



SCHOOL STRATEGIC PLAN

(OBJECTIVE 1) USING HEARTS, HANDS, AND VOICES, ST. MARY'S CATHOLIC SCHOOL WILL BE A COMMUNITY OF ACADEMIC EXCELLENCE.

(Strategy 1) Develop curriculum standards for all content areas taught that are vertically aligned and driven by school identified standards.

	Timeline	Responsibility	Progress Report
<p>(Action Step 1) Design a template to record written curriculum standards.</p>	<p>When? Fall 2020</p>	<p>Who? Grade Level Teachers Administration</p>	<p><i>2020-21 The action taken was completing a design template; this template was shared in the Response to Team Report Recommendations. This was included in our Team Report Recommendations sent in November.</i></p>
<p>(Action Step 2) Utilize the new curriculum template to update standards in the areas of "I can" statements and vocabulary for all subject/grade levels.</p> <ul style="list-style-type: none"> ● 2020-2021 Math and Reading ● 2021-2022 Social and Science ● 2022-2023 Religion and Technology 	<p>Fall 2020 Winter 2021</p> <p>Fall 2023- Winter 2024</p>	<p>Grade Level Teachers Administration</p>	<p><i>2020-21 The action taken by administration included giving the grade-level teachers specific scheduled time to work on completing the math and reading standard requirements in November, December, and April. "I can" statements were researched by the grade-level teachers and added to the math and reading standards template.</i></p> <p><i>2021-2022 The action taken by administration included giving the grade-level teachers specific scheduled time to work on completing the social and science standard requirements in November and January.</i></p> <p><i>2022-2023 The action taken was to postpone updating "I can" statements for religion and technology. We are implementing a new religion curriculum in the 2023-2024 school year, and we did not have technology classes or a media teacher this year because our media teacher taught first grade.</i></p> <p><i>2023-2024 The action taken was recognizing the need to assess the technology standards to see how they can be taught by grade level teachers, as we have not been successful in hiring a media teacher in the past two years. We have noticed the decline of technology skills in our students.</i></p>
<p>(Action Step 3) Utilize the curriculum template to update standards in the level of instruction; introduction, mastery, and review.</p> <ul style="list-style-type: none"> ● 2021-2022 Math and Reading ● 2022-2023 Social and Science ● 2023-2024 Religion and Technology 	<p>Winter 2021</p> <p>Fall 2021 Winter 2022</p> <p>Fall 2023 Winter 2024</p>	<p>Grade Level Teachers Administration</p>	<p><i>2020-21 The action taken included adding a column for the level of instruction to the curriculum template in the Winter of 2021. The specific levels will be added to the template in the Fall/Winter 2021/2022.</i></p> <p><i>2021-2022 The action taken by administration included giving the grade-level teachers specific scheduled time to work on completing the levels of instruction for math and reading in November and January.</i></p> <p><i>2022-2023 The action taken was to move the science action step to the Fall of 2023/Winter 2024 since we piloted a new science curriculum this past year.</i></p> <p><i>2023-2024 The action taken was to determine the level of instruction for prayers that students are required to know in each grade. Time was also</i></p>

			<i>given to grade-level teachers to begin working on levels of instruction for science. Social and technology still need to be addressed.</i>
(Action Step 4) Review the standards during the curriculum review of each subject; adjust standards template as necessary.	Winter 2021	Administration	<i>2020-21 The action taken includes updating the template for Social and Science. The template for reading and math does not need any adjusting.</i>
(Action Step 5) Investigate ways to compensate teachers for time put into completing curriculum standards.	Winter 2021	Administration	<i>2020-21 The action taken was using Title funds to compensate teachers for 4 hours of work after school. Starting in the 2021-22 school year teachers will use their standards as a living document, completing and updating them as they plan their instruction. 2021-22 The action taken was to allow more time to work on updating standards during designated workshop days.</i>
(Strategy 2) Develop a vertically aligned curriculum Kindergarten through 6th grade.			
	Timeline	Responsibility	Progress Report
(Added Action Step) Develop Subject Area Philosophies	Fall 2020	Grade Level Teachers Administration	<i>2020-21 The action taken was to develop subject area philosophies as recommended by the MNSAA board. As we worked through our curriculum cycle, we reviewed subject area philosophies. Current subject area philosophies will be utilized until the subject is due for reevaluation in the curriculum cycle or a need for reevaluation is identified. Objective 1, Strategy 2, Action Step 2, was added to address the need to review philosophy statements in our curriculum cycle process.</i>
(Action Step 1) Form a Curriculum Committee to lead the math investigation.	When? Spring 2020	Who? Grade Level Teachers	<i>2020-21 The action taken was to form a committee that includes the 1st and 5th grade teachers as representatives.</i>
(Action Step 2) Complete a needs assessment in <u>math</u> curriculum and instructional strategies. <ul style="list-style-type: none"> Review philosophy statement Review standard alignment and scope and sequence Look for gaps and adjust as needed Review and evaluate informal and formal data Identify overall curriculum strengths and weaknesses 	Spring 2020	Grade Level Teachers Administration	<i>2020-21 The action taken included completing a needs assessment that showed the strengths and weaknesses of our math program. It was determined that our math program needs more hands-on activities, opportunities for small group instruction and activities, and real life situations to strengthen math concepts. Teachers were not using the math curriculum they had and/or were supplementing to add more rigor. A majority of our time this year was spent looking at different math curriculums to adopt.</i>
(Action Step 3) Review best practice research in <u>math</u> curriculum and instructional strategies.	Spring 2020	Grade Level Teachers Administration	<i>2020-21 The action taken was to discuss and record the findings about the best practice articles chosen by the committee . We then used that information in conjunction with classroom experiences to develop a math philosophy.</i>

