

Introduction

We are pleased to present our five-year strategic plan for Blessed Sacrament School (BSS). This Strategic Plan was created with the input of the entire school community, the hallmark of what makes BSS so special and unique. It is intended to address all essential components of a quality Catholic Kindergarten through eighth grade school and to reach for many of the aspirational needs of the school starting with School Year (SY) 2017-2018 through SY 2021-2022.

The leadership on this project represents all key elements of a Catholic institution. As Pastor, as Principal, and as parent, we represent the driving forces behind excellent Catholic school traditions. Fr. Potts and Fr. Foley represent the spiritual aspect that is at the core of what we do. Principal Kelly represents the high standards in academics expected of both the students and the teachers. School Advisory Board (SAB) President Jennifer Leonard represents the role of primary educator that every parent brings in support of Catholic schools. We have had great support of our SAB as well as many staff members and parents who selflessly served on committees and/or participated in surveys.

We are eager to embark on the execution of this Strategic Plan, inspired by the sentiments of Pope Francis:

Our generation will show that it can rise to the promise found in each young person when we know how to give them space. This means that we have to create the material and spiritual conditions for their full development; to give them a solid basis on which to build their lives; to guarantee their safety and their education to be everything they can be; to pass on to them lasting values that make life worth living; to give them a transcendent horizon for their thirst for authentic happiness and their creativity for the good; to give them the legacy of a world worthy of human life; and to awaken in them their greatest potential as builders of their own destiny, sharing responsibility for the future of everyone. If we can do all this, we anticipate today the future that enters the world through the window of the young.

(Pope Francis, Garden of Guanabara Palace, Rio de Janeiro, July 22, 2013)

Fr. William Foley

Pastor

Fr. Ron Potts

Pastor (2011-2017)

Christopher Kelly

Principal

Jennifer Leonard

SAB President (2014-2017)



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OVERVIEW

EXECUTIVE SUMMARY

Since its foundation in 1923, BSS has always represented the best in Catholic elementary education, highlighted by recognition as a National Blue Ribbon School in 2012. We plan to continue that tradition far into the future.

In order to continue our tradition of excellence, it is necessary to challenge ourselves. This Strategic Plan represents the work of nine sub-committees under the guidance of our SAB, whose members bring diverse professional backgrounds and parental experiences to the process.

This Strategic Plan will be implemented over a five-year period (September 2017 through June 2022), with approximately two-thirds of the initiatives starting in SY 2017-2018 and the remaining third beginning in SY 2018-2019.

Comprehensive planning included personnel, facility, and budgetary considerations. The Budget sub-committee examined each goal and determined associated costs. Sources of revenue (operational budget, special contribution, etc.) were identified to cover each of the projected expenditures with the addition of a part time Development Director.

Goals have been set in the following Strategic Focus Areas to support our continual efforts to provide an excellent Catholic education.

Academics

Religious Education

Enrollment

Parent Engagement

After School Programs

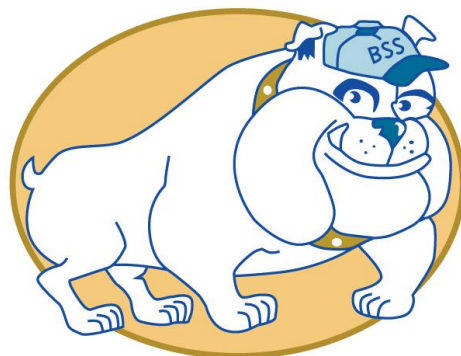
Communications

Staffing

Facilities

Budget

Our plan identifies ambitious and achievable goals and areas of growth in each of the Strategic Focus Areas. We have identified strategic initiatives to help us achieve these goals, as well as annual targets we plan to attain each year as we work towards fulfilling our goals and actualizing our vision.



VISION STATEMENT

Guided by the teachings of Jesus Christ and the Catholic Church, Blessed Sacrament School will prepare each child spiritually and intellectually to lead lives of courage, curiosity, and Christian service.

MISSION STATEMENT

Blessed Sacrament School is a Catholic, parish-based school dedicated to academic excellence in a Christ-centered environment. We are guided by our Core Values:

- **Living Faith**
- **Celebrating Community**
- **Inspiring Curiosity**
- **Fostering Altruism**
- **Respecting Everyone**

SCHOOL PROFILE & HISTORY

For almost a century, BSS has provided religious training, effective character formation, and an outstanding education to multiple generations of families living in Northwest DC and Chevy Chase, Maryland. The history of the school exemplifies the commitment of the parish, teaching staff, and parents to the teaching mission of the Catholic Church. Located originally in a house of the parish, the school opened its doors in 1923 to 90 children in grades one through six. By 1928, the growing success of the school warranted the construction of the current school building and an increasing enrollment required the addition of grades seven and eight after 1930.

In its early years, the school was staffed exclusively by Sisters of the Holy Cross. Enrollment grew steadily and reached over 1,000 students in the early 1960s. By the late 1960s, demographics of the parish were consistent with trends in the general population, and admissions eventually settled to around 500 students, similar to our current student body figures.

In 1998, the school celebrated its 75th anniversary and more than 1,500 alumni and spouses attended the celebration. The amazing response was a testament to the powerful influence BSS has on its graduates and their families.

Throughout our history, we have continued to identify ways to improve our resources and facilities. In the 1960s, a gymnasium complex was added. In 2001, under the leadership of Monsignor Thomas Duffy, the Blessed Sacrament community embarked on a major building and renovation campaign exceeding \$13 million. Significant renovations and expansion of the school's space were part of this major project. The convent was gutted and attached to the school building. That space now houses the library, several classrooms, the resource department, and a sky-lit art room. In 2009, we added the "Field of Dreams," our first green play space, by purchasing property adjacent to the school.



School enrollment remains robust and our commitment to providing quality education continues. In 2012, we were recognized by the U.S. Department of Education as a National Blue Ribbon School. BSS continues to be a vibrant parish school. In a time when many Catholic schools are faced with dwindling enrollment and diminishing resources, we remain strong. Our parent community continues to actively support the mission of the school through volunteer and fundraising efforts.

We are fulfilled by the work that we do with the students, and are proud of our strong test scores and exceptional high school placement results. We are grateful for the strong community of parents, as well as the talents and commitment of our staff. And we remain committed to continuous improvement for our students, their families, and our staff - as evidenced with this Strategic Plan.

THE STRATEGIC PLANNING PROCESS

"Catholic schools should implement on-going processes and structures to gather evidence to ensure excellence in every aspect of its programs, life and activities."

(Gravissimum Educationis 8 and 9: Code of Canon Law, Canon 806, #2)

This Strategic Plan embodies our pursuit of excellence. The process began with the request from our Pastor that the SAB serve as the Strategic Planning Committee (SPC) and develop a five-year strategic plan for BSS. The SPC identified a process that would yield a BSS

stakeholder-driven, outcome-oriented plan that would drive continued excellence in all major dimensions of our school.

The SPC then finalized a statement of non-negotiables and mandates. These were identified by the Pastor and Principal and include items such as, "We are bound by the policies of the Archdiocese of Washington" and "Our mission is to serve boys and girls of elementary school age." While these seem obvious, an important first step is to state who we are and by what we are bound. In other situations, schools may decide to become independent (and not be bound by the policies of the Archdiocese of Washington) or move to a single-sex student population.

After identifying our non-negotiables and mandates, we conducted brainstorming sessions and stakeholder outreach to determine assumptions and examine and define the guiding statements for BSS - our vision, mission, and core values.

