughout content areas.
	7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Evidence of student knowledge, understanding and skills is manifested in innovative projects that are infused with Gospel values and recognized by professional entities (national organizations, academic groups, research scholars, etc.) as exemplary. Students' performance and work products consistently throughout the academic program demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making moral decisions.	1. Provide students with knowledge, understanding, and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. 2. Provide evidence of such skills manifested in the use of innovative projects and student performance, and infused with Gospel values. 3. Move from projects to project-based learning that allows students to tackle realistic problems as they would be solved in the real world.	Teachers Principal	Develop project-based learning projects that demonstrate high order thinking skills relevant to solving real world problems. Projects are infused with Gospel values. Consider developing projects rooted in social justice issues. Use the school energy audit as a springboard for a school project.
	7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills. Exemplary digital products created and/or published by students serve the common good of the school, parish or broader community. Student products and performance require students to consistently and regularly be expert users of technology, able to create, publish and critique digital tools in all disciplines and at all levels.	1. Provide students the opportunity to become expert users of technology as evidence in projects and performance. 2. Identify student products that are appropriate to publish on websites.	Teachers	Employ a technology teacher to provide support to implement technology within the classroom and assist staff in using new, innovative digital tools. Upgrade technology constantly. Implement online grading and online assessment. Integrate full demonstration of student technology skills and standards as evident in published work,

				digital projects, theology fair projects, etc. Use the theology fair as evidence.
	7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Affective dimensions of learning are sequenced and articulated for all grade levels and/or subject areas and incorporate Gospel values.	1. Evaluate classroom instruction so that it addresses intellectual and social dispositions, relationship building, and habits of mind that incorporate Gospel values.	Teachers Principal Mentor teacher	Reevaluate mission for specials classes. Continue to seek innovative, new methods for affective learning. Continue to use Marzano's and Wormeli's best practices. Continue to offer and evaluate effectiveness of our anti-bullying program, class meetings, classroom management practices, i.e. Amy McNamara, Marcia McEvoy, and CHAMPS, the St. A Way, etc. Provide more professional development giving teachers to engage students in risk taking and problems solving for real world situations, i.e. Conscious Discipline, Habits of Mind, diversity, new PLC opportunities, etc.

				Engage and motivate students in their individual growth process and offer feedback on a continuous basis through the use of MAP goal setting worksheets, MAP student growth reports, assignment feedback, etc.
	7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and fully accommodating students with special needs. An intervention specialist provides services to students with special needs, ensuring required support services are provided. Gifted students participate in course work or programs designed to challenge, motivate, and inspire these students to meet their potential. Teacher coaches assist teachers in designing and delivering instruction to meet the needs of all students.	1. Ensure that instruction engages and motivates all learners with diverse needs and capabilities.	Teachers	Develop and implement a process for identifying and evaluating students with special needs, i.e. working folders in K-2. Provide in-house intervention for students with special needs. Use data to support teaching decisions and differentiation, i.e. middle school's MAP labs. Develop procedure or systems for behavioral issues. Focus on meeting needs of students who are exceeding standards. Continue to investigate and implement innovative practices of project-based learning,