<p>(Action Step 4) Examine current math resources and/or investigate new <u>math</u> curriculum. Analyze and align current or new math curriculum to ensure curriculum is expressly reflective and tied to state standards.</p>	<p>Fall 2020 Winter 2021</p>	<p>Grade Level Teachers Administration</p>	<p><i>2020-21 The action taken was to look at four different math curriculums: Bridges, Saxon, Everyday Math, and Scott Foresman. We looked at the different program correlations to MN standards and received materials from Bridges and Scott Foresman to use in the classrooms. We visited and spoke with other schools who were using both programs. We then created a spreadsheet using the characteristics that were important to us, as stated in our philosophy, to evaluate each program we were looking at.</i></p> <p><i>2021-2022 The action taken was to find resources to help students learn basic facts since our data is showing we are lacking in mathematical fluency.</i></p>
<p>(Action Step 5) Purchase new and/or implement revised <u>math</u> program.</p>	<p>Spring 2021</p>	<p>Administration</p>	<p><i>2020-21 The action taken was to purchase the Bridges Math Curriculum for grades K-4. We are planning to implement the Number Corner portion of the curriculum in the fall of 2021 and fully implement the program in the fall of 2022. During the investigation process we determined that the 5th and 6th grade program meets our current needs and prepares students for their transition to middle school, therefore we are keeping that program for those grades.</i></p> <p><i>2021-22 The action taken was to start Number Corner in kindergarten through 4th grade. Grades two through four chose to also start the Units of Study, which is the main math instruction. Kindergarten and 1st grade will start Units of Study in the fall of 2022.</i></p> <p><i>2022-2023 The action taken was for Kindergarten and 1st grade to start the Units of Study in the fall of 2022.</i></p>
<p>(Action Step 6) Provide professional development.</p>	<p>Fall 2021</p>	<p>Administration</p>	<p><i>2020-21 The action taken was to schedule professional development for the staff to learn about Bridges-Number Corner in the fall of 2021.</i></p> <p><i>2021-2022 Teachers in Kindergarten through 4th grade completed their professional development using digital resources provided by the company. In-person Professional development for the Units of Study and a review of Number Corner is planned for August 25, 2022.</i></p> <p><i>2022-2023 The action taken was to provide one day of professional development on August 25, 2022 for the Units of Study. No further training was needed following this day.</i></p>
<p>(Action Step 7) Evaluate new/revised <u>math</u> program.</p>	<p>Winter 2022</p>	<p>Grade Level Teachers</p>	<p><i>2021-2022 The action taken was to complete a monitoring form addressing strengths and weaknesses of the Bridges math program in the areas of students results, instructional strategies, pacing of curriculum, standard alignment, technology implementation, and meeting the diverse needs of students. After completing the monitoring form teachers again vertically aligned the standards and looked for gaps.</i></p>
<p>(Action Step 8) Repeat action steps 1-7 for Science.</p>	<p>Spring 2020-</p>	<p>Grade Level Teachers</p>	

	Spring 2023	Administration	
(Action Step 1) Form a Curriculum Committee to lead the <u>science</u> investigation.	When? Spring 2020	Who? Grade Level Teachers	<i>2020-21 The action taken was to form a committee including the 4th and 6th grade teachers as representatives.</i>
(Action Step 2) Complete a needs assessment in <u>science</u> curriculum and instructional strategies. <ul style="list-style-type: none"> Review philosophy statement Review standard alignment and scope and sequence Look for gaps and adjust as needed Review and evaluate informal and formal data Identify overall curriculum strengths and weaknesses 	Fall 2021	Grade Level Teachers Administration	<i>2020-21 The action taken was that a needs assessment was completed that showed the strengths and weaknesses of our science program. We found we don't have any standardized formal assessments for science. Our informal data showed us that we have overlaps and are missing topics between grade levels, we need more critical thinking, and we're lacking consistency in our instruction. In the winter of 2021 we began looking at the new science standards and how they compared to the old standards. It was decided we would implement the new standards into the 2021-22 school year.</i> <i>2021-2022 The action taken was to implement the new standards into the 2021-2022 school year.</i>
(Action Step 3) Review best practice research in <u>science</u> curriculum and instructional strategies.	Winter 2020	Grade Level Teachers Administration	<i>2020-21 The action taken was to discuss and record the findings about the best practice articles chosen by the committee. We then used that information along with classroom experiences to adjust our philosophy.</i>
(Action Step 4) Examine current <u>science</u> resources and/or investigate new science curriculum. Analyze and align current or new science curriculum to ensure curriculum is expressly reflective and tied to state standards.	Spring 2022	Grade Level Teachers Administration	<i>2020-21 The action taken was to wait on examining a science curriculum until a further date. At this time we need more professional development with our reading curriculum and we are also implementing a new math curriculum; adding a new science program would be overwhelming and unrealistic. We do need to review the curriculum we are currently using for science</i> <i>2021-2022 The action taken was to purchase Amplify for our 6th grade class. Amplify is the program Melrose Area Schools has adopted and since 6th grade is considered middle school in Melrose we strive to have the same instruction so students transferring to 7th grade have the same information. Kindergarten through 5th grade all utilized Mystery Science for the 2021-22 school year. Melrose Area Schools started to unpack the new standards this spring and have invited us to be a part of those discussions.</i> <i>2022-2023 The action taken was to purchase the science kits that go with the online Mystery Science program for all grades to fully utilize the program.</i>
(Action Step 5) Purchase new and/or implement revised science program.	Spring 2022	Administration	<i>2021-2022 The action taken was to delay the purchase of a new science program until the 2022-23 school year.</i>

			<i>2022-2023 The action taken was to implement Mystery Science as our science curriculum in grades K-5 and continue with Amplify in 6th grade.</i>
(Action Step 6) Provide professional development.	Fall 2022 Fall 2023 Eliminate Spring 2023	Administration	<i>2022-2023 The action taken was to forgo professional development with the Mystery Science curriculum. The online program efficiently guides teachers with instruction and how to use the program.</i>
(Action Step 7) Evaluate new/revised <u>science</u> program.	Winter 2023 Spring 2024	Grade Level Teachers	<i>2023-2024 The action taken was to complete a monitoring form addressing strengths and weaknesses of the Mystery Science program. The strengths of the program include that it is hands-on, it keeps students engaged, the grades all use the same program which is helpful in vocabulary development, and it is easy for teachers to use. A challenge is that it doesn't always lend itself to self-discovery. We continue to review documents provided by Mystery Science as they upgrade the quality of their program. We have moved lessons originally assigned to one grade to another grade to fit the MN standards. We are still searching for a standardized formal assessment tool.</i>
(Action Step 8) Repeat action steps 1-7 for Religion.	Spring 2021- Spring 2024	Grade Level Teachers Administration	
(Action Step 1) Form a Curriculum Committee to lead the religion investigation.	When? Spring 2021	Who? Grade Level Teachers	<i>2020-21 The action taken was to form a committee including the 4th and 6th grade teachers as representatives. We were scheduled to monitor our religion program in the curriculum cycle this year. We made the decision to meet as a staff to review the standards, discuss any gaps, and decide what prayers are taught at each grade level. We created a form explaining when each prayer was introduced, mastered, reviewed, and introduced for awareness.</i>
(Action Step 2) Complete a needs assessment in <u>religion</u> curriculum and instructional strategies. <ul style="list-style-type: none"> ● Review philosophy statement ● Review standard alignment and scope and sequence ● Look for gaps and adjust as needed ● Review and evaluate informal and formal data ● Identify overall curriculum strengths and weaknesses 	Winter 2022		<i>2021-2022 The action taken was to review our philosophy statement; no changes were made. A needs assessment was completed showing the strengths and weaknesses of our religion program. It was determined that we needed more hands-on activities, social justice instruction, instruction related to personal faith life, and Catholic social thought and moral formation. Currently our religion books are non-consumable. We want the option to interact with text and activities in the books.</i>