Using these guiding statements and what we know to be the essential elements of a strong Catholic K – 8th grade school as our foundation, we identified the nine Strategic Focus Areas in which we would goal set. Nine Strategic Planning Sub-Committees were then established to explore and develop plans for each of the Strategic Focus Areas. Nearly all board members served as a chair on one committee and as a member of another. Additional members were selected from the school and parish staff and the parent population to provide a diverse representation for each sub-committee.



The sub-committees worked for eighteen months. The charge for each sub-committee was to answer the following questions regarding the Strategic Focus Areas:

- 1 Where are we now?
- 2 Where do we want to be in 5 years?
- 3 How are we going to get there?

Each sub-committee started by examining existing data collected from the Archdiocese and from the school. After initial data analysis, each sub-committee identified additional information that would be necessary to provide a complete picture for planning. The Strategic Planning sub-committees looked at best practices and conducted research. A comprehensive survey was created and sent to students, parents, staff, and parishioners to gather additional information.

Using the data, along with the expertise and experience of the sub-committee members,

each sub-committee went through an iterative process of identifying and refining goals. They set targets for the school to reach at the end of each year of the five-year plan, along with an action plan for each of those five years.

Throughout the process, sub-committee chairs updated the full SAB on the progress and incorporated input from the board into their goal setting. They also sought input from various other stakeholders in the school community (e.g., Room Parents). For each Strategic Focus Area, we then identified Sustaining Actions (current activities that are successful and productive that we will continue to do) and Strategic Initiatives (new improvement activities). Completed drafts of each sub-committee's work, at each step along the way, were submitted to the SAB President for review and support, and to the Principal for review and approval. The resulting final version of this Strategic Plan was then approved by the Pastor, the Principal, and the full SAB.



MONITORING PLAN

The final step in any planning process is to monitor and evaluate progress towards achievement of the goals of the Strategic Plan. The SAB will serve as the monitoring and evaluation body for our plan.

In order for the board to effectively fulfill this role, several activities will occur at both the school and SAB levels:

- A dashboard will be created and maintained. The dashboard will include items such as the action plan steps, dates by which these steps should be accomplished, targets, and points of accountability.
- The Principal will work with the designated point of accountability for each Strategic Focus Area and will maintain the dashboard.
- The SAB will meet periodically throughout the school year to review the dashboard data and assess progress towards meeting the targets for each year, and ultimately the goals of the Strategic Plan.



The SAB will celebrate when milestones and adequate progress are achieved, and assess root causes and barriers when they are not. In the latter case, it will consider what is needed to course-correct (e.g., change deadlines, adjust resources, or modify goals).

Finally, as good stewards of BSS now and for the future, the SAB will also assess what is possible for our next strategic plan and how to improve future planning activities.

OVERVIEW OF GOALS

An overview of the Strategic Focus Area goals is provided below. Details can be found on subsequent pages.

ACADEMICS

Pages 9 - 13

- *Increase focus on time and rigor in mathematics and foreign language.*
- *Implement comprehensive study skills and writing programs across all grade levels.*



RELIGIOUS EDUCATION

Pages 14 - 18

- *Collaborate with the School of Religion to maintain appropriate material.*
- *Expand service project opportunities for students.*



ENROLLMENT

Pages 19 - 22

- *Refine recruitment efforts.*
- *Maintain or increase current enrollment to support the vitality of BSS.*



PARENT ENGAGEMENT

Pages 23 - 26

- *Formalize efforts to welcome new parents.*
- *Provide parents more opportunities to receive feedback from teachers.*



AFTER SCHOOL PROGRAMS

Pages 27 - 30

- *Improve the aftercare program administration using technology.*
- *Identify and communicate a variety of new extracurricular activities.*



COMMUNICATIONS

Pages 31 - 37

- *Streamline school-parent communications, and reinforce the expectation of parents to regularly read all communications.*
- *Identify the appropriate guidelines for BSS social media, and implement strategy.*



STAFFING

Pages 38 - 40

- *Establish a more formal mentoring program for new teachers.*
- *Evaluate administrative roles to ensure maximum efficiency.*



FACILITIES

Pages 41 - 43

- *Improve current facilities while maintaining BSS as a safe place to learn and grow.*
- *Plan and expand school footprint.*



BUDGET

Pages 44 - 47

- *Account for all costs associated with the strategic plan through the operational budget or specific new sources of revenue.*
- *Hire a part-time Development Director.*



STRATEGIC FOCUS AREA #1: ACADEMICS

Where are we now?

The BSS curriculum is driven by the academic standards of the Archdiocese of Washington. We pride ourselves on consistent performance above national benchmarks and Archdiocese rankings on the Scantron assessments. From our Kindergarten experience (an academic/developmental mix), to the seventh and eighth grade honors classes, our academic program incorporates the best of traditional Catholic education with the finest current educational practices. Our Resource program is recognized as one of the most comprehensive and successful throughout the Archdiocese. We have a history of placing students into the area's top high schools, where they continue to demonstrate academic excellence.

Where are we going?

While we will continue to have high expectations across the board, the Academics sub-committee focused on four areas for the Strategic Plan. We will identify additional opportunities for growth in math, incorporating science, technology, engineering, and mathematics (STEM) opportunities as part of this effort. We will strengthen our foreign language program with a target of increased participation in national exams. We will also reintroduce comprehensive writing and study skills programs that will be programmed vertically and expanded at each grade level.

Goals

1. *Ninety percent of students in grades second through eighth will achieve individualized growth goals in math each year, as determined by their Scantron math scores.*
2. *Students will utilize a writing program that supports improved writing skills and requires the creation of a portfolio of writing samples for each student during their years at BSS.*
3. *Students will follow a foreign language curriculum that is aligned with the Archdiocesan standards. Student mastery of a foreign language will improve with an increased amount of classroom time spent on foreign language learning each week in K – 5th grade.*
4. *All first through eighth grade students will participate in an age appropriate study skills program that will help students adopt strong organizational skills. The program will be uniform and consistent in approach throughout all levels.*





ACADEMICS GOAL #1: Ninety percent of students in grades second through eighth will achieve individualized growth goals in math each year, as determined by their Scantron math scores.

Sustaining Actions (Continuance of Current Process)

- Follow Archdiocese of Washington math standards.
- Use the Saxon math program to direct instruction.
- The Fall Scantron math score will determine a baseline for establishing student growth goals.

Strategic Initiatives (New Efforts)

- Analyze Scantron data to identify groups of students who are not reaching their growth goal. Develop a plan to support or enrich these students.
- Use data driven methods to provide reinforcement, enrichment, and remediation to both individual students and groups.
- Create a problem-solving culture to increase math achievement across all grades.

Timing

Years 1-5

Years 1-5

Years 2-5

Success Measures

Scantron Math Scores – Percentage of BSS students in grades second through eighth who will achieve their individualized growth goals.

Five Year Target

90%





ACADEMICS GOAL #2: Students will utilize a writing program that supports improved writing skills and requires the creation of a portfolio of writing samples for each student during their years at BSS.

Sustaining Actions (Continuance of Current Process)

- Continue use of Archdiocese of Washington standards to drive instruction.
- Continue collecting beginning, middle, and end of year writing samples.

Strategic Initiatives (New Efforts)

Timing

- | | |
|---|-----------|
| • Select a writing program. | Year 1 |
| • Identify a Writing Coordinator to advise staff and direct professional development. | Years 2-5 |
| • Implement a writing program at all grade levels. | Years 2-5 |
| • Evaluate writing program and adjust as needed. | Years 2-5 |
| • Train all new staff on writing program. | Years 2-5 |
| • Create an online writing portfolio for all students in K – 8 th grade. | Years 2-5 |

Success Measures

Five Year Target

- | | |
|--|------|
| • Demonstrated improvement in students' writing skills (per teacher's evaluation). | 100% |
| • Percentage of students with a portfolio of writing samples. | 100% |
| • Percentage of new staff being trained in writing curriculum. | 100% |



ACADEMICS GOAL #3: Students will follow a foreign language curriculum that is aligned with the Archdiocesan standards. Student mastery of a foreign language will improve with an increased amount of classroom time spent on foreign language learning each week in K – 5th grade.

