

MNSA



St. Wenceslaus Catholic School Long Range Strategic Plan

Initial Writing - Spring 2017

*Revised Fall/Winter 2017

Updated Spring 2018, 2019, 2020, 2021, 2022, 2023



(OBJECTIVE 1) Our school curriculum will provide a relevant experience for our 21st Century learners.			
(STRATEGY 1) Infuse STEM education into the curriculum.			
	Timeline	Responsibility	Progress Report- When and what happened?
(Action Step 1) A mentoring program will be set up for STEM-certified teachers to team up with those who are not certified to share STEM techniques and knowledge.	2017-2018	STEM staff	(2017-2018) - Seven current professional staff members received their STEM certification from St. Catherine's University in December 2016. The seven received additional training in July 2017. In August 2017, the seven were assigned one to three non-trained and non-certified professional staff members as their STEM Buddies. STEM Buddies met on a regular schedule throughout the school year to set goals to achieve STEM curriculum goals, learn new STEM techniques, and discuss future STEM possibilities.
(Action Step 2) Staff members will be given opportunities for new and ongoing STEM professional development.	2017-2018	Teaching Staff	(2017-2018) - Money generated from the school gala was directed toward STEM initiatives. Several teachers enrolled in STEM-focused workshops throughout the 2017-18 school year. Staff attended training sessions provided by Tierney Brothers within the school building in the Pathways professional training sessions and they also attended teacher academies provided by Tierney and CSCOE. Several regular school staff meetings focused on STEM activities and training such as the Robot training workshop taught by the certified staff members. (2018-2019) - During the summer of 2018, 11 teachers attended the ISTE conference in Chicago and attended STEM training sessions. (2019-2020) - A core group of teachers once again attend the ISTE conference in Philadelphia. They brought back valuable information on the latest trends, products, and curriculum infusions in technology for the rest of the staff. In addition, two -staff training days took place with a technology trainer from Tierney. These sessions focused on the use of computer applications within the classrooms. Numerous staff members attended additional training in technology applications from Tierney throughout the school year. Teachers meet in weekly PLC grade-level groupings to teach each

			other skills learned and to share.
(Action Step 3) A STEM education/information evening will be developed to keep parents informed of STEM skills taught in the school.	2017-2018	Staff	<p>(2017-2018) - The school held a community STEM fair on October 12. This event was well attended by school parents and students. It was also advertised to the entire parish community and to the general community as an open/free event. The entire school staff was required to highlight one area of STEM. Local engineering organizations and biologists were also invited to have a display table at our STEM fair. We plan to have another STEM fair with all new items, displays, and activities each year.</p> <p>(2018-2019) - STEM night has become an annual event for parents to come and learn about the workings of STEM and to be a team with their children in STEM activities.</p>
(Action Step 4) A curriculum scope and sequence will be developed across grade levels to highlight STEM skills.	2018-2019 2019-2020	Teaching Staff	<p>(2018-2019) - The teaching staff keeps a continuous Google document of our STEM skills that are being developed and incorporated into our curriculum. It is called our STEM Infusion plan and has the various components of STEM skills that are recorded and infused with total school curriculum objectives across curriculum areas and across grade levels.</p> <p>(2019-2020) - The teaching staff continues to work on the STEM infusion plan as PLC groups at appropriate grade levels. We studied our current plan during our weekly large group monthly meetings and several staff members are working on updates. This plan is continually evolving</p>
(Action Step 5) Our written curriculum will be updated to incorporate STEM initiatives.	2018-2019 2019-2020 2020-2021 2021-2022	Teaching Staff	<p>(2018-2019) - The curriculum plan incorporates a section for our STEM skills to be added to the various content areas. Although this process has been started, the job is very overwhelming and needs to be continued for the next few years. Our curriculum Infusion plan took a higher priority in completing and contains the same objectives but the transference of the unique STEM skills into our written document will require work on a workshop day or extended work period.</p> <p>(2019-2020) The teaching staff worked on this at various PLC meetings. Several areas of the curriculum were completed but not all. We will need to continue to work on this project during the summer months and into the following school year.</p> <p>(2020-2021) The staff members were able to work on their curriculum as individuals but not in PLCs or as full faculty due to COVID restrictions on meeting in groups.. This work continues into the next school year.</p>