(Action Step 3) Review best practice research in <u>religion</u> curriculum and instructional strategies.	Winter 2022		2021-2022 The action taken was to look at five programs that are on the Conformity Listing of Catechetical Texts and Series, keeping our specific needs in mind.
(Action Step 4) Examine current <u>religion</u> resources and/or investigate new religion curriculum. Analyze and align current or new religion curriculum to ensure curriculum is expressly reflective and tied to Diocesan standards.	Winter-Spring 2022		2021-2022 The action taken was to move this step up because of unexpected funding resources. In the spring of 2022 staff researched religion curriculums and chose five to further research. A half day in June was spent in researching the different curriculums. 2022-2023 The action taken was to narrow the curriculum choices down to two, Discover and Blest Are We.
(Action Step 5) Purchase new and/or implement revised <u>religion</u> program.	Fall 2023 Spring 2023		2022-2023 The action taken was to move forward with the Discover program in grades 1-5 which will be fully implemented in the 2023-2024 school year. We chose this program because of how it matches the social justice teachings, integrates the use of the Bible, and connects our faith to our daily life. 6th grade will continue with the program they currently use and not adopt a new curriculum. Kindergarten will continue with the Promise curriculum.
(Action Step 6) Provide professional development.	Fall 2023		2022-2023 The action taken was to receive online professional development throughout the year as we piloted the program. No further professional development was needed.
(Action Step 7) Evaluate new/revised <u>religion</u> program.	Spring 2024		2023-2024 The action taken was to complete a monitoring form addressing the strengths and challenges of our religion programs. Strengths include that students have bibles in their hands weekly, they can complete one lesson a day, it engages parents, it provides more hands-on activities, and it includes more social justice discussion opportunities. A challenge is that the material is not as in-depth for certain standards in older grades as our previous curriculum and teachers need to supplement with other materials to fulfill the standards.
(Action Step 8) Repeat action steps 1-7 for Social Studies.	Spring 2022- Spring 2025	Grade Level Teachers Administration	2020-21 The intended action taken was to monitor our Social Studies curriculum and look for gaps. We were able to discuss what is and isn't working with our social studies program but we did not get to reviewing for gaps.
(Action Step 1) Form a Curriculum Committee to lead the social investigation.	Spring 2022		The action taken was to form a committee including the 2nd and 5th grade teachers as representatives.
(Action Step 2) Complete a needs assessment in <u>social</u> curriculum and instructional strategies. <ul style="list-style-type: none"> Review philosophy statement Review standard alignment and scope and sequence Look for gaps and adjust as needed 	Fall 2022		2022-2023 The action taken was to complete a needs assessment in October. The philosophy statement was reviewed and remained the same. We discovered the current social curriculum does not cover all the standards; teachers are using other resources to meet the standards. We are in need of more resources to meet the standards pertaining to Native Americans. To meet the economics standards we added the Junior Achievement program in grades 4-6 this school year and will add K-3

<ul style="list-style-type: none"> Review and evaluate informal and formal data Identify overall curriculum strengths and weaknesses 			<i>next school year. One goal we want to add for the 2023-2024 is to bring in more speakers to cover social studies standards.</i>
(Action Step 3) Review best practice research in <u>social</u> curriculum and instructional strategies.	Fall 2022		<i>2022-2023 The action taken was to discuss and record the findings about the best practice articles chosen by the committee. We then used that information in conjunction with classroom experiences to review our social philosophy.</i>
(Action Step 4) Examine current <u>social</u> resources and/or investigate new social curriculum. Analyze and align current or new social curriculum to ensure curriculum is expressly reflective and tied to state standards.	Fall 2023		<i>2023-2024 No action was taken. Now that the social standards are set we need to review them as a staff. We added the Junior Achievement program to grades K-6 to enhance our studies this year. Our local bank facilitated the lessons about financial literacy, work and career readiness, and entrepreneurship.</i>
(Action Step 5) Purchase new and/or implement revised <u>social</u> program.	Spring 2024		<i>2023-2024 The action taken was to not purchase or implement a social program at this time as we need to look at the standards first. We spent most of our time this year focusing on the new religion, science, and social-emotional programs we implemented.</i>
(Action Step 6) Provide professional development.	Fall 2025		<i>2023-2024 The action taken is to move this step to the fall of 2025 and include it in our new strategic plan.</i>
(Action Step 7) Evaluate new/revised <u>social</u> program.	Spring 2026		<i>2023-2024 The action taken is to move this step to the spring of 2026 and include it in our new strategic plan.</i>
(Action Step 8) Repeat action steps 1-7 for Health.	Spring 2023 - Spring 2026	Grade Level Teachers Administration	
(Action Step 1) Form a Curriculum Committee to lead the health investigation.	Spring 2023		<i>2022-2023 The action taken was to form a committee including the 4th and 3rd grade teachers as representatives.</i>
(Action Step 2) Complete a needs assessment in <u>health</u> curriculum and instructional strategies. <ul style="list-style-type: none"> Review philosophy statement Review standard alignment and scope and sequence Look for gaps and adjust as needed Review and evaluate informal and formal data Identify overall curriculum strengths and weaknesses 	Winter 2024		<i>2023-2024 The action taken was to complete a needs assessment. The results showed the strengths and weaknesses of our health program. We know that this is an area of weakness as we don't have a specific health program. Through the review of the health standards we discovered many of the standards are partially covered in other curriculum areas. We cover them in our discussions that occur through technology safety, reading curriculum, 2nd Step SEL program, phy-ed classes, and safe environment training. The staff feels most of the information we are not currently teaching can be woven into our current curriculum in other subject areas.</i>