Sustaining Actions (Continuance of Current Process)

Continue to align the foreign language instruction to the Archdiocese standards.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> Assess K – 8th grade schedules to determine the number of weekly minutes that can be added into each grade level's foreign language classroom time. 	Year 1
<ul style="list-style-type: none"> Design a new foreign language curriculum aligned with the Archdiocese of Washington standards. 	Years 1-2
<ul style="list-style-type: none"> Establish monthly learning objectives based on the curriculum and foreign language classroom time allotted for each grade level. 	Year 3
<ul style="list-style-type: none"> Design and implement assessments aligned with standards and monthly learning objectives. 	Year 3
<ul style="list-style-type: none"> Assess and revise staff time allocated to foreign language teaching based on increased classroom time. 	Year 3
<ul style="list-style-type: none"> Increase the number of students receiving Bronze, Silver, or Gold Certificates on the National Spanish Exam. 	Year 4
Success Measures	Five Year Target
<ul style="list-style-type: none"> Demonstrated improvement in foreign language capabilities (written, oral, and listening). 	100%
<ul style="list-style-type: none"> Increased classroom time spent on a foreign language at each grade level. 	Incremental increase





ACADEMICS GOAL #4: All students in grades first through eighth will participate in an age appropriate study skills program that will help students adopt strong organizational skills. The program will be uniform and consistent in approach throughout all levels.

Sustaining Actions (Continuance of Current Process)

Continue to teach Modern Language Association heading and two column notes in middle school.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> Select a study skills program. 	Year 1
<ul style="list-style-type: none"> Implement a new study skills program in grade levels first through eighth. 	Years 2-5
<ul style="list-style-type: none"> Evaluate study skills program and adjust as needed. 	Years 1-5
Success Measures	Five Year Target
<ul style="list-style-type: none"> Number of grades participating in a study skills program. 	Grades 1-8
<ul style="list-style-type: none"> Percentage of students using the grade level objectives as outlined by the sub-committee. 	Incremental increase



STRATEGIC FOCUS AREA #2: RELIGIOUS EDUCATION

Where are we now?

Rooted in Catholic faith and tradition, the Blessed Sacrament community strives to “Live and Act as disciples of Jesus” every day. Faculty, administrators, and staff are engaged in and committed to the religious education of our students. BSS teachers meet on a regular basis to evaluate and discuss curriculum alignment to the Archdiocese of Washington standards. Furthermore, we share best practices and evaluate text books and other supplemental materials. Students are also stakeholders in ensuring the commitment to our faith, with regular participation in activities to serve the community. As an example, the Christ Care Corps (consisting of our eighth graders) lead and plan service activities and fundraisers to benefit local charities.

Where are we going?

The Religious Education sub-committee determined several ways to enhance our current religious education programs. Within the curriculum, we will align more closely with the Archdiocesan standards and give teachers more professional development time to evaluate teaching materials. This dedicated time enables teachers to collaborate with Blessed Sacrament’s School of Religion and to incorporate engaging content. Outside of the curriculum, we will streamline service projects and initiatives to provide more effective organization and communication. A cumulative service calendar will be created at the beginning of the year to provide parents, students, and staff with the important dates and information for planning purposes. Finally, Room Parents will take on a more active role in coordinating the service projects and encouraging participation in all initiatives.

Goals

1. *From K – 8th grade, students will engage in a religious education curriculum that aligns with Archdiocese of Washington standards, includes common themes that are covered and expanded upon each year, and includes fundamentals of Catholic religious education taught consistently and age-appropriately.*
2. *Religious education materials will be engaging, current, and productive.*
3. *Faith and service activities will be purposeful, relevant, organized, and communicated in a way that allows all families the opportunity to participate.*
4. *A protocol will be established for communication between parish and school faith formation teachers and staff.*





RELIGIOUS EDUCATION GOAL #1: From K – 8th grade, students will engage in a religious education curriculum that aligns with Archdiocese of Washington standards, includes common themes that are covered and expanded upon each year, and includes fundamentals of Catholic religious education taught consistently and age-appropriately.

Sustaining Actions (Continuance of Current Process)

Teachers will continue to meet in vertical groups to ensure consistency in curriculum and alignment to standards while also evaluating how the curriculum builds on itself each year.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> • Ensure alignment with current and future Catholic doctrine and Archdiocese of Washington standards. 	Years 1-5
<ul style="list-style-type: none"> • Create a checklist of key religious education fundamentals that should be taught at each grade level. 	Years 1-5
<ul style="list-style-type: none"> • Define age-appropriate goals. 	Years 2-5
<ul style="list-style-type: none"> • Add time to Professional Development Calendar for grade-level teachers to meet. 	Years 1-5
Success Measures	Five Year Target
Alignment with Archdiocesan K – 8 th grade religious education requirements and implementation of initiatives listed above.	100% alignment



RELIGIOUS EDUCATION GOAL #2: Religious education materials will be engaging, current, and productive.

Sustaining Actions (Continuance of Current Process)

Teachers will continue to evaluate textbooks and supplemental materials and share best practices.

Strategic Initiatives (New Efforts)

- Annually evaluate textbooks, resources, and supplemental faith formation materials.
- Update content that engages and interests students and improves teacher productivity.
- Evaluate other available materials ("Gospel Weekly", Social Issues Articles, etc.).

Timing

Year 2

Year 2

Year 1

Success Measures

Increased positive sentiment around religious education materials as measured by the following BSS Community Survey results:

- Religion textbooks and supplemental materials are current and appropriate for each grade level. (2015/2016: 71% Agree/Strongly Agree)

Five Year Target

80% Agree/Strongly Agree





RELIGIOUS EDUCATION GOAL #3: Faith and service activities will be purposeful, relevant, organized, and communicated in a way that allows all families the opportunity to participate.

Sustaining Actions (Continuance of Current Process)

The Christ Care Corps will continue to lead and plan service activities and use announcements, informational flyers, and classrooms visits to inform students and families of the activities.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> • Chart service opportunities in and out of school. 	Years 1-5
<ul style="list-style-type: none"> • Annually evaluate the connections to Works of Mercy for repetition and request fatigue. 	Years 1-5
<ul style="list-style-type: none"> • Effectively communicate service opportunities to parents so that they are aware of and engaged in their student's faith formation. 	Years 1-5
<ul style="list-style-type: none"> • Incorporate a "Service Corner" of the BSS Weekly. 	Years 1-5
<ul style="list-style-type: none"> • Encourage Room Parents to play more active role in communicating service opportunities and boosting parental participation. 	Years 1-5
<ul style="list-style-type: none"> • Include a "reflective component" to each service project. 	Years 1-5
Success Measures	Five Year Target
<p>Increased positive sentiment around service opportunities as measured by the following BSS Community Survey results:</p> <ul style="list-style-type: none"> • My child is excited and knowledgeable about service projects offered by BSS. (2015/2016: 75% Agree/Strongly Agree) 	85% Agree/Strongly Agree



RELIGIOUS EDUCATION GOAL #4: Establish a protocol for communication between parish and school faith formation teachers and staff.

Sustaining Actions (Continuance of Current Process)

Continued effective religious education on the part of the parish and school.