				accelerated programs, enrichment, etc. Continue new teacher mentoring and coaching through lead teachers, mentoring teacher, and division support.
	7.7 Faculty collaborates in professional learning communities to develop, implement and continuously improve the effectiveness of curriculum and instruction to result in high levels of student achievement. All or most of the following are present: • Members of the professional learning communities use current best practice to analyze data from, to include but not be limited by, standardized achievement tests, individualized skill tests, and classroom teacher-made assessments. • Data teams and growth/value added data are familiar to the professional learning communities. • In addition, professional learning communities are evidenced for art, music, physical education, technology, and/or elementary level foreign language teachers. These may be within a school or among schools and may be face-to-face gatherings or virtual opportunities.	1. Continue to engage teachers in Professional Learning Communities (PLC) to improve effectiveness of curriculum and instruction and implement change as per team decisions. 2. Continue using PLCs to analyze data, and use information to drive instruction. 3. Establish PLCs for art, music, physical education, technology, and foreign language. 4. Improve documentation of division work to reflect instructional decisions.	Lead Teachers Principal	PLCs meet weekly and continually develop, implement, and improve curriculum and instruction. PLCs use data collected from achievement tests, skills tests, and teacher assessment to improve instruction. Formalize division work to be consistent. Document division work including non-core teachers. Offer opportunities for staff to attend PLC workshops to rejuvenate PLC practices and concepts.
	7.8 All faculty and professional support staff meet diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. All faculty and professional support staff are provided professional development opportunities and complete an individualized professional	1. Ensure that faculty and support staff is licensed and have proper state endorsements in his or her content area. 2. Ensure that professional development opportunities are	Principal	Require all faculty and support staff to have proper state licensing and certification according to his or her teaching

	development plan. Some faculty members are recognized for outstanding service to the profession for participation in professional organizations, presenters at professional conferences, facilitators for professional workshops, or are authors of scholarly publications.	offered and available for individualized professional development plans. 3. Create a recognition plan for faculty members for outstanding service in professional organizations, presenters at professional conferences, facilitators for professional workshops, or are authors of scholarly publications.		assignment. Require all faculty and support staff to establish a professional development plan. Provide all faculty and support staff with professional development opportunities. Increase support to specials teachers. Complete individualized professional development plans. Invite and encourage staff to participate in curriculum decision making and text book selection. Establish and reward high standards. Recognize faculty when demonstrating school pride and motivation. Document and celebrate faculty achievements. Continue new teacher mentoring and coaching through lead teachers, mentoring teacher, and division support.
	7.9 Faculty and professional support staff	1. Evaluate the current teacher	SIT	Communicate to

	consistently demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. The school establishes integrated goals for effective instruction, cultural sensitivity, and modeling of Gospel values and can provide evidence of student growth in cultural sensitivity and Gospel values throughout and at the conclusion of school programs. Individual faculty members align professional goals with school goals and intentionally review their own progress and improvement for effective instruction, cultural sensitivity, and modeling of Gospel values. Evidence of these goals is visible in school culture.	growth program including the process of goal setting to include effective instruction, cultural sensitivity, and modeling of Gospel values.		faculty, support staff, and stakeholders when supporting change within the school.

Develop and teach multi-cultural lessons.

Professional goals for each teacher align with school goals and continue to measure their own progress toward those goals.

Principal conducts both formal and walk through observations.

Faith formation opportunities are communicated to the staff.

Develop a survey for parents that focus on instructional effectiveness, cultural sensitivity, faith/prayer opportunities, and the vision of our staff as role models of our faith.

Develop a survey for students that focus on instructional effectiveness, cultural sensitivity, faith/prayer opportunities, and |

				the vision of our staff as role models of our faith.
				Develop a survey of PD effectiveness, and suggestions of future interest, for the staff.
	7.10 Faculty and staff deliver and engage in high quality professional development, including religious formation, and are accountable for implementation that supports all student academic learning and growth in faith formation, which are evidenced through targeted assessment. Review of faculty performance includes monitoring of level and effectiveness of implementations. Professional development objectives are tied to student learning needs and mirror the focus of professional development currently in place. Faculty creates planning documents for the implementation of professional development, and the assessment of the effects of the implementation are ongoing and frequent.	1. Evaluate the quality of professional development and religious formation to ensure that it supports student learning and spiritual growth. 2. Develop a method to measure effectiveness of implementation of knowledge and practices gained through professional development.	SIT	Afford faculty and staff adequate time for professional development. Continue to offer a variety of professional development opportunities through local county and adjacent counties educational services, Diocesan faith formation, Solution Tree, webinars, etc. Provide faculty and staff with good time management tools. (?) Evaluate teacher goal setting process as prescribed by benchmark 7.9 & 7.10. Develop a timeline for important cooperative decision including PD, performance reviews, etc.
8. St. Augustine Cathedral School uses school-wide assessment methods and practices to document student	8.1 School-wide and student data generated by a variety of tools including standardized and norm referenced evaluations are used to monitor, review, and evaluate an aligned curriculum and co-curricular	1. Maintain continual monitoring of standardized and norm referenced evaluations that seek to identify teacher effectiveness as evidenced	Teachers SIT	Recognize faculty achievements often. Involve students in

learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.	programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance. Faculty members whose students consistently fail to demonstrate appropriate academic growth engage in targeted professional development to improve instructional skills. Teachers of students who consistently demonstrate appropriate academic growth are recognized for their facilitation of student learning. Faculty is engaged in robust assessment of co-curricular programs, including peer and self-assessment.	by sustained student growth and seek to identify struggling teachers in targeted professional development. 2. Engage faculty in self and peer assessments regarding effectiveness as evidenced by student growth measured standardized and norm referenced evaluations. 3. Continue using of staff meetings for structured assessment of co-curricular programs and vertical continuity of programs.		prioritizing goals recommended by standardized data. (i.e. MAP goals)
	8.2 School-wide and aggregated student data are normed to appropriate populations. This data is consistently shared with all stakeholders in a clear, effective manner to be most transparent.	1. Continue to publish school-wide student data, as new data emerges.	Principal	Publish on school website.
	8.3 Faculty in all subject areas use a variety of curriculum-based assessments aligned with learning outcomes, curriculum-based instructional practices, and individual student needs to assess student learning, including formative, summative, authentic performance, and student self-assessment. Faculty adjusts instructional practices based on data from assessments.	1. Embrace "Understanding by Design" by implementing in Theology in 15-16, and continuing with the diocesan implementation plan across other subject areas. 2. Evaluate teacher goal setting process to include student data and goals related to improving instruction based on data.	Teachers SIT	
	8.4 Criteria used to evaluate student work and the reporting mechanisms are aligned with curriculum, valid, consistent, transparent, justly administered, easily accessible by students and families, and understood at the outset of assignments. Faculty meet regularly to ensure validity and build inter-rater reliability of assessments. Criteria are based on national best practices and shared with parents/guardians and students.	1. Develop a structured plan for divisions to regularly review and evaluate assessment rubrics and to create new rubrics as necessary, to remain aligned with curriculum, and provide secured time for vertical evaluation of rubrics and reporting mechanisms by lead teachers across all grade levels. 2. Embrace "Understanding by Design" as a school-wide structure to meet alignment goals of assessment and evaluation of student work.	Lead Teachers Teachers	
	8.5 All faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common	1. Continue the professional learning community structure that is firmly in place.	Lead Teachers	Create a presence of faculty within the diocese and CSGK.

	assessments and rubrics that results in improved student achievement, revised curriculum, and/or adjusted instructional practice. Professional learning communities set shared goals and objectives for improved student achievement measures. Revision and adjustment for curriculum and instruction are shared with the professional learning community for feedback and comment. At a school-wide meeting each professional learning community engages in school wide sharing of the planning and outcomes associated with each professional learning community.	2. Seek opportunities to meet with similar professional learning communities across CSGK.		
9. St. Augustine Cathedral School provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.	9.1 A majority of parents/guardians participate in opportunities to partner with school leaders, faculty and other parent/guardians to enhance educational experiences for the school community. Parents are involved in mission-driven, service-oriented experiences enhancing the broader community or distinguished in some way.	1. Enhance student motivation and partner with parents to immerse students in cultural events that reflect curriculum.	Teachers	Document parent participation in and outside of classrooms as expert presenters to enhance curriculum and lessons. Seek feedback from parents on extracurricular activities in order to improve student experiences.
	9.2 Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for all students to successfully complete the school program, and include systematic tracking of student data and outcomes for these services and programs. Student data is analyzed and shared appropriately across these services. Frequent communications are in place to take advantage of these resources, so that the full community is aware of the existence of the programs and how to access them.	1. Develop a comprehensive list of services available and communicate to community.	Principal	Articulate and communicate to parents all services and programs available to students, both remedial and enhancement. Establish a program to foster wellness among students and staff.
	9.3 Co-curricular and extra-curricular activities provide opportunities outside the classroom for all students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities. These activities frequently involve students'	1. Evaluate and seek feedback on what opportunities are offered to students to develop their gifts and talents and use these gifts to serve the school community. 2. Evaluate current enrichment opportunities	SIT	Share success of Band, DI, Science Olympiad, Reading Challenge, Scout Troops, Girls on the Run, and Athletic