			(2021-2022) - In our monthly late-start meetings, our staff broke into groups according to curriculum areas. Discussion took place as to how to infuse STEM into that curricular area. Ideas were shared between grade levels. Information was passed on from the certified teachers to those who are less familiar with STEM. Time was allowed for teachers to write ideas on the STEM infusion plan.
(Action Step 5.5) The STEM Infusion plan will be looked at in detail to define the goals and expectations for STEM infusion in our school.	2021-2022	Principal, Teachers	(2021-2022) - Monthly staff development sessions took place around the concepts of STEM. All teaching staff met for 1.5 hours each month during our professional development time which was a school day late start within our school district. Documents that have our written STEM infusion plan were future-developed and revised according to actual activities taking place within the school. New staff members were challenged to try new STEM methods and time was set aside for trials along with intense discussions about STEM.
(Action Step 6) Materials and resources will be purchased to carry out advanced STEM programs.	2018-2019	Admin Staff and SAC	(2018-2019) - The school embarked on requesting funds from our fund-a-need donors in the last 3 years to purchase the supplies that are desired by our teachers to carry out a quality STEM Infused school program. In addition, funds have been awarded from the annual profits of our school endowment fund. Eleven of our teachers and the principal attend the annual ISTE conference in June 2018 where they could learn about and view products and resources to request using the funds.
(Action Step 7) Financial resources will be secured for the continual enhancement of the STEM lab.	2019-2020	Members of SAC	(2019-2020) - The school applied for a grant from the First Catholic Ladies Association in the fall of 2019 but the grant was not given. The Advisory Council incorporated a technology fee assessment for each school family in the fall of 2019. The fee will cover the cost of upgrades for one classroom per year.
(Action Step 8) A long-range technology upgrade plan will be developed.	2020-2024 2019-2020	Technology Committee	(2019-2020) - The School Advisory Council instituted a technology plan for the next 5 years. It was decided that a fee would be added to refresh one classroom of computer devices each year. Grants money and fund-a-need money will be used when a refresh is needed for the staff. Since most technology is new in the school due to intense efforts in the past three years, we are in good shape at this time with the plan for technology.
(Action Step 9) Financial resources will be developed for technology upgrades.	2020-2024 2019-2020	Technology Committee Members of SAC	(2019-2020) - The School Advisory Council instituted a technology fee for each family. The money collected for the fee will be used to upgrade one classroom of students per year with new computers or i-pads. This upgrade will keep a constant refresh to our school devices

(Action Step 10) Habits of Mind will be used to set the direction for STEM curriculum.	2021-2022 2022-2023	Teaching Staff	A retreat on the Habits of MInd was planned but then canceled due to Covid. We were unable to accomplish this goal in 2021-2022. (2022-2023) The school purchased a program called "Wayfair" This interactive program was incorporated into grades 6-8 program with the intention to add the rest of the school in 2023-24. Students have weekly guided sessions.
(STRATEGY 2) Develop the faith of our students at a deeper level.			
	Timeline	Responsibility	Progress Report
(Action Step 1) The IFG self-assessment/ACRE test will be incorporated into the annual evaluation of faith development for staff and students.	2017-2018 2018-2019 2020-2021 2021-2022 2022-2023 2023-2024	Principal	<p>(2017-2018) The IFG/Acre assessment was not given during the 2017-18 school year. The test was ordered for the students in grades 5 and 8. Other testing in NWEA and ACT took priority and timing never seemed to work well in the schedule due to complications in technology and staff learning to read the NWEA results clearly. This test was left undone. The materials are on-site and will be administered in Fall 2018.</p> <p>(2018-2019) - The test packets that were on-site and intended to be used were no longer available for use and have been updated to an online format by a different distributor. The principal attended a training session provided through the test distributor in April to plan for the tests to be given for the next school year.</p> <p>(2020-2021) - The test was not given to the staff or the students. With the other tests that the school takes and the number of full-class quarantine times away from the school, we found this test to be low in priority. This goal will need to be redirected to a future year.</p> <p>(2021-2022) - We were once again unable to complete this goal. Timing on testing was never worked into the schedule and the year slipped away with this goal. Our intention is to make sure the testing takes place for staff and students in fall 2022.</p> <p>(2022-2023) - This goal was not achieved. The past year our school had ⅔'s of our teachers new to teaching and to our school. We operated week by week with teachers helping each other function and survive. Although this testing could be useful, it simply was not appropriate to add to the plan. With the Catholic Identity visit ahead of us, we will definitely incorporate it during the 23-24 school year</p>
(Action Step 2) The staff will evaluate the way formal prayers are taught and how students are held accountable for learning them.	2018-2019	Teachers	(2018-2019) - The staff decided to change the way that the students are expected to learn their prayers by providing a more diverse array of methods by which the students could learn the prayers. This would be going from each student reciting a prayer to the teacher to having the students learn the prayers within a group or with the entire class. Some teachers had the students write prayers while others had students recite them.