Strategic Initiatives (New Efforts)

Parish and school faith formation teachers and staff will:

- Share and discuss religious curriculum.
- Communicate service opportunities.
- Organize and coordinate calendars.

Timing

Years 1-5

Years 1-5

Years 1-5

Success Measures

Number of collaboration meetings with parish and school faith formation teachers and staff.

Five Year Target

One meeting per semester (ongoing)



STRATEGIC FOCUS AREA #3: ENROLLMENT

Where are we now?

BSS has always been a vibrant parish and school community. In a time when many Catholic schools have seen declining enrollment, BSS maintains stability at over 500 students. Our students come from the parish primarily, but our reputation draws some families from as far away as Virginia. Since its inception in 2004, we have accommodated students from the DC Opportunity Scholarship Program, and plan to continue to do so. Our middle school enrollment is strong but we have seen a relative dip in enrollment in the earliest grades in the last two school years (2015-2017). This phenomenon has been observed in many of the Archdiocesan elementary schools and we actively addressed it with our revamped open houses.

Where are we going?

To strengthen enrollment, the Enrollment sub-committee has determined that we will enhance the Parent Ambassador program to welcome prospective parents to the school and to provide a support system for new families. We will actively reach out to prospective parents, and we will undertake a feasibility study of adding a Pre-Kindergarten program to further support Kindergarten enrollment.

Goals

1. *Maintain optimal enrollment (530 students, give or take 2%).*
 - a. *Enroll 60 Kindergarten students.*
 - b. *Receive at least 80 applications for Kindergarten annually.*
 - c. *Have at least 80 families attend an open house annually, with at least 85% of these families submitting an application.*
 - d. *Establish a Family Ambassador Program that includes at least 25 families.*
 - e. *Extend recruitment efforts to reach out to 25% more families than in SY 2016-2017.*
2. *Evaluate the need and feasibility of adding a Pre-Kindergarten program.*
3. *Provide students who enrolled through financially supplemented programs with a standard set of accommodations so that they are welcomed and feel part of the BSS community.*





ENROLLMENT GOAL #1: Maintain optimal enrollment (530 students, +/- 2%) and establish a Family Ambassador Program that includes at least 25 BSS families.

Sustaining Actions (Continuance Of Current Process)

- Continue to advertise and accept new students in all grade levels.
- Continue efforts to retain current students.
- Continue to conduct open houses.
- Leverage the expertise of past and present Home and School Association (HSA) members.
- Continue to send flyers to local pre-schools, advertise in Church bulletin (etc.).

Strategic Initiatives (New Efforts)

Timing

- | | |
|---|------------------|
| • Improve BSS marketing materials (standard format, font, colors, etc.). | Year 1 (ongoing) |
| • Update public-facing fact sheet for school and each grade level. | Year 1 (ongoing) |
| • Create a standard protocol for recruiting/gathering information from prospective families and following up with them. | Year 1 |
| • Research and create list of appropriate advertising outlets and related details (Catholic Standard, Times, etc.). | Year 1 (ongoing) |
| • Identify target populations and formalize outreach strategy (School of Religion, local pre-schools, neighborhood families, etc.). | Year 1 (ongoing) |
| • Place BSS open house signs in willing BSS family and friends' front yards. | Year 2 |
| • Formalize the Family Ambassador Program, establish a BSS staff member as point of contact (POC), and recruit families. | Year 2 |

Success Measures

Five Year Target

- | | |
|--|-----------------------|
| • Enrollment. | 530 students +/- 2% |
| • Number of Kindergarten applications received. | 80 |
| • Number of families that attend open houses / percentage that submit application. | 80 / 85% |
| • Number of BSS families involved in Ambassador program. | 25 |
| • Number of prospective families contacted. | 10% increase annually |





ENROLLMENT GOAL #2: Evaluate the need and feasibility of adding a Pre-Kindergarten program.

Sustaining Actions (Continuance of Current Process)

Not Applicable

Strategic Initiatives (New Efforts)

Develop and conduct a need and feasibility study to determine if BSS should add a Pre-K 3 and/or Pre-K 4 via current parent survey, analysis of financial implications, and licensing/legal requirements.

Timing

Years 1 - 2

Success Measures

Completion of feasibility study and decisions around next steps.

Target (at the end of five years)

100% complete





ENROLLMENT GOAL #3: Students who enroll in BSS through financially supplemented programs will be provided with a standard set of accommodations so that they are welcomed and feel part of the BSS community.

Sustaining Actions (Continuance of Current Process)

Continue to provide students with free uniforms and lunch programs when appropriate.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> • Create a handbook that outlines expectations for students receiving financial assistance. 	Year 3
<ul style="list-style-type: none"> • Standardize how special circumstances will be handled (bus riders, extended day program, home life, etc.). 	Year 3
<ul style="list-style-type: none"> • Create a protocol to help students adjust better socially and with friends. 	Year 3
<ul style="list-style-type: none"> • Evaluate family background information (as appropriate) for prospective students to accommodate family circumstances. 	Year 3 (ongoing)
<ul style="list-style-type: none"> • Develop and implement a parent and student survey. 	Year 3
Success Measures	Five Year Target
Percentage of financial aid students/families indicating that they feel welcomed and part of the BSS community as measured through an end of year survey.	100%

STRATEGIC FOCUS AREA #4: PARENT ENGAGEMENT

Where are we now?

Our school has always been blessed with substantial parent involvement in day-to-day responsibilities (e.g., Lunch and Room Parents) and annual efforts (e.g., the Auction). Our parents complete our sense of community with their spirit to serve. We have benefitted from the time, talent, and treasure of all parents over the years and our school is stronger because of it. Through the organized efforts such as HSA initiatives or classroom specific projects such as “mystery reader” opportunities, we can always count on parents to support the school. BSS continues to make every effort to communicate as effectively as possible and work with the parents, the primary educators of the children, to ensure success for every child. In our continuous effort to facilitate communication, this year (2016-2017) we began using the Rediker student information system. This system provides online gradebooks and parent portals for ease of communication.

Where are we going?

The Parent Engagement sub-committee identified several key areas to address. As we move forward, we will make a more deliberate effort to welcome new parents and be more transparent in identifying ways that they can contribute to the school community. With the increase of two working parent households, we need to be clearer and more creative on the variety of ways that parents can volunteer. We also will expand opportunities for parents to discuss each child's progress with teachers and work toward increased opportunities for face-to-face conferencing.

Goals

1. *Parents will be fully informed of Time, Talent, and Treasure expectations and opportunities before their child's first day of school each year, resulting in greater parent contributions in these three areas.*
2. *New parents will feel welcomed and included in the BSS community.*
3. *Parents will be able to easily access current policies and procedures through a regularly updated BSS Parent Handbook.*
4. *Increased teacher access for parents to discuss student progress, beyond the Fall Conferences:*
 - a. *Parents will have an option to set up a second parent-teacher conference during the school year.*
 - b. *Fifth through eighth grade parents will be provided the opportunity to speak with any subject teacher during conference time in November.*





PARENT ENGAGEMENT GOAL #1: Parents will be fully informed of Time, Talent, and Treasure expectations and opportunities before their child's first day of school each year resulting in greater parent contributions in these three areas.