	parents/guardians and give evidence of the school's commitment to balance activities in all these areas. Communications regarding these activities are continuous and consistent for all activities. The school takes responsibility for community-wide communication and recognition of student accomplishments in these activities and shares them regularly.	and make changes as necessary based on needs of community.		programs. Ask leaders/coaches to submit a quarterly review of activities. Establish activities in After School Care program or during lunch period.

OPERATIONAL VITALITY				
STANDARDS	**BENCHMARKS/GOALS**	**ACTIONS**	**RESPONSIBILITIES**	**IDEAS**
10. St. Augustine Cathedral School provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.	10.1 The governing body and leader/leadership team engages in financial planning using a well-defined and high-quality process that benefits from the leadership of acknowledged experts in the field of non-profit or educational management and planning. The process is well documented, followed, and evidences a wholly collaborative relationship between school leaders, the governing body and the experts in question.	1. Appoint an expert from within the St. Augustine community to the CSGK finance committee.	LAC	
	10.2 Plan considers a diverse set of funding sources, has included representatives of those investors in the planning process, and has secured written agreement from all sources regarding funding levels and timing of funding. Written agreements are reviewed regularly.	1. Understand revised St. Augustine & CSGK by-laws, when approved. 2. Continue to solicit new sponsors for Legacy Celebration and to increase yearly attendance and participation in the golf outing and dinner.	LAC	

	10.3 A diverse range of revenue sources are intentionally included. Past experience with sources is used to guide future expectations and direct fund-raising activities. Research on best practices and benchmarking against practices at highly successful schools is incorporated into the process. Revenue sources are regularly re-considered to maintain and improve the diversity and strength of the financial plan.	1. Conduct a fundraising audit. 2. Continue to solicit new sponsors for Legacy Celebration and increase yearly attendance and participation in the golf outing and dinner. 3. Increase awareness of and contribution to St. Augustine Cathedral School endowments.	LAC CSGK Advancement Director	
	10.4 All costs associated with the school are included in the plan, and external expertise (auditing) has been engaged to ensure that cost picture is complete. Shared costs are determined according to a well-documented and agreed-upon allocation scheme. The structure of accounts enables all expenditures to be quickly and accurately tagged for reporting and analysis. Reporting can be generated at both detailed and aggregate levels, and is used for regular budget-vs.-actual monitoring throughout the year.	1. Improve awareness and understanding of finances within St. Augustine Cathedral School community through transparent reporting practices.	Principal LAC	
	10.5 Budget projections rely on best current research and practices at peer institutions regarding cost trends. Cost per child is developed in an easily understood, thorough way that helps current and prospective families understand the real relation between tuition and costs at the school. Benchmarking data includes comparison against past years' data as well as direct peer-to-peer comparison with appropriate organizations and is accompanied by analysis of any major variances.	1. Appoint an expert from within the St. Augustine community to the CSGK finance committee.	LAC	
	10.6 Cost per child is seen as a critical measure, and is tracked and monitored regularly. The calculation includes all sources of cost, including allocations for shared costs and budgeted amounts for non-recurring costs (capital improvements, facilities maintenance, etc.). Cost per child is published, along with a breakdown explaining exactly how the dollars are being spent. A revenue picture is included with the comparison, placing the tuition and cost per child in the context of the school's overall financial situation. The information	1. Improve awareness and understanding of finances within St. Augustine Cathedral School community through transparent reporting practices, including cost per pupil.	Principal LAC	