(Action Step 3) Personal or small group prayer opportunities will be expanded for students.	2018-2019	Religion teachers	(2018-2019) - Stated above, the teachers changed the style by which they had the students learn various prayers throughout the year. Each grade level focuses on certain prayers to learn while also reviewing the ones they previously learned. Teachers used methods that were appropriate for their class of students looking for ways that were less stressful. Adoration in the small school chapel took place monthly with the help of parent volunteers and the associate pastor. All school prayer services included meditation, the Divine Mercy Chaplet, and scripture.
(Action Step 4) Leadership roles will be added for students in preparation and participation in liturgies.	2019-2020	Staff and Priest	(2019-2020) - Students meet with our pastor each week to plan the liturgy. All grade levels take turns in weekly planning. Students write the petitions for the Mass and lead the singing by not only singing but also directing the congregation to join them at certain parts. Students read and are altar servers. Altar servers have greater expectations of them than in the past.
(Action Step 5) Opportunities for students to connect their faith to real-world situations will be added to the curriculum.	2019-2020	Religion teachers	(2019-2020) - Students continue to do more service projects, however, the emphasis is on projects that they can view through a “Catholic Lense”. The students participated in the Children’s Rosary pilgrimage. Students have the opportunity to do adoration twice each month; one time as their free choice and the other is mixed with parish members and they attend as a group in the main church. Religious-based activities were done in our family groups each month. 8th graders joined the preschoolers for activities in Advent and Lent.
(Action Step 6) A school-wide service learning plan will be developed.	2020-2021 2021-2022	Teaching Staff	(2020-2021) The school did several collections for the needy this year that connected within the school-wide plan. One area is to educate our students on homelessness. This includes education, speakers, personal involvement, prayer, and then the collection to the need being studied. Although we acted on the plan, we have yet to write up the goals of our service learning opportunities. We will continue this goal. (2021-2022) - A school-wide service plan has been designed by a service learning committee. The plan will be implemented in the following school year fall 22-23. This plan includes educating of our students on the needs of society and putting our knowledge and words into action. The plan is based on a grade-level cycle where kids will experience a change in service opportunities each year while teachers will be able to reuse and further develop ideas based on the same topic each year at their grade level.
(Action Step 6.5) A school-wide service learning plan will be written to include	2021-2022	Teachers	(2021-2022) - A plan has been written and will be incorporated into the 22-23 school year. Each class will choose a service learning area to