Sustaining Actions (Continuance of Current Process)

Continued publication of necessary information for parents in the BSS Weekly.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> Create an annual handout/brochure which explains Time, Talent, and Treasure opportunities and expectations. 	Year 1 (ongoing)
<ul style="list-style-type: none"> Implement clear communications with parents about what is expected in their role as BSS parents. 	Year 1 (ongoing)
<ul style="list-style-type: none"> Leverage Rediker or in-house software that would house the information to inform parents of involvement opportunities. 	Year 1
Success Measures	Five Year Target
Future survey questions in the following areas: <ul style="list-style-type: none"> Parent awareness of Time, Talent, and Treasure expectations/opportunities. 	95%
<ul style="list-style-type: none"> All families involved in at least three school/classroom volunteer opportunities for each student each year. 	95%



PARENT ENGAGEMENT GOAL #2: All new parents will feel welcomed and included in the BSS community.

Sustaining Actions (Continuance of Current Process)	
Continue new parent, buddy family, and class social traditions.	
Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> Hold a special session with Principal, Development Director, and Kindergarten parents at an event like the New Parent Reception when opportunities and expectations for new parents are discussed. Identify and implement new tactics to welcome new families (letter from Host Family/BSS, etc.). 	<p>Year 2 (ongoing)</p> <p>Year 1 (ongoing)</p>
Success Measures	Five Year Target
Future survey question(s) to assess new parent sentiment on feeling welcomed, informed, and included.	100%



PARENT ENGAGEMENT GOAL #3: Parents will be able to easily access current policies and procedures through a regularly updated BSS Parent Handbook.

Sustaining Actions (Continuance of Current Process)	
Continue updates to the Parent Handbook.	
Strategic Initiatives (New Efforts)	Timing
Planning and implementation of comprehensive overview/overhaul of entire handbook.	Year 1 (ongoing)
Success Measures	Five Year Target
Future survey question(s) to assess new parent sentiment on feeling informed of school policies and information.	95%



PARENT ENGAGEMENT GOAL #4: Increased teacher access for parents to discuss student progress, beyond the Fall Conferences:

- a. Parents will have an option to set up a second parent/teacher conference during the school year.
- b. Fifth through eighth grade parents will be provided the opportunity to speak with any subject teacher during conference time in November.

Sustaining Actions (Continuance of Current Process)

Teachers continue to be available for conferences with parents.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> Formalize communication in the BSS Weekly around report card time (Q2-Q4), reminding parents that they can email teachers to set up appointments. 	Year 1 (ongoing)
<ul style="list-style-type: none"> Evaluate process for additional middle school conferences with specified teachers. 	Year 2
<ul style="list-style-type: none"> Establish process for parents to submit questions and concerns to teachers of choice prior to Q1 conferences. 	Year 2
Success Measures	Five Year Target
<p>Future survey questions in the following areas:</p> <ul style="list-style-type: none"> Parent awareness of opportunities to speak with teachers beyond Fall conferences. 	95%
<ul style="list-style-type: none"> Middle school parent awareness of opportunities to speak with subject matter teachers. 	95%

STRATEGIC FOCUS AREA #5: AFTER SCHOOL PROGRAMS

Where are we now?

BSS provides a safe, affordable, and flexible aftercare program for our school families. We typically staff the program with current BSS staff so that the children are interacting with familiar faces. In addition to standard aftercare, we continue to offer choir programs for all ages and after school art. We have also accommodated parents when an extracurricular interest is identified (Chess Club, Mad Science, etc.).

Where are we going?

The After School Programs sub-committee noted strategies to improve the after school experience (aftercare and extra-curricular activities). As we look at ways to improve our aftercare program, we will focus on streamlining the administrative efforts by offering online scheduling and payments. We will actively seek input from parents about additional programs that could be offered on campus after school and work to provide them to the best of our ability. We will use our website to communicate details on programs offered at BSS and elsewhere.

Goals

1. *Modernize the aftercare program to meet the needs of BSS working families and staff.*
2. *Establish an extra-curricular program that will meet student/parent interests, including a middle school enrichment program. Details will be posted on the BSS website.*
3. *The aftercare and extra-curricular programs will deliver high quality communication, coordination, and execution of programming.*





AFTER SCHOOL PROGRAMS GOAL #1: Modernize the aftercare program to meet the needs of BSS working families and staff.

Sustaining Actions (Continuance of Current Process)

Continue current aftercare program.

Strategic Initiatives (New Efforts)

Timing

- | | |
|---|------------------|
| <ul style="list-style-type: none"> Select and implement software to handle enrollment, billing, payment, and attendance tracking (Rediker, Maestro, etc.). | Years 1-2 |
| <ul style="list-style-type: none"> Formalize the process of projecting demand, identifying resources (space and staffing), budget, and otherwise planning for the upcoming school year. Execute annually, by Spring (or at the same time period as re-enrollment), each school year. | Year 1 (ongoing) |
| <ul style="list-style-type: none"> Create and administer annual survey to assess whether software meets the following requirements: <ol style="list-style-type: none"> Parental needs regarding enrollment, billing, and payment. Staff needs regarding program administration. | Year 2 (ongoing) |
| <ul style="list-style-type: none"> Review survey results; and research/implement improvements. | |

Success Measures

Five Year Target

- | | |
|---|-----|
| Future survey questions in the following areas: <ul style="list-style-type: none"> (Parents) Is aftercare enrollment/payment tool effective? | 95% |
| <ul style="list-style-type: none"> (Staff) Are program administration changes meeting staff needs? | 95% |





AFTER SCHOOL PROGRAMS GOAL #2: Establish an extra-curricular program that will meet student/parent interests, including a middle school enrichment program. Details will be posted on the BSS website.

Sustaining Actions (Continuance of Current Process)

Continue current extra-curricular programs (choir, art, etc.).

Strategic Initiatives (New Efforts)

- Hire responsible party to establish extra-curricular program.
- Compile current information on existing activities occurring on campus (CYO, MSI/Stoddert soccer, Scouts, etc.), including hyperlinks to registration and payment information, and post information onto a webpage dedicated to extra-curricular programs within the BSS website.
- Establish middle school enrichment program.

Timing

Year 2

Year 1 (ongoing)

Year 2

Success Measures

Future survey questions in the following areas:

- Are the extra-curricular programs meeting parent/student needs?

Five Year Target

95%





AFTER SCHOOL PROGRAMS GOAL #3: The aftercare and extra-curricular programs will deliver high quality communication, coordination, and execution of programming.

Sustaining Actions (Continuance of Current Process)

Continue current aftercare and extra-curricular programs (choir, art, etc.).

Strategic Initiatives (New Efforts)

- Identify BSS staff member to take over aftercare and extra-curricular program administration; define expectations and target deadlines for each role.
- Administer annual survey for parents to assess interests in new extra-curricular programs and satisfaction with existing programs; adjust programming accordingly, including identifying and managing new vendors for new programs.

Timing

Year 2

Year 2 (ongoing)

Success Measures

Future survey questions in the following areas:

- Satisfaction with communication, coordination, and execution of aftercare and extra-curricular programs.

Five Year Target

95%



STRATEGIC FOCUS AREA #6: COMMUNICATIONS

Where are we now?

Overall, there is an efficient level of communication between the home and school. BSS has an attractive website that contains all essential information. We effectively use the website and weekly communications to inform parents of school events. SchoolReach is an effective tool currently utilized by BSS to immediately notify parents in the event of an emergency. Typically, parents and teachers are responsive to each other when the need for communication arises. In the past school year, the Archdiocese of Washington's decision to use Rediker as a student information system has provided a common conduit for communication, particularly using parent portals.

Where are we going?

The Communications sub-committee has identified several strategic initiatives to improve communication. Parents will be expected to read the weekly email and we will use tools to track open rates. The website will be updated to provide quicker access and be used more successfully in marketing the school. Additionally, social media will become a more prominent feature in celebrating what we do while also marketing the school. In all communications, a single POC will be identified and used to maintain cohesiveness and limit redundancy. Overall, expectations will be raised for both teachers and parents to be proactive communicators.