(Action Step 3) Review best practice research in <u>health</u> curriculum and instructional strategies.	Spring 2024		20230-2024 The action taken was to skip this step and look deeper into the health standards as a staff team. One of the issues we need to discuss is how to fit more into our day if we add a full curriculum. We plan to review the National Health Education Standards Educator Kit next school year.
(Action Step 4) Examine current <u>health</u> resources and/or investigate new health curriculum. Analyze and align current or new health curriculum to ensure curriculum is expressly reflective and tied to state standards.	Fall 2024		
(Action Step 5) Purchase new and/or implement revised <u>health</u> program.	Spring 2025		
(Action Step 6) Provide professional development.	Fall 2025		2023-2024 The action taken is to move this step to the spring of 2025 and include it in our new strategic plan.
(Action Step 7) Evaluate new/revised <u>health</u> program.	Spring 2026		2023-2024 The action taken is to move this step to the spring of 2026 and include it in our new strategic plan.
(Action Step 8) Repeat action steps 1-7 for Language Arts.	Spring 2024 - Spring 2027	Grade Level Teachers Administration	<p>2020-21 The action taken was to monitor our new Benchmark Workshop program that was implemented two years ago. We discussed the strengths and weaknesses of the program and our instruction. It was determined that extra professional development was needed to understand the program better which was implemented this spring. We have also planned for two more professional development days next fall. This year was the first year we started to look at trend data using our standardized assessments. We reached out for guidance from our testing coordinator in our District.</p> <p>2021-2022 The action taken was to begin looking at trend data to determine if our newly implemented reading program is increasing student achievement. Trend data had never been put together before this to analyze. Overall the scores are staying steady or increasing. A Benchmark Workshop representative provided in-person professional development in November to address parts of the curriculum teachers still had questions about. Next school year a Benchmark Workshop Observation Protocol form will be utilized to monitor accurate implementation of the instructional materials.</p> <p>2023-2024 The action taken was to continue to review our trend data. We will continue to use the Benchmark Workshop curriculum. We need to prepare a timeline specifying when staff will be trained in the science of reading. Continuation of the evaluation of our curriculum cycle will be added to our next strategic plan.</p>

(Strategy 3) Improve assessment practices, incorporating formative and summative strategies to inform instruction.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Form a committee to research best formative assessment practices and tools.	When? Spring 2021	Who? Grade Level Teachers	<i>2020-21 The action taken was to form a committee including our 1st, 2nd, and 4th grade teachers as representatives. The importance of looking at costs when we look at different resources or tools were discussed</i>
(Action Step 1a) Research formative assessment and discuss the next steps to take with formative assessment.	Winter 2022		<i>2021-2022 The action taken was to add this step as there needed to be more discussion before implementing professional development. The committee provided multiple documents for reference that we studied and then discussed. Focuses of the discussions were: what are effective formative assessment practices we already use, how do we use formative assessment to inform instructional decisions, what is our next step in furthering our understanding of formative assessments, what do we need for support, how will we determine if what we are using is effective. One of the main outcomes of these discussions was more time to share ideas with colleagues.</i>
(Action Step 2) Provide professional development for faculty in best formative assessment practices.	Fall 2024 Winter 2023	Administration	<i>2022-2023 The action taken has changed from the original plan. Action steps 2 and 3 were difficult to figure out exactly what professional development was needed. Action taken was to hire an instructional coach from North Shore Coaching and Consulting to work with teachers on individual plans to help in their professional growth. Part of the process with the instructional coach will be to work through a full instructional lesson and how to incorporate formative assessment to guide their instruction. Administration is also working to design a more efficient and effective system to evaluate teachers and provide constructive feedback, which will include formative assessment strategies. The instructional coaching will continue into the 2023-2024 school year. 2023-2024 The action taken was to continue instructional coaching this year. The coaching was more individualized to fit the needs of each teacher. The staff was receptive to the coaching, leading to a positive experience with growth from each teacher. If we had funding to continue this coaching experience we believe this would be a benefit, but the funds are not available at this time. With the help of the staff, a new formal observation tool was developed and utilized this year.</i>
(Action Step 3) Implement formative assessment practices into classroom instruction.	Fall Winter 2024 Spring 2023	Grade Level Teachers	<i>2023-2024 The action taken was to remove this step because of the addition of instructional coaching during the 2022-2023 and 2023-2024 school years.</i>

	Winter 2024		
(Action Step 4) Evaluate formative assessment practices.	Spring 2022 Fall 2023 Spring 2024	Grade Level Teachers	2023-2024 The action taken was to remove this step because of the addition of instructional coaching during the 2022-2023 and 2023-2024 school years.
(Action Step 5) Form a committee to research best summative assessment practices and tools.	Spring 2021	Grade Level Teachers	2020-21 The action taken was to form a committee including our 3rd and 5th grade teachers as representatives. The importance of looking at costs when we look at different resources or tools was also discussed.
(Action Step 5a) Research summative assessment and discuss the next steps to take with summative assessment.	Winter 2022		2021-2022 The action taken was to add this step as there needed to be more discussion before implementing professional development. We had training with backwards planning in our reading series, helping teachers design a sequence of lessons, problems, projects, presentations, assignments, and assessments that result in students achieving the academic goals of a course or unit. Our next goal is to dive deeper into our new math curriculum.
(Action Step 6) Provide professional development for faculty in best summative assessment practices.	Fall 2024 Winter 2023	Administration	2022-2023 The action taken was to continue with the summative assessments we are already using to be consistent with our local District. Our current standardized testing provides us with data for individual interventions (s2i).
(Action Step 7) Implement summative assessment practices into classroom instruction.	Fall/Winter 2024 Fall 2023	Grade Level Teachers	2023-2024 The action taken is to remove this step because of the decision we made in the previous step.
(Action Step 8) Evaluate summative assessment practices.	Spring 2022 Fall 2023	Grade Level Teachers	2023-2024 The action taken is to remove this step because of the decision we made in the previous step.
Action Step 9) Update faculty handbook to clearly define assessment expectations in testing, grading procedures and practices, and reporting student progress.	Spring 2024	Administration	2023-2024 The action taken was to update information about formal and summative assessments, grading procedures, and reporting student progress. More details will need to be updated in the faculty handbook when we complete a new report card.
(Strategy 4) Develop a document to record and communicate student growth both academically and socially/emotionally/behaviorally.			
(Action Step 1) Create a committee to lead staff in the recording of student growth.	When? Fall 2021	Who? Grade Level Teachers	2021-2022 The action taken was to form a committee including our 3rd and 5th grade teachers as representatives.