short-term and long-range goals for student learning.			focus on incorporating the theme into the liturgical seasons and other appropriate times during the year.
(Action Step 7) Implement and expand opportunities for service learning for younger grades, possibly alongside older students.	2021-2022	Teaching Staff	(2021-2022) - The younger students will have a service theme assigned to their class just as the older students do. Each teacher will have the opportunity to implement as they see fit for the grade level.
(STRATEGY 3) Review curriculum standards for quality programming.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Teachers will update and coordinate curriculum standards across grade levels using assessment data as a guideline.	2017-2018	Teaching Staff	(2017-2018) A review of the curriculum standards was done for all areas of the curriculum using the results of the NWEA tests. The areas of general school weaknesses and strengths were used in planning. Teachers worked in teams to accurately read testing data with a NWEA trainer from Tierney. PLC groups discussed areas needing change and improvement. A school-wide goal was developed in one of the weakest areas (vocabulary development) with plans to improve this area during the course of the 2017-18 school year were made.
(Action Step 2) Testing will be reviewed to ensure the best measures of student growth.	2017-2018	Teaching Staff	(2017-2018) Teachers attended the NWEA training sessions at the Tierney office in the summer and fall of 2017 to learn more about reading scores on the NWEA. A trainer from Tierney met with small groups of teachers three times during the school year to go over specific parts of the NWEA tests working with teachers on the critical information gathered in this test. Student growth in vocabulary development was the goal and this was confirmed with positive outcomes by the testing process in spring 2018. (2018-19) – School-wide goals for reading comprehension continued and were evaluated using the NWEA scores to direct instruction. Teachers continued to meet 3-4 times with the NWEA trainer from Tierney Brothers to review scores and create a plan of action.
(Action Step 3) Teachers will meet one-on-one with students to set personal goals.	2017-2018	Teaching Staff	(2017-2018) Teachers used templates from NWEA tests to set individual goals with the students. Teachers meet individually with students to set their goals and to review the goals several times each year in grades 4-8. A less formal process has been used with the younger students, however, individual student/teacher meetings took place after the 3 NWEA testing sessions in the fall, winter, and spring.
(Action Step 4) PLC groups will communicate with each other about developing curriculum objectives.	2019-2020	Teaching staff and Principal	(2019-2020) - The principal designed a schedule for all of the core teachers to meet in PLC groups according to grade level. Teachers meet in PLC groups once each week to discuss curriculum and learning

			objectives. In addition, the entire staff has 9 late start days each year to work in PLC grouping or larger groups on curriculum development
(Action Step 4.5) The PLC groups will revisit curriculum goals in their weekly meetings determining obtainable goals in the 6 main areas of the school's overall curriculum.	2021-2022	Teachers	(2021-2022) - PLC groups were used to discuss curriculum based on the NWEA growth reports. Goals were set for improvement in several areas with a predominant focus on literacy. Teachers worked with a trainer from Tierney to look at the NWEA results and to set teaching goals and goals for individual students.
(Action Step 5) In light of the STEM focus, teachers will review and adopt state or national science standards.	2019-2020 2020-2021	Science teachers	(2019-2020) - A conscious decision was made to adopt the State standards for science instruction because our school wants to stay in sync with the school district goals for science education. It was decided that this implementation would not take place until the 2020-2021 school year. (2020-2021) A decision was made to wait for one year before adopting the science standards and base this on decisions that are made at our local high school.
(Action Step 6) Teachers will develop more interdisciplinary lessons and projects within the curriculum linking STEM education to curriculum standards.	2020-2021	Teaching Staff	(2020-2021) Individual teachers developed these lessons for their grade levels. Lots of technology was used and stem tools to make the lessons fun for both in-person and distance learning plans. Outdoor classes are added to this directive.
(Action Step 7) A list of supplies and resources in the STEM lab will be developed so that materials can be shared across grade levels.	2021-2022 2018-2019	Staff	(2018-2019) –A retired teacher was hired to be the STEM room coordinator. She has created a complete inventory of all materials and supplies that are in the STEM room. She has distributed this list to staff and maintains the list keeping it current. (2021-2022) - A School volunteer continues to update and replenish supplies that are designed in the STEM lab.
(Action Step 8) Workshop days will be set aside during the school year with the focus on teachers working together on curriculum goals, and standards and updating the school documents for curriculum	2021-2022 2022-2023	Principal and teachers	(2021-2022) - Standard guidebooks were prepared for teachers at all grade levels to help measure the level of completion and success of each curriculum standard and to create the “I can” statements showing student growth. The documents will be completed during the 2022-2023 school year. Workshop days were not available in the current school year but this will be the focus of our attention beginning with the August 2022 start of the new school year. (2022-2023) - Teachers were given the “green binder” for their grade level which contained the curriculum standards. Teachers worked individually and in their PLC groups to align their curriculum with the adopted standards for the school. Staff meetings allowed teachers to work together on the curriculum. Several workshop days were focused on curriculum development, and connecting curriculum to standards.