Goals

1. *At least one parent in every family will regularly read the BSS Weekly and will be well-informed of BSS highest priority updates. Ultimately, we will include a format that emphasizes the most critical information, and utilize technology that enables a more efficient process for BSS staff.*
2. *The BSS website will be current and attractive, with information presented so that BSS families can find information easily. The website will also portray BSS in a manner designed to engage potential and current families, teachers, and staff.*
3. *Parents will have clear expectations about information they will receive from teachers, from whom and how often, as well as how to optimally communicate with teachers (e.g., tone, teacher response times, etc.). Parents will receive consistent communication (format, expectations, etc.) throughout their time at BSS.*
4. *Strategic use of social media will be used to enhance our reputation within the community. The role and use of social media by BSS will be documented clearly and updated on a regular basis.*
5. *A single staff communication POC will be identified for the school – all communications to audiences beyond a single grade level need to be filtered through this POC.*





COMMUNICATIONS GOAL #1: At least one parent in every family will regularly read the BSS Weekly and will be well-informed of BSS highest priority updates. Ultimately, we will create a format that emphasizes the most critical information, and utilize technology that enables a more efficient process for BSS staff.

Sustaining Actions (Continuance of Current Process)

- Continue current email communication protocol, specifically sending the BSS Weekly.
- Continued reminders to parents to read the BSS Weekly.

Strategic Initiatives (New Efforts)

Timing

- | | |
|--|-----------|
| • Implement an email platform (new technology and layout) that will allow parents to easily access the BSS Weekly and the highest priority updates. | Year 1 |
| • Establish and track email benchmarks (open and click rates), monitor at least monthly, and adjust accordingly. | Years 1-5 |
| • Determine and implement requirements for information to be included and presented in the BSS Weekly versus other emails (content parameters/prioritization). | Years 1-5 |
| • Segment the list of parents (grade of children, etc.) and leverage other email platform functionality. | Years 1-5 |
| • Revisit the BSS Weekly annually and update/improve as necessary. | Years 1-5 |

Success Measures

Five Year Target

- | | |
|--|-----------------------------|
| Increased number of parents who read the BSS Weekly as measured by the following BSS Community Survey results: | |
| • I rely on the BSS Weekly and other office email blasts for important updates from the school. (2015/2016: 46% Agree, 45% Strongly Agree) | 100% Agree / Strongly Agree |
| • How frequently do you read the BSS Weekly? (2015/2016: Weekly 75%) | 100% read the email weekly |



COMMUNICATIONS GOAL #2: The BSS website will be current and attractive, with information presented so that BSS families can find information easily, and BSS is portrayed in a manner designed to engage current and potential families, teachers, and staff.

Sustaining Actions (Continuance of Current Process)

- Continue upkeep of BSS website.
- Annual review of all pages on site for accuracy.

Strategic Initiatives (New Efforts)

Timing

- | | |
|--|-----------|
| • Implement immediate updates to current BSS website wherever possible to improve aesthetics and accessibility to information. | Year 1 |
| • Initiate use of Google Analytics to establish benchmark metrics and for ongoing tracking of site traffic to inform improvements to the site. Review metrics monthly. | Year 1 |
| • Launch new BSS website that is appealing and functional for current families and compelling to potential families and teachers. | Year 2 |
| • Establish online registration process for open houses (data collection, email follow up, etc.). | Year 1 |
| • Utilize Search Engine Optimization (SEO) efforts: research and implement tactics to improve ranking of the BSS website in online search results. | Years 1-5 |

Success Measures

Five Year Target

- | | |
|--|---------------------------|
| Increased effectiveness of the website as measured by the following BSS Community Survey results: | |
| • BSS's website is an effective marketing tool for prospective families in providing useful information about the school. (2015/2016, 45% Agree, 14% Strongly Agree) | 95%+ Agree/Strongly Agree |
| • BSS's website is an effective resource for current families in providing useful information about the school. (2015/2016, 54% Agree, 17% Strongly Agree) | 95%+ Agree/Strongly Agree |



COMMUNICATIONS GOAL #3: Parents will have clear expectations about information they will receive from teachers, from whom, and how often as well as how to optimally communicate with teachers (e.g., tone, teacher response times, etc.). Parents will receive consistent communication (format, expectations, etc.) throughout their time at BSS.

Sustaining Actions (Continuance of Current Process)

Continue existing teacher/parent communication practices, at a minimum.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> Establish a predefined set of topics to be communicated at the beginning of each school year (verbally at back to school night, and via email backup); tweak annually as necessary. 	Years 1-5
<ul style="list-style-type: none"> Update teacher/parent communication section of the BSS Teacher Handbook annually. Include parameters (but not limitations) that will allow for parent/teacher communication policies and format to be consistent throughout all grades (or K – 5th and 6 – 8th). SAB to provide recommendations and guidance to the Principal on the enforceable policies in the handbook. 	Years 1-5
<ul style="list-style-type: none"> Update the BSS Parent Handbook to include expectations around sending and receiving communications to and from BSS teachers. 	Years 2-5
<ul style="list-style-type: none"> Create leadership support of increased focus on communication consistency (regular teacher emails to parents, frequent update of Rediker, etc.); enhance communication with parents around the third quarter (Q3) report card (increase narrative, email reminders to parents to schedule conferences if desired, etc.); provide positive feedback to teachers with exemplary communication practices. 	Years 2-5
Success Measures	Five Year Target
<p>Increased positive sentiment around teacher/parent communication as measured by the following BSS Community Survey results:</p> <ul style="list-style-type: none"> I am satisfied with the overall QUALITY of teacher communication regarding academics. (2015/2016: Agree 42%, Strongly Agree 17%) In which grade level are you dissatisfied with the quality of teacher communication? (2015/2016: 70% Fifth through Eighth grades). 	<p>95%+ Agree/Strongly Agree</p> <p>No significant difference across grade levels</p>

Success Measures (continued)	Five Year Target
<p>Increased positive sentiment around teacher/parent communication as measured by the following BSS Community Survey results:</p> <ul style="list-style-type: none"> I am satisfied with the overall FREQUENCY of teacher communication regarding academics. (2015/2016: 35% Agree, 17% Strongly Agree) In which grade level are you dissatisfied with the frequency of teacher communication? (2015/2016: 66% Fifth through Eighth grades). My child(ren)'s teacher keeps me informed of the material being covered in the classroom. (2015/2016: 39% Agree, 22% Strongly Agree) <p>Future survey results related to positive sentiment around the implementation and use of Rediker.</p>	<p>95%+ Agree/Strongly Agree</p> <p>No significant difference across grade levels</p> <p>95% Agree/Strongly Agree</p> <p>100% parent satisfaction with Rediker</p>





COMMUNICATIONS GOAL #4: Enhance BSS’s reputation within the community through the increased strategic use of social media. The role and use of social media by BSS will be documented clearly and updated on a regular basis.