(Action Step 2) Determine format and grading marks/scales amongst grades for greater consistency.	Winter 2022	Grade Level Teachers	2021-2022 The action taken was to gather report cards from other schools. Our plan will need to be adjusted. In the 2022-2023 school year we will review the report cards to determine the direction we want to go with reporting progress and Action Step 3.
(Action Step 3) Develop a student reporting document aligned with the school's academic standards, which reports student growth and achievement.	Spring 2022 Fall 2022 Fall 2023	Grade Level Teachers Parents	2022-2023 The action taken was to discuss the future of our report cards. It was decided we will not be going to a standards-based report card and will continue with a more traditional format. We will be adding more subcategories under core subjects. Ex: Have one reading grade with more detailed areas under that heading using an effort grade. We will work on designing the report card in the fall of 2023 with a goal to utilize it in the fall of 2024. 2023-2024 The action taken was to postpone this step. We hired two new teachers, and with having a small staff, we wanted to give them a chance to use the existing report card and get to know the curriculum so they could better assist in report card discussions.
(Action Step 4) Communicate the new reporting document with stakeholders.	Spring 2024	Grade Level Teachers Administration	2023-2024 The action taken is to include it in our new strategic plan.
(Strategy 5) Identify and implement academic programs and practices to support the needs of all learners academically and socially/emotionally/behaviorally.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create a committee to lead staff in identifying programs and practices that support the needs of all learners. Our main focuses at this time are: <ul style="list-style-type: none"> • math interventions • Top 20 character development • provide an enrichment learning opportunity for all learners 	When? Fall 2022	Who? Grade Level Teachers	2021-2022 The action taken to address behavior/emotional concerns was to read Classroom 180: Framework for Creating, Sustaining, and Assessing Trauma-Informed Classroom by Heather Forbes as a staff, and have discussions. The action taken to provide an enrichment learning opportunity for all learners was to use the design thinking process to develop "Power Hour" in which input was gathered from staff and students in designing. The teacher will focus on designing a lesson that introduces life skills while also incorporating academic learning, personal skills, and teaching to the whole child. 2022-2023 The action taken was to first meet with the committee to review the suggested areas, share ideas with the rest of the staff, and get more feedback. <ul style="list-style-type: none"> • Math interventions: It was decided the math interventions and the math program we implemented meet the needs of all learners and nothing further is needed at this time. • Top 20 character development: It was decided to discontinue our Top 20 program. Resources are not compatible with the software programs we use and there isn't a Spanish option. We are

			<p><i>moving forward with a new social-emotional program called 2nd Step in the fall.</i></p> <ul style="list-style-type: none"> <i>Enrichment Learning: We will continue with our "Power Hour" classes four times a year focusing on opportunities that contribute to developing a well balanced child.</i>
(Action Step 2) Determine a source of funding for additional resources.	Fall 2022	Administration	<i>2022-2023 The action taken was to remove this step since no additional funding was needed for the activities we have chosen. We were able to use our Schulze Grant to pilot the 2nd Step program.</i>
(Action Step 3) Research and acquire additional intervention curriculum, instructional support materials, and resources to meet the needs of all students.	Winter/ Spring 2023	Committee	<i>2022-2023 The action taken was for our 4th grade teacher to pilot the 2nd Step program this year and share what she learned about the program with colleagues. Each teacher was given access to review the program and try some lessons. It was decided by staff to adopt the program and begin in the fall of 2023-2024.</i>
(Action Step 4) Implement new programs and practices.	Fall 2023	Grade Level Teachers	<i>2022-2023 The action taken is to begin the 2nd Step program in the fall of 2023-2024.</i>
(Action Step 5) Provide professional development for faculty in new programs and practices.	Fall 2023	Professional Development Committee	<i>2023-2024 The action taken was to complete the 2nd Step online training together during our workshop before school started.</i>
(Action Step 6) Evaluate new programs and practices to meet the needs of all learners.	Spring 2024	Grade Level Teachers	<i>2023-2024 The action taken was to evaluate the 2nd Step program. Staff briefly reviewed how the 2nd Step grade lessons help students develop the knowledge, skills, and attitudes needed to meet the MN Responsible Decision Making Learning Goals. Evaluation of behaviors occurring in our school led the teachers to request more professional development in executive function skills. We had executive functioning training in the fall of 2023. We are currently searching for ways to add more training regarding executive functioning. 2nd Step has a Bullying program that the 3rd grade teacher is going to pilot during the 2024-2025 school year. We will also start TCIT training this summer and next fall. One of our teachers will be trained as a coach through our District.</i>
(Strategy 6) Implement differentiated instruction to meet the needs of all learners academically and socially/emotionally/behaviorally.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Provide a workshop experience in differentiated instructional practices.	Fall 2023	Administration Professional Development Committee	<i>2023-2024 The action taken was for our instructional coach to cover differentiation when she visited individual classrooms. Small group instruction was an area we chose to focus on to target differentiated instructional practices. Small group instruction with the teacher is something we will continue to work on in the coming year.</i>
(Action Step 2) Expand the use of differentiated instruction by developing lessons that engage	Fall/Winter 2023-2024	Grade Level Teachers	<i>2023-2024 The action taken is to eliminate this step because the instructional coach worked through this in the grade level teacher lessons as they were coached.</i>

students on various levels through multiple teaching strategies.			
(Action Step 3) Develop a plan for meeting to share differentiated teaching and assessment strategies.	Fall/Winter 2023-2024 Fall 2024	Grade Level Teachers	2023-2024 The action taken is to postpone this step until next year. We will check in with and support each other at our monthly strategic meetings as we work with small groups.
(Action Step 4) Develop an evaluation tool for monitoring teacher use of best teaching practices in differentiation.	Spring 2024	Grade Level Teachers	2023-2024 The action taken is to eliminate this step. Much of this has been built into the new formal observation tool.