			Teachers formed a literacy study group that met monthly after school.
(STRATEGY 4) Meet a variety of diverse learning levels, interests, and needs with cutting-edge curriculum goals.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Teachers will document a range of assessments to meet needs.	2018-2019	Teaching Staff	(2018-2019) - Teachers met weekly in PLC groups which is where they discussed assessment needs. Several computer applications were brought into the school on trial and incorporated into regular weekly use. These included Khan Academy, Study Island, and Moby Max. Two in-service days were used for teachers to study the results of their class NWEA assessments.
(Action Step 2) Teachers will review teaching techniques to serve diverse learners.	2019-2020	Teaching Staff	(2019-2020) - This opportunity takes place during the weekly PLC planning times. The special education teacher meets with staff members to work out individual plans for the special ed students. Teachers also have adopted choice activities and assessments so that students may pick from a variety of tasks instead of one canned plan for all learners.
(Action Step 3) Teachers will participate in professional development to ensure that best practices are used within the school.	2019-2020	Teaching Staff	(2019-2020) - Teachers have participated in lots of professional development due to a grant that was awarded to the staff. Each PLC team attended a conference, small groups or pairs of teachers attended specialized workshops, a contingency of teachers and principal attended the ISTE conference, and the principal attended many workshops and conferences over the past year. CSCOE offered many opportunities which our school staff took advantage of.
(Action Step 4) Staff will research multi-age classrooms and their impact on curriculum decisions if enrollment requires it.	2022-2023	Teaching Staff	(2022-2023) Class size has increased in our school since 2020 and we no longer have a need to plan for the possibility of multi-aged classrooms. Enrollment is steady and the only reason this goal was put into place in 2017 was because of a rapid decrease in enrollment. Aside from this thought, the primary teachers have incorporated multi-age groups for a literacy component of our curriculum and that will be established to a greater extent in the 2023-24 school year.
(STRATEGY 5) Develop the students into responsible citizens through the curriculum.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Encourage environmentally conscious citizens through Laudato Si and other programs.	2017-2018	Teaching Staff and Principal	(2017-2018) - The school-wide focus for Laudato Si took place in 2017 with an overall theme of "Caring for God's Creation". A special prayer was used within the school and school-wide projects were incorporated. A goal was set for teachers to conduct at least nine lessons outdoors in conjunction with this theme and that of our STEM curriculum in which we appreciate our world. In addition, the entire staff attended a retreat that focused the entire day on the details of Laudato si and the Pope's message.
(Action Step 2) Implement an annual year-long service learning plan with	2019-2020 2020-2021	Teaching Staff and Principal	(2019-2020) This goal must be delayed into the next school year due to lack of time to complete it during the 2019-2020 school year.

focus on a charitable organization or social issue.			(2020-2021) The school has chosen to focus its energy on teaching the students about homelessness and then adopting several charitable organizations to benefit from our collections.
(Action Step 2.2) A multi-year plan for service learning will be developed.	2021-2022 2022-2023	Teachers	(2021-2022) - The service learning committee met during the school year to develop a plan that correlates to the variety of activities already in place and to those that will be appropriate for classes during the school year. Staff was surveyed and their choices from the survey will be assigned to their grade level. This plan is ready to implement in the fall of 2022. (2022-2023) A staff committee developed a service learning plan for the entire school. This was proposed to the staff in the fall of 2023. Each classroom was responsible for one portion of the service learning plan. Further development of adaptations of this plan will be made in future years.
(Action Step 3) Instill a growth mindset in our learners through STEM strategies.	2021-2022 2022-2023	Teaching Staff	(2021-2022) - We were unable to maintain a focus on growth mindset, especially in the area of STEM strategies. Due to changing staff, re-educating the new staff members, and time constrictions, this topic was not properly addressed. The topic of Growth Mindset will be planned in a retreat format as we intended pre-Covid. (2022-2023) Experienced teachers were able to instill growth mindset patterns into their curriculum. The middle school incorporated a system through Wayfinder. New teachers on staff were not experienced enough to incorporate this philosophy into the STEM strategies.