Sustaining Actions (Continuance of Current Process)

Continued monitoring and use of social media per existing process.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> Develop social media guidelines for BSS channel manager(s), to include list of channels (Facebook, Instagram, etc.) purpose, do's and don'ts, and content “pillars” such as: <ul style="list-style-type: none"> student-generated content (photography/artwork) teacher-generated content alumni-generated content parent resources awards notable events 	Year 1
<ul style="list-style-type: none"> Re-launch social media channel(s) and promote to BSS community, requesting that families “like” the page and engage regularly. 	Year 1
<ul style="list-style-type: none"> Establish a process to showcase student work, awards, successes, charity initiatives, etc. on social media. 	Year 2
<ul style="list-style-type: none"> Create a student club around digital photography, video and responsible social media. 	Year 2
Success Measures	Five Year Target
<p>Increased effectiveness of social media as measured by the following BSS Community Survey results:</p> <ul style="list-style-type: none"> Would you follow BSS on social media? (2015/2016: Yes 57%, No 43%) New survey question that gauges perception of the social media pages in the areas of branding, community building, reputation, and parent engagement (obtain benchmark in future survey). 	<p>80% of parents follow BSS on social media</p> <p>95%+ Agree/Strongly Agree</p>



COMMUNICATIONS GOAL #5: Establish staff communication POC and process for the school – all communications to audiences beyond a single grade level must be filtered through this POC.

Sustaining Actions (Continuance of Current Process)

Continued efforts to minimize the quantity and maximize the quality of school/parent communications, ensuring messaging is delivered in a timely and consistent manner.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> • BSS leadership will document the communications POC responsibilities. • Designate someone as the communications POC and communicate this authority to BSS staff and other stakeholders. • Reevaluate role of POC and update responsibilities annually (or as necessary). • Establish and maintain master calendar for school and class special events. 	<p>Year 1</p> <p>Year 2</p> <p>Year 3 (ongoing)</p> <p>Year 3 (ongoing)</p>
Success Measures	Five Year Target
<p>Improved sentiment around school communications as measured by the following BSS Community Survey results:</p> <ul style="list-style-type: none"> • I am satisfied with the overall quality of communication regarding non-academic topics. (2015/2016: 53% Agree, 22% Strongly Agree) 	<p>95%+ Agree/Strongly Agree</p>

STRATEGIC FOCUS AREA #7: STAFFING

Where are we now?

BSS is fortunate to have a dedicated, experienced, and committed faculty and staff, who stated in a survey that they feel a strong sense of community and belonging within the building. The administration strives to ensure that every staff member is given the opportunity to thrive and grow professionally, while maintaining high standards for teacher performance. All new teachers are required to complete an orientation program prior to the start of school and are mentored by a veteran teacher during their first year. The Principal checks in with new teachers on a regular basis and provides feedback. Currently, there are several ways that administrators assess progress and evaluate faculty: the Principal makes several unannounced visits to classrooms throughout the year; each teacher sets goals at the beginning of the year; and at the end of each year, the Principal meets with all teachers individually and provides them with a completed evaluation.

Where are we going?

The Staffing sub-committee has devised several strategic initiatives to complement the sustaining actions already in place. The Principal will increase the number of unannounced visits with teachers who have been identified with a skill deficiency. The teacher evaluation tool, which is currently being implemented by the Archdiocese, will be revised and tailored to better meet the needs of the BSS faculty. A student survey will be developed to provide additional feedback for faculty and staff. Finally, job descriptions for non-instructional positions will be updated to reflect school needs.

Goals

1. *Teachers will feel fully informed, welcomed, and integrated into the BSS faculty community.*
2. *BSS will follow an updated staffing model designed to support the achievement of teaching and administrative goals and responsibilities.*
3. *Teaching effectiveness will improve with enhanced performance management tools, such as evaluations, resulting in progress in the areas being addressed.*





STAFFING GOAL #1: Teachers will feel fully informed, welcomed, and integrated into the BSS faculty.

Sustaining Actions (Continuance of Current Process)

Continue current staff development efforts, such as new teacher orientation, meeting with mentors on a weekly basis, and Principal check-ins.

Strategic Initiatives (New Efforts)

- Principal will meet with new teachers on a regular basis to provide feedback.
- Mentor teacher will be assigned to every new teacher. The mentors will report to the Principal on the status of new teachers' integration into the BSS community.

Timing

Year 1 (ongoing)

Year 1 (ongoing)

Success Measures

Future survey questions to assess teacher sentiment on feeling welcomed and integrated, as well as effectiveness of teacher orientation, teacher mentor program, and principal check-ins.

Five Year Target

100% satisfaction



STAFFING GOAL #2: BSS will follow an updated staffing model designed to support achievement of teaching and administrative goals and responsibilities.

Sustaining Actions (Continuance of Current Process)

Continue with current staffing model.

Strategic Initiatives (New Efforts)

- Assess and revise BSS staffing model to reflect the evolving needs of our school community.
- Update job descriptions for non-instructional positions to better reflect school needs, while being mindful of community and culture.

Timing

Year 1

Year 1

Success Measures

Completion of development and implementation of the updated staffing model.

Five Year Target

100% complete



STAFFING GOAL #3: Improve staff effectiveness with enhanced performance management tools, such as evaluations, resulting in progress in the areas being addressed.

Sustaining Actions (Continuance of Current Process)

- Principal continues to meet with every teacher at the end of the year to provide performance feedback.
- Principal continues to make unannounced visits to classrooms.

Strategic Initiatives (New Efforts)

- Implement Archdiocese of Washington evaluation tool, based on core standards.
- Review, enhance, and tailor Archdiocesan tool specifically to meet BSS needs.
- Increase frequency of unannounced Principal visits with teachers who have been identified with skill deficiencies.
- Develop and implement a student survey that will provide feedback on faculty and staff.

Timing

Year 2-5

Year 1-2

Year 1 (ongoing)

Year 2

Success Measures

- Percentage of implementation, evaluation, and enhancement of Archdiocesan tool to measure competencies and deficiencies of staff.
- Number of unannounced Principal visits in the classroom of those teachers requiring additional support.

Five Year Target

100%

10+

STRATEGIC FOCUS AREA #8: FACILITIES

Where are we now?

BSS has a well-maintained facility. The building has been expanded and renovated multiple times. These expansions and renovations have allowed us to respond to the changing needs of a Catholic elementary school including: the creation of a unique Kindergarten area beneath the gymnasium; the conversion of the convent for additional classroom and learning space; the addition of elevators and ramps for accessibility; and the installation of interactive technology throughout the building. We maintain a clean, functional space for not only the use of the school but multiple Parish activities as well. Summers provide the opportunity for a “deep clean” and cyclical refurbishment of classroom and shared spaces. Preventive maintenance allows us to minimize unexpected facilities costs.

Where are we going?

The Facilities sub-committee has devised several strategic initiatives to maintain and improve BSS facilities, with a focus on supporting the enrollment goals, as well as achieving a best-in-class level of safety and security. BSS leadership will start the planning process with professional assessments and fundraising efforts. Execution of critical improvements will be prioritized, while longer-term efforts will be road-mapped and executed as part of a multi-stage plan. Possible improvements include the purchase of additional property and upgrades to the gymnasium, field, classrooms, and public space.

Goals

1. *Improve facilities and expand footprint to remain competitive.*
2. *Maintain school as a safe place for children to learn and grow.*





FACILITIES GOAL #1: Improve facilities and expand footprint to remain competitive.

Sustaining Actions (Continuance of Current Process)

Continued staffing and investment to maintain the buildings and grounds of BSS.

Strategic Initiatives (New Efforts)

- Preparation to expand footprint and improve facilities, including but not limited to a needs assessment, research, and fundraising.
- Execute on expansion of BSS and improvement of current facilities, with focus on the gymnasium and field (including addition of male and female bathroom facilities with changing space in the gym).

Timing

Year 1 (ongoing)

Year 2 (ongoing)

Success Measures

- Strategic Planning future survey questions to assess BSS community sentiment regarding the facilities and recent improvements.
- Facilities at BSS are maintained or updated to meet or exceed enrollment goals.

Five Year Target

90% satisfaction

Facilities initiatives support enrollment goals





FACILITIES GOAL #2: School will remain a safe place for children to learn and grow.