	is proactively published via multiple channels, and in multiple languages if necessary, to ensure that every member of the community is comfortable with their understanding of the calculation. Level of reception and understanding is measured and, if necessary, corrective action is taken.			
	10.7 The governing body and leadership team actively monitor the environment to identify new potential sources of tuition assistance or payment planning. Information for parents is gathered, analyzed, and integrated into a package that makes financial planning easy for families. Collaborative relationships with external tuition assistance providers (diocese, foundations, public funding, etc.) are established to enable schools to provide feedback from parents to funders and advocate for improvements or programmatic changes.	1. Focus more resources on Strategic Enrollment Management, the lifeblood of the school and the school's top priority. Understand the connection between enrollment and financial stability. Establish realistic goals, create a workable marketing plan, and activate your network of raving fans.	Principal LAC CSGK Enrollment Manager	
	10.8 The governing body and school leaders have implemented a mature, effective planning process based on non-profit and education industry best practices and are following it carefully. The planning process itself is regularly evaluated for efficiency and effectiveness and is adapted to the needs of the specific school's situation in consultation with experts. Planning is not an "event" but is part of the regular rhythm of managing the school. Plans are not static "on the shelf" documents but are used in the day-to-day management of school operations, and are seen as living documents to be updated and improved on a consistent basis.	1. Expand development efforts to focus on marketing, major donors, the annual fund, planned giving, and business partnerships. 2. Evaluate the school's image and enhance as necessary.	LAC Principal CSGK Advancement Director	
11. St. Augustine Cathedral School operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and	11.1 The school consistently includes a trained professional HR associate who assists the school leadership team with all aspects of personnel management, including hiring, professional development and career planning. This person has sufficient time, knowledge and skills to do a complete and thorough job and is able to integrate personnel management seamlessly with other aspects of managing the school.	1. Clarify the HR process in the absence of the HR person for CSGK. 2. Formalize process of recruiting and hiring new teachers and staff, including orientation process upon hire.	CSGK Business Manager Principal	

volunteers) and provide clarity for responsibilities, expectations and accountability.				
	11.2 A consistent, integrated set of standards exists, based on industry- leading practices in non-profit and educational management. These standards cover staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement, and provide guidance applicable to all school employees and volunteers.	1. Track revision of CSGK personnel manual in order to be informed about changes to policies and procedures related to personnel. 2. Formalize process of recruiting and hiring new teachers and staff, including orientation process upon hire.	Principal LAC	
	11.3 Existing policies provide comprehensive and integrated direction with regard to establishing salaries and benefits as well professional growth opportunities. The information derives explicitly from Church teaching, particularly the tradition of Catholic Social Teaching (e.g. *Laborem Exercens)* or other theological reflection on just wages, benefits and opportunities. Competitive benchmarking salary, benefits and professional development information is available (public schools, other Catholic schools and/or educational nonprofit organizations) and is used to establish and manage the school's salary scale and make financial and other HR decisions with respect to teachers and staff.	1. Track revision of CSGK personnel manual in order to be informed about changes to policies and procedures related to personnel.	Principal LAC	
	11.4 Human resource policies ensure a comprehensive and integrated approach to institutional planning around investment in personnel growth, health care and retirement. These programs are further integrated with salary and benefit package data to provide a "total compensation" approach to school employment. Benchmark data about health care, retirement and other benefits has been collected and is used in making decisions for the school.	1. Appoint an expert from within the St. Augustine community to the CSGK finance committee.	LAC	
12. St. Augustine Cathedral School develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the	12.1 The school has an integrated set of asset planning documents, covering all aspects of facilities, equipment and technology. The plan is comprehensive, and is integrated with all other aspects of school planning (financial, academic, spiritual, operational, etc.). Objectives supporting the delivery of the educational program are forward-looking, and account for the school's expected future needs as well as current priorities.	1. Collect all planning documents and have them in one place.	Principal	