(Strategy 7) Promote teacher effectiveness and professional learning.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Research peer coaching.	When? Spring 2024	Who? Grade Level Teachers Administration	2023-2024 The action taken was to eliminate this, along with the following actions steps, and implement a mentoring program instead. We had two new K-6 grade teachers, one preschool teacher, and one interventionist start this year. We didn't have any formal program in place to help guide new staff, so we saw it as a necessity to implement a mentoring program.
(Action Step 2) Provide for professional development opportunities in peer coaching.	Fall 2024	Professional Development Committee	
(Action Step 3) Develop and implement a peer coaching method.	Fall/Winter 2024-2025	Grade Level Teachers	
(Action Step 4) Create an evaluation tool that reflects the peer coaching model.	Spring 2025	Grade Level Teachers	
(Action Step 5) Collaboratively create individual staff development goals, ensuring a connection with the school's mission and philosophy statements.	Fall 2025	Grade Level Teachers	
(Added Action Step 1) Research mentoring programs	Summer 2023	Administration	2023-2024 The action taken was for the administration to research mentoring programs online and visit with other schools who have had experience with a mentoring program. Multiple examples were gathered.
(Added Action Step 2) Develop a plan to implement the mentoring program.	Summer 2023	Administration	2023-2024 The action taken was to develop the purpose and expectations of the mentoring program and then plan for a detailed schedule in which the mentor could follow throughout the year to help guide meetings with the mentee. Mentors and mentees met on an as-needed basis. Check-in points were established with the administrator for the mentor and mentees to provide feedback of how the program was working and ways to improve it.

(Added Action Step 3) Implement the mentoring program.	Fall 2023	Administration/ Teachers	2023-2024 The action taken was to implement the program in the fall of 2023. We were able to provide the mentors a stipend through a CSCOE grant.
(Added Action Step 4) Evaluate the mentoring program.	Fall 2023- Spring 2024	Administration/ Teachers	2023-2024 The action taken will be for the mentors and mentees to complete an evaluation form at the end of this school year assessing how the program went, focusing on strengths and areas to improve the process.



(OBJECTIVE 2) ST. MARY'S CATHOLIC SCHOOL WILL PROVIDE A SAFE, FUNCTIONAL, AND ATTRACTIVE LEARNING FACILITY.

(Strategy 1) Explore options to manage maintenance.

	Timeline	Responsibility	Progress Report
(Action Step 1) Survey faculty, staff, students, and parents specifically about heating, cooling, desks, bathrooms, and other relevant building facilities.	When? Fall 2020	Who? Maintenance Committee Administration	2020-21 The action taken was to have the maintenance committee go through the building to determine the needs of the school. We decided not to survey the parents at this time because of our current financial situation. We reached out for professional guidance on tasks the committee was not sure about. After assessing the needs of the building, we prioritized projects based on what our budget could allow.
(Action Step 2) Analyze data from survey and prioritize needs keeping the budget in mind.	Winter 2021	Maintenance Committee	2020-21 The action taken was to remove this step since it is no longer pertinent.
(Action Step 3) Develop a 5 year maintenance plan based on priority of needs and funding.	Spring 2021	Maintenance Committee	2020-21 The action taken was to seek assistance from the Parish Council on advising the school with budgeting for future expenses. In the past the Church has financially assisted us with large building maintenance projects, but because of their current financial situation they have not been able to help as much. One question still being discussed is does the Parish Council foresee that they will be able to assist the school with large building maintenance projects in the future? 2022-2023 The action taken was determined that this is still a challenge for the Church to assist the school in maintaining its building. The Church is more open to the fact that we are all one campus and the school is a mission of the Church. Knowing this, they are aware they need to help maintain the building conditions more. Before Christmas we had two heaters burst and were without heaters in those rooms the remainder of the school year. Action was taken by the Church Leadership Council to replace all 16 units in the school with an

			<i>estimated cost of \$300,000. The school and Church each contributed \$75,000, leaving \$150,000 to be raised in a campaign. In the near future, we will also need to replace our roof and windows with an estimated cost of \$400,000.</i>
(Action Step 3) Identify funds to support the maintenance plan.	Spring 2021	Maintenance Committee Administration School Board	<p><i>2020-21 The action taken was to continue using the operating budget and extra fundraising money to support the maintenance projects at this time. There will need to be a plan put in place within the next year to determine how to pay for a new roof that we expect to replace in the next 5 years.</i></p> <p><i>2021-2022 The action taken was to create one Maintenance/Grounds committee with members from both the school and church. The school is continuing to use its operating budget to pay for minor maintenance projects. The committee is working with the church to find a way to fund the larger maintenance projects, such as replacing the roof, windows, and heating. The school will need a new roof within the next 4 years; the school and church are working together to fund this project.</i></p> <p><i>2022-2023 The action taken was to continue to work with the church to find ways to fund larger maintenance projects.</i></p>
(Action Step 4) Implement maintenance plan ensuring an optimal learning environment.	Fall 2021	Maintenance Committee Administration	<i>2021-2022 The action taken was to have the Maintenance/Ground committee survey the school building and prioritize things that need to be fixed.</i>
(Action Step 5) Evaluate and adjust maintenance plan based on funding and building needs.	Winter 2022-2027	Maintenance Committee Administration	<p><i>2022-2023 The action taken has been to have discussions of how we can be proactive instead of reactive with building maintenance needs. There have been discussions on how to start a maintenance fund but nothing has been formalized at this time.</i></p> <p><i>We have had to spend more financially this year to educate our new maintenance employees on the systems in our school and get the school cleaned up after the heating failure.</i></p> <p><i>Action was taken to hire a cleaning service to improve the safety and attractiveness of our learning facility.</i></p> <p><i>2023-2024 The action taken was to continue to communicate with the Church on how we can help each other plan for future maintenance concerns. The school board developed a proposed maintenance project funding plan that was presented to the Finance Council and Parish Leadership team. We were notified by parish leadership that no decisions would be made with the new proposal at this time because we are being assigned a new priest in July 2024. Our school is in need of a new roof within the next five years. The Building/Grounds committee is working to develop a long term maintenance plan to present to the Finance Council and parish stakeholders.</i></p>
(Strategy 2) Implement Emergency Operations Plan.			

	Timeline	Responsibility	Progress Report
(Action Step 1) Complete the Emergency Operations Plan.	When? Fall 2020	Who? Administrative Assistant Administration	2020-21 The action taken was to complete the Emergency Operations Plan in the fall of 2020.
(Action Step 2) Share the plan with local emergency personnel for feedback.	Fall 2020	Administration	2020-21 The action taken was to share the plan with emergency personnel; no concerns were provided by the emergency personnel.
(Action Step 3) Train on the Emergency Operations Plan with staff.	Spring 2021	Administration	2020-21 The action taken was to train staff on March 12, 2021.
(Action Step 4) Evaluate and adjust the Emergency Operations Plan.	Fall 2021	Administration Staff	2021-2022 The action taken was not to make any changes to the current Emergency Operations Plan.