(OBJECTIVE 2) Our school will meet the diverse needs of all learners.			
(STRATEGY 1) Determine individualized plans for struggling students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Teachers will develop a formalized process to consistently communicate the needs of struggling students during a school year and from year to year. Plans will be distributed during the workshop week.	2017-2018	STAT Team	(2017-2018) - The school's STAT team (student assistance team) developed a spreadsheet with the students who are on any special plans and those who are on the radar as struggling learners. Each member of the STAT team was assigned several grade levels in which they were to communicate with the teachers the information about each student that is in their grade level. The STAT team is also responsible for informing the teaching specialists in the school about issues pertinent to working with struggling students. Teachers also worked in weekly PLC groups to support each other with student needs and issues.
(Action Step 2) A consistent method to communicate with parents about the	2017-2018	STAT Team	(2017-2018) - All parents were asked to conference with teachers in fall. Teachers went over the results of the first NWEA test of the year. Goals for students were shared. The STAT team made sure that individual

needs of struggling students will be developed.			parents were brought into the process of setting up individualized plans for students who were having difficulties and issues with school. this was repeated in conferences after the winter testing in February and March too.
(Action Step 3) Annual RTI training for all staff will take place.	2018-2019	STAT Team	(2018-2019) - Special education teachers from New Prague public schools provided our staff with an array of techniques, adaptations, and modifications to be used with students as a response to intervention. The STAT team put resources on the school's google drive for teachers to reference for RTI.
(Action Step 4) RTI guidelines and intervention logs will be made easily accessible.	2019-2020	STAT Team	(2019-2020) - The school counselor has been given the role of making sure that all RIT plans and 504 plans are reviewed in the fall by the parents and each teacher who instructs the children who are on plans. The STAT team has a spreadsheet that they keep current with the names of students who are on plans. Each STAT team member takes responsibility for overseeing the communication between the teachers, counselor, and parents.
(Action Step 5) Multi-aged groupings will provide students with opportunities for remediation and acceleration.	2020-2021	Teaching Staff	(2019-2020) Students at the primary grade levels have several courses where students are grouped in various formations to maximize academic opportunities. Kindergarten and first-grade students were aligned for several classes each week. Students can accelerate in the area of math based on scores and maturity. Students meeting this qualification are scheduled into a higher class or given independent one-to-one teacher-directed work. (2020-2021) Due to Covid, we did not allow multi-age grouping in the school but we did offer opportunities for remediation and acceleration by adding staff members to work with students at both levels.
(Action Step 6) After Covid changes - Multi-age groupings and moving of students to higher and lower class levels will be designed to best meet the future needs of the learners	2021-2022	Teachers and Principal	(2021-2022) - We have reinstated multi-age groupings according to ability in the area of math so that kids are working at their ability level. We have also reconvened cross-grade level electives in the middle school. Students in K- 2 have been mixed for specific projects during the year. A plan has been made in the area of literacy for grades with more than one homeroom to mix the students based on their specific learning needs.
(STRATEGY 2) Provide additional resources to help meet the needs of students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Staff members will participate in training on how to make accommodations for students with special needs.	2017-2018	Principal and Staff	(2017-2018) - The director of special education, the school psychologist, and an occupational therapist who are all from New Prague Public Schools came to our school to provide training in developing accommodations and interventions for students. This training took place during an after-school staff meeting. This took place on October 3, 2017.
(Action Step 2) Provide competent special education staff to meet the	2017-2018	Principal/Middle School Staff/District	(2017-2018) - The principal met with the special education director and the assigned lead from the public school who oversees the special education program at our school. Concerns were shared about the service that is given to the students and to make sure an appropriate