school.	Accessibility objectives include a variety of approaches to accessibility, including academic, physical, social and financial.			
	12.2 The school's budget presents an integrated and detailed approach to accounting for facilities, equipment and technology spending, following generally accepted accounting principles (GAAP). Appropriate use of depreciation and equipment cost projection gives stakeholders and school leaders a realistic understanding of current values and expected costs associated with school assets, enables effective long-term planning and prevents sudden, unexpected expenses. Plans are compared to facilities, equipment and technology plans at other similar schools in order to incorporate best practices and ensure completeness.	1. Collect all planning documents and have them in one place.	Principal	
	12.3 Purchasing and physical/technological improvements are part of a larger integrated system and plan by which mission--and curricular--driven decisions are made in all areas of school life. Environmental stewardship is considered as part of all major decisions, including those listed above, and is addressed coherently in the school's mission and vision. Environmental stewardship follows published best practices and may incorporate external independent review (e.g. LEED certification).	1. Collect all planning documents and have them in one place. 2. Implement the recommendations of the energy audit in order to increase savings and awareness of environmental impact of operations.	Principal LAC	
13. St. Augustine Cathedral School enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.	13.1 The school's communication and marketing plans are up-to-date, comprehensive, and are integrated into overall strategic planning activities. The latest technologies are being utilized successfully, and school leaders are engaged in scanning the environment to seek out new opportunities as they arise. Marketing efforts are assessed and evaluated in terms of their effectiveness as well as their cost-benefit and are enhanced or abandoned based on that analysis. Key data is stored in an integrated, secure manner that allows for low-cost, largely automated reporting on important success measures.	1. Collect all planning documents and have them in one place, including marketing and communications plans.	Principal	Develop a Communications Plan. Examine all written communications. Identify staff to focus on communications. Send emails/ealerts to keep all stakeholders informed. Post weekly

				newsletters. Update and utilize the website often. Send press releases to local media – always include the school's mission statement. Develop a monthly newsletter regarding happenings within the leadership groups. Host Coffee with a Principal when longer topics/issues need to be addressed with parents. Give bumper stickers/magnets to all school families with the mission statement. Consider a Facebook Page. Establish guidelines for the page before it goes active. Post to it regularly.
	13.2 The enrollment management plan is an integrated part of the school's comprehensive overall operational planning. The governing body takes an active role in the measurement process and educates themselves on best practices and techniques. Data related to enrollment and retention patterns is supplemented by external factor analysis (demographic, economic and	1. Share CSGK enrollment planning documents with leadership.	Principal	

	competitive analysis). The measurement process dives deeper, seeking the root causes that underlie shifts in enrollment and explain retention numbers, and these underlying factors are used to drive decision making.			
	13.3 The development plan is comprehensive and is well integrated with all other operational plans. In addition to pursuing traditional strategies, school leaders engage in innovative approaches to identifying, securing and growing new funding sources, and continuously scan the advancement/development industry to seek for new best practices to adopt locally. External experts in the field of nonprofit or educational advancement and development are consulted and utilized effectively. Advancement and development strategies are evaluated based on outcomes, and this information is tracked over time and used to modify, strengthen or eliminate programs based on their actual effectiveness.	1. Share CSGK advancement planning documents. 2. Continue to solicit new sponsors for Legacy Celebration and increase yearly attendance and participation in the golf outing and dinner.	Principal LAC	

In addition to the 13 Catholic School Standards, St. Augustine Cathedral School enacts a comprehensive plan to provide a safe environment for the entire school community.