(OBJECTIVE 3) ST. MARY'S CATHOLIC SCHOOL WILL REMAIN FINANCIALLY VIABLE INTO THE FUTURE.

(Strategy 1) Create financial stability and viability.

	Timeline	Responsibility	Progress Report
(Action Step 1) Develop a 3 year plan to address financial stability and viability.	When? Fall 2020	Who? Administration School Board Parish Priest	2020-21 The action taken was determining that we will need more time to develop this plan. St. Mary's School administration meets with the School Board, Finance Committee, and Parish Council monthly to discuss operations of the school, including budget and financial projections. As the new church building is now completed and church expenses are beginning to be established, these discussions will become more important as we look to the future of the school as a mission of the parish. New fundraiser and donor opportunities continue to be discussed and are implemented regularly to offset declining subsidy dollars available from the church. Parish and school enrollment statistics are also monitored closely to determine projected income for future years. Even though St. Mary's School is functioning efficiently with current dollars received, we recognize that future years may prove to be difficult with declining school enrollment and parish membership. Budget cuts will be part of these difficult discussions, with the goal of increasing enrollment and donations at the forefront of these discussions. Objective 3, strategy 1 addresses the need to evaluate financial projections to assure revenue is meeting the needs of the operations of the school.
(Action Step 2) Monitor and evaluate the plan.	Winter 2021	Administration School Board	2021-2022 The action plan taken is to continue the steps in Action Step 1. We continue to do well on our fundraisers. The parish is continuing to build relationships with parishioners and has started a stewardship

			<p>program to increase revenue. They are still in the process of monitoring their income/expenses. They were able to provide the school with an extra \$15,000 subsidy than last school year. The parish is still \$55,000 short of subsidizing what they did before the church fire. Through the Schulze grant we are able to hire a marketing director and bilingual liaison for the 2022-2023 school year, in hopes of increasing our enrollment.</p> <p>2022-2023 The action plan taken is to continue the steps in Action Step 1. We raised \$215,000 from fundraising this year. We increased the tuition for the first child by \$175 and the second and third child by \$150. The area we are still struggling with as a school is increasing enrollment. The church is investing \$160,000 for the 2023-2024 school year which is an increase of \$15,000 from this school year. The school also put an extra \$25,000 from its auction proceeds towards increasing salaries. We are now at 73% of our local public school wages. Our goal is to be at least 80% of the public school wages.</p> <p>2023-2024 The action taken was to continue with Action Step 1. We raised \$212,000 from fundraising this year. We increased our tuition for all children by \$150. We continue to work on ways to increase enrollment. We added a 3/4 preschool classroom this year to continue to get families into our school earlier in hopes to increase our enrollment. The church is investing \$165,000 in the school for the 2024-2025 school year. Currently, the church does not have a set way to determine their financial investment to the school which makes budgeting difficult. The school board created a financial investment proposal to encourage the Parish Leadership to move forward with creating guidelines for them to determine a consistent financial investment. We were notified by parish leadership that no decisions would be made with the new proposal at this time because we are being assigned a new priest in July 2024.</p>
(Action Step 3) Gather alumni information, using the school website and social media, to create a database.	Fall 2021	Administration Community Members	2021-2022 The action taken was to create an electronic database through mailchimp to gather more alumni information electronically. We continue to search for ways for alumni to connect to the mailchimp link to minimize mailings sent out.
(Action Step 4) Engage alumni in promoting the school.	Winter 2022	Marketing	2022-2023 The action taken was to connect with our alumni by inviting them back to our Catholic Schools Week Mass and breakfast. This spring was our first attempt at asking our alumni for financial support in an effort to raise the extra \$150,000 for new heaters.
(Strategy 2) Establish a Tuition Assistance Plan.			
	Timeline	Responsibility	Progress Report

(Action Step 1) Implement the tuition assistance plan from funds already received from a memorial scholarship.	When? Spring 2020	Who? Administration	<i>2020-21 The action taken was to notify parents of the opportunity to apply for the Stacy Meyer Scholarship Fund. Information about the scholarship was shared on the tuition commitment form, school website, SchoolSpeak parent portal, and in the State of the School.</i>
(Action Step 2) Evaluate the newly added tuition assistance plan.	Fall 2020	Administration School Board	<i>2020-21 The action taken was to research ways to get families to apply for this scholarship. 2021-2022 The action taken was to specifically speak with families who could benefit from the scholarship. After no one applied the next action taken was to specifically give families a copy of the application.</i>
(Action Step 3) Revise the plan as needed to meet the needs of St. Mary's Catholic School.	Winter 2021	Administration School Board	<i>2021-2022 The action taken was to develop plans to add to the tuition assistance plan. This may include putting more emphasis on our Sponsor a Child program and reaching out to alumni about this program. Scholarship money will also be used to pay for tutors over the summer for students who couldn't afford tutoring services.</i>
(Action Step 4) Develop a plan to sustain the fund. Create a sponsor program within the church community.	Fall 2023	Administration School Board Parish Council	<i>2021-2022 The action taken was for a group of friends and family of the person the scholarship is in memory of to have a fundraiser. Discussions have started on how to increase awareness of sponsoring a child and develop it further to assist with tuition needs. Another option could be having parishioners sponsor a specific family. 2023-2024 The action taken is to continue to develop the Sponsor a Child program. We did see an increase in the monetary amount given to the program this year. Currently, the program is advertised by word of mouth. The next step is to develop a plan to share the details of the program to more stakeholders.</i>

(Strategy 3) Develop a 5 year fundraising plan.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Assess financial resources that are necessary for expected expenses for the next 5 years.	When? Fall 2023	Who? Administration School Board	<i>2023-2024 The action taken is to not increase any of our fundraisers at this point. In our financial investment proposal to the church we are asking for a third of our expenses from each of the church, tuition, and fundraisers. The school is close to meeting their part of the third of tuition and fundraisers. Tuition has been raised two years in a row. Parents have been told if current fundraisers continue to be financially successful, then more fundraising avenues will not be added.</i>
(Action Step 2) Based on assessment, develop a fundraising plan that includes the proper medium for raising the funds and proper sequencing of asking for funds.	Winter 2024	Administration School Board Staff	<i>2023-2024 The action taken was to brainstorm ideas for new fundraisers in the event current fundraisers do not continue to be financially successful.</i>

(Action Step 3) Communicate major aspects of the plan to all stakeholders.	Fall 2024	Administration	2023-2024 The action taken was to eliminate this action step at this time. It may need to be added to the new strategic plan.
(Action Step 4) Evaluate and adjust the fundraising plan.	Spring 2025	Administration School Board Staff	2023-2024 The action taken was to eliminate this action step at this time. It may need to be added to the new strategic plan.