Sustaining Actions (Continuance of Current Process)

- Continue investment in school security (including staffing) to maintain the safety of the BSS community.
- Carefully consider safety and security as priorities for any future facility improvements.

Strategic Initiatives (New Efforts)

- Leverage expertise of professionals to evaluate and prioritize facilities for security and safety and to recommend improvements.
- Implement critical facilities improvements around safety.
- Plan and execute enhancements impacting safety, including but not limited to security, communications, electrical, and space utilization.

Timing

Year 1 (ongoing)

Year 1 (ongoing)

Year 2 (ongoing)

Success Measures

- Strategic Planning future survey questions to assess the BSS community's sentiment regarding safety and security.
- Facilities at BSS are maintained or updated to meet or exceed recommendations of security/facilities professionals.

Five Year Target

90% satisfaction

Improvements on track with recommendations



STRATEGIC FOCUS AREA #9: BUDGET

Where are we now?

Strong enrollment and a stable student population enable BSS to develop and maintain predictable budgets. As in any private educational setting, most of the budget is allocated for teacher salaries. For the past several years, we have committed to tuition increases not to exceed 3% and we have committed to exceed the Archdiocesan salary scale for teachers. Each year the difference between the tuition and true cost is bridged primarily through three sources: the Annual Fund, the Home and School Association (HSA) fundraisers (primarily the annual benefit), and the Monsignor Smyth Endowment. These three sources of revenue have been stable and consistent and we expect them to continue to be so.

Where are we going?

The Budget sub-committee devised several strategic initiatives to ensure the goals of this Strategic Plan are funded and teacher salaries are competitive, with minimal impact to tuition. The goals include a renewed focus on existing investment and fundraising efforts. New fundraising efforts will be established by a new development staff position and a fundraising committee. Increased transparency and clarity around fundraising and financials will be a focus, with the implementation of a new and improved annual financial report.

Goals

1. *Tuition will not increase more than 3% annually, in part due to increased focus on the Monsignor Smyth Endowment.*
2. *Teacher salaries will be at least 83% of the salaries for comparable positions in Montgomery County for the prior school year.*
3. *The aggregate new fundraising target in excess of existing activities will be \$3.2M to ensure school goals in the Strategic Plan are met, with a focus on the Monsignor Smyth Endowment and strategic fundraising.*
4. *The BSS Community will have access to (i) a transparent financial summary and (ii) academic milestones for the previous school year, as well as new academic objectives for the current year; BSS will distribute the updated documentation to stakeholders annually.*





BUDGET GOAL #1: Tuition will not increase more than 3% annually, due in part to an increased focus on the Monsignor Smyth Endowment.

Sustaining Actions (Continuance of Current Process)

BSS leadership will continue to effectively manage income and expenses, meet with the Monsignor Smyth Endowment Board, and manage marketing efforts to maintain enrollment.

Strategic Initiatives (New Efforts)

- Target expense reductions where possible.
- Make every effort to maximize enrollment.
- Ensure the Monsignor Smyth Endowment is being distributed to maximize tuition stabilization by increased collaboration with the Monsignor Smyth Endowment Board.

Timing

Year 1 (ongoing)

Year 1 (ongoing)

Year 1 (ongoing)

Success Measures

- Annual tuition increase.

Five Year Target

Not to exceed 3% annually



BUDGET GOAL #2: Teacher salaries will be at least 83% of the salaries of comparable positions in Montgomery County for the prior school year.

Sustaining Actions (Continuance of Current Process)

BSS leadership will continue to monitor school enrollment and Montgomery County's pay scale.

Strategic Initiatives (New Efforts)

- Monitor staffing to ensure it is appropriate for current and expected enrollment, and adjust as needed.
- Implement 1% salary stabilization increases (in addition to annual increases) over the next two years to achieve and maintain the 83% scale throughout the plan.

Timing

Year 1 (ongoing)

Years 1-2

Success Measures

Teacher salaries (comparable to Montgomery County position)

Five Year Target

At or above 83% of Montgomery County's teacher salaries



BUDGET GOAL #3: The aggregate new fundraising target excess of existing activities will be \$3.2M to ensure school goals in the Strategic Plan are met, specifically:

- \$1.5 M raised for the Monsignor Smyth Endowment.
- \$700K raised for programmatic and facility needs.
- \$1M raised for house adjacent to field or school expansion.
- Development of new fundraising sources.

Sustaining Actions (Continuance of Current Process)

BSS leadership will continue current fundraising activities for the Monsignor Smyth Endowment and existing capital program for school classrooms.

Strategic Initiatives (New Efforts)	Timing
<ul style="list-style-type: none"> • Pursue opportunities to increase endowment fund principal, including the creation of a funding committee and the hiring of a development staff member. 	Year 1 (ongoing)
<ul style="list-style-type: none"> • Incorporate strategic plan facility objectives into overall school capital plan. 	Year 1 (ongoing)
<ul style="list-style-type: none"> • Open and develop an investment account dedicated to purchasing adjacent property or expanding the school. 	Year 1
<ul style="list-style-type: none"> • Work with new development staff and funding committee to develop new fundraising sources. 	Year 1 (ongoing)
Success Measures	Five Year Target
<ul style="list-style-type: none"> • Monsignor Smyth Endowment Principal. 	\$4.6M
<ul style="list-style-type: none"> • Capital Reserve Account balance (net of summer renovation expenses). 	\$200K
<ul style="list-style-type: none"> • Advisory committee to monitor fundraising progress and advise on opportunities for improvement. 	Created and working towards established goals
<ul style="list-style-type: none"> • Balance of investment account dedicated to purchasing adjacent property or expanding the school. 	\$1M
<ul style="list-style-type: none"> • Development staff member hired and fundraising goals met. 	





BUDGET GOAL #4: The BSS Community will have access to documentation of a clear financial summary and academic milestones for the previous school year, as well as new academic objectives for the current year; BSS will distribute the updated documentation to stakeholders annually.

Sustaining Actions (Continuance of Current Process)

BSS Leadership will work with financial staff to continue preparing annual financial report.

Strategic Initiatives (New Efforts)

- Principal will meet with Pastor, Development Coordinator, Business Manager, and SAB to determine new design and contents of financial report.
- Create the new financial report (available in electronic and printed form) and distribute the report at the beginning of each school year to stakeholders including but not limited to BSS families and Monsignor Smyth Endowment donors.

Timing

Year 1

Year 1 (ongoing)

Success Measures

- Create new and improved financial report.
- Update and communicate report.

Five Year Target

100% completed

Annually



GRATITUDE

This Strategic Plan would not have been possible without the efforts of the SAB as well as countless staff members and parents who selflessly served on committees and participated in surveys.

A very special thanks to Jennifer Leonard, the SAB President, who has spent many hours overseeing every step of the strategic planning process, and continually pushed for excellence.

Many thanks to the strategic planning sub-committees, charged with details for the following specific Strategic Focus Areas:

ACADEMICS

Allison Jacobs (Chair), Yves Clark, Allison Cogswell, Lynn DeLeon, Nuria Guitart, Beth Hamilton, Chrisy Jelen, Maryann Luongo, Shaun Markley, Christine Milne, and Aileen Shaffer

RELIGIOUS EDUCATION

Bob Dean (Chair), Michelle Balch, Fr. Percy D'Silva, Rosalie Days, Sr. Mary Ann Dunn, Jillian Easterlin, Laura Fetters, Isabelle McHugh, and Katherine Zukowski

ENROLLMENT

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BUDGET

John Navolio (Chair), Bob Dean, Donald Dunn, Chris Kelly, Jennifer Leonard, and Ann Morrissey