(OBJECTIVE 4) ST. MARY'S CATHOLIC SCHOOL WILL COMMUNICATE EFFECTIVELY WITH STAKEHOLDERS TO INCREASE ENROLLMENT AND RETENTION OF STUDENTS IN THE SCHOOL.

(Strategy 1) Develop and implement a marketing plan to attract new families.

	Timeline	Responsibility	Progress Report
(Action Step 1) Work with the current marketing committee to develop a marketing plan.	When? Fall 2020	Who? Marketing Committee Staff	2020-21 The action taken was to develop a marketing plan and share it with the School Board in the fall of 2020.
(Action Step 2) Implement the marketing plan.	Winter 2021	Marketing Committee	2020-21 The action taken by the marketing committee focused on four areas this year: enrollment, fundraising, alumni, and social media. One of our biggest accomplishments was completing an alumni database and making some new contacts with alumni. We have found ways to promote St. Mary's School on our Facebook page with teacher interviews, alumni testimonials, live-streamed events, and weekly happenings with the students. To increase enrollment we added an incentive program that offers any family who recruits a new family a tuition credit. Next fall we plan to create a sub committee for our scrip program to increase awareness and use. The marketing committee created a needs assessment survey to share with parents in the spring of 2021.
(Action Step 3) Evaluate and adjust the marketing plan.	Spring 2021 Fall 2021	Marketing Committee	2020-21 The action taken to evaluate and adjust the marketing plan will happen in the fall of 2021 after we receive data from our spring survey and plan for the next school year. 2021-2022 The action plan was to develop a yearly calendar of events in the areas of alumni, fundraising, and add more ways to market St. Mary's School. We have increased awareness of the school on social media. Added items were an instagram account, volunteer spotlight post, meet the staff and learn what they love about SMS, kindergarten yard signs, alumni newsletter, SMS word (newsletter shared with church in the bulletin), float in the local Holiday parade, visibility in Church Stewardship

			<p>newsletter, throwback Thursday weekly post. We have also strived to make more connections and build relationships with our Church community. We said the Rosary once a month with the Church community, performed living stations, live-streamed our Masses, and worked to have our social media posts shared on the Church's social media.</p> <p><i>2022-2023 The action taken was to continue the events mentioned above and add more. We have increased our social media posts to at least three a week, added more parish bulletin inserts of events happening in our school, and created a promotional video.</i></p>
(Strategy 2) Retain current students and families.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Explore and maintain high levels of communication with current families.	When? Spring 2021	Who? Grade Level Teachers Administration	<p><i>2020-21 The action taken resulted from a discussion as a staff. We discussed what we are doing right now that is working and ways we can build relationships to increase communication. It was decided we would conduct another parent survey since the last one was done in 2017-2018.</i></p> <p><i>2021-2022 It was discovered from the survey that parents are happy with the communication from the office but there needs to be more consistent communication from classroom teachers.</i></p>
(Action Step 2) Provide ongoing mentoring support for new families.	Fall 2021	Grade Level Teachers Administration	<p><i>2021-2022 The action taken was to develop a Family Parent Pal Program Guide for kindergarten and new families to the school. The program pairs a current family with a new family. The guide provides tools and resources to help build a relationship with a new family as well as help the new family to become accustomed to school happenings and most importantly feel welcome into the St. Mary's School Community.</i></p> <p><i>2022-2023 The action taken was to survey the families who were a part of the Parent Pal Program. The program was not as successful as we had hoped. Many parents already knew what was going on or the mentors were not as helpful in reaching out. It was decided that in the fall we would ask parents if they wanted to be a part of the program instead of assuming they did. We are considering incorporating the program into our preschool program instead of waiting until kindergarten and including all new families in other grades.</i></p>
(Action Step 3) Examine reasons for families who choose to depart to another school setting for their child.	Spring 2021	Administration Staff	<p><i>2020-21 The action taken was to have discussions about creating an exit survey for families who choose to depart before graduating from 6th grade. There were also discussions about a parent survey for 6th grade parents looking for feedback on their child's education at St. Mary's.</i></p> <p><i>2022-2023 The action taken was to share an exit survey with 6th grade parents who don't have children returning and all other families not returning to St. Mary's.</i></p>

(Action Step 4) Collaborate with the marketing committee to develop new ways in which families can interact and connect with one another.	Winter 2022	Marketing Committee Staff	2021-2022 The action taken was to have a fall event where all St. Mary's families, as well as the Melrose community, were invited to attend a fall event with activities and a chance to get to know others in our community. We also saw it as an opportunity for families not familiar with our school to see our building.
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(Strategy 3) Increase Community Involvement of St. Mary's Catholic School while at the same time increasing the educational experiences for students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Develop a plan to find people in the community who could be a resource to the school.	When? Spring 2023	Who? Marketing Committee Staff	2022-2023 The action taken was to meet as a committee to brainstorm ideas to meet this goal. It was decided to invite more community members into our school to introduce our students to different job opportunities in our community and discover how adults use their education for their jobs. Each grade will visit one business in the community yearly to build relationships between our businesses and our school. Freeport State Bank has brought the Junior Achievement program into our school for grades 4-6 this spring and we will add K-3 next year.
(Action Step 2) Implement activities appropriate for students and curriculum outcomes and after-school activities involving community members.	Fall 2023	Staff	2023-2024 The action taken for the Action Step 1 did not continue to this year. We have numerous classrooms currently visiting local businesses and inviting community members into our school but it has not fully been implemented in each classroom. There needs to be further discussion about whether or not we feel this is the most beneficial way to use our time to increase enrollment and retain students or if there is a better way for teachers to be involved.
(Action Step 3) Evaluate the community involvement plan.	Spring 2024	Marketing Committee Staff	2023-2024 The action taken was that this step was not completed because the step before was not fully completed.