needs of special education students at the middle school level.		Special Education	teacher is assigned to our school building. This was accomplished for the 2017-2018 school year, however, the school district moved this teacher out of our building and has assigned a new person for the upcoming 2018-2019 year. A meeting took place in June 2018 for the public school officials to share information about the newly assigned person. The principal is not in charge of making the staff choice, but these meetings do give a chance to express concerns and advocate for better service within the school.
(Action Step 3) We will explore the possibility of providing academic specialists.	2021-2022	Staff	(2021-2022) - Consideration takes place at the time of hiring for teachers who have skills in certain areas that could add to the richness of our academics. A teacher with a fluid German-speaking background was hired for example to bring this skill into the school. At this time, teachers to work with exclusive areas of specialty are not a possibility in the lower grades but the teachers of the upper grade each have a set area or two of specialization.
(STRATEGY 3) Add additional programs to the school to meet the diverse interests of the students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) A STEM lab and Genius Hour will be added for use within our STEM focus areas.	2017-2018	Principal	(2017-2018) - A STEM lab was created within the school. This was financed by the school gala funds, private donations, and the Home and School Association fundraising projects. A high school student/alumni working on his Eagle Scout project for the Boy Scouts built the shelving units and installed these in the space. Genius Hour was added to the elective curriculum for each Friday for the students in 7th and 8th grade.
(Action Step 2) A world language program will be explored.	2019-2020	Principal	(2019-2020) - Due to financial constraints, there is no option to explore the addition of a foreign language program at this point.
(Action Step 3) Examine our current elective program for middle school.	2020-2021 2021-2022	Middle School Teachers	(2020-2021) Due to Covid this goal was heavily evaluated. A new model of instruction was tried called "Master Classes". The staff recognized that the previous model of elective classes is better and will be going back to their previous style. (2021-2022) The elective model was evaluated once again. Teachers found that the determining factor is that in order to maintain the program, there must be enough teachers participating in the elective program. Fortunately, the 6-8 grades are appropriately staffed to meet this special need of our middle school students.
(Action Step 4) Consider after-school clubs	2021-2022 2022-2023	Staff/Parents	(2021-2022) - Not obtained. The school finds that there is little desire at this time for Clubs. The students are heavily involved in community sports teams or if they are younger, they attend the after-school daycare program that offers many activities and opportunities. (2022-2023) - The school is no longer interested in this strategy. We find that students are heavily involved in community spots making after-school activities at our school difficult to schedule.



(OBJECTIVE 3) St. Wenceslaus School will attract students and benefactors to our school community.

(STRATEGY 1) Develop a plan to increase enrollment.

	Timeline	Responsibility	Progress Report
(Action Step 1) The strengths of the school will be promoted by improving social media communication.	2017-2018	Marketing and Enrollment Committee	(2017-2018) - Two staff members were assigned to post on social media. New postings were done every day or at a minimum of every other day throughout the school year. Community pages also were posted on social media with fliers of many school events.
(Action Step 2) A formalized procedure for school tours will be developed.	2017-2018	Marketing and Enrollment Committee Principal	(2017-2018) - The marketing committee developed a marketing inquiry form to be used by any person who makes initial contact with a prospective family. These were used in the school office. as a tracking system for all inquiries; phone calls, tours, and other.
(Action Step 3) A professional marketing video will be developed.	2017-2018	Marketing and Enrollment Committee	(2017-2018) - Grant money that was obtained for our marketing efforts by CSCOE and the school had two professional videos made. One highlights the entire school with a strong emphasis on our STEM program. A much shorter video highlights the preschool program.
(Action Step 4) Banners/signage will be created to advertise and identify the school and preschool.	2018-2019 2017-2018	Marketing and Enrollment Committee	(2017-2018) - Preschool banners are posted in the schoolyard and on busy corners of the local community. Yard signs have been distributed to school families and canvass the community. New signage has been designed and is currently being manufactured especially for the school. They will be installed on the school campus during the summer of 2018 pointing the way to the main entrances.
(Action Step 5) Develop a plan to market our school as a pre-K through 8 programs.	2018-2019 2019-2020	Marketing and Enrollment Committee	(2018-2019) - The school has an active marketing committee with a plan to help the local community learn about the school. There are long-term and short-term goals to achieve these goals. Many of the marketing projects are supported through the marketing plan set up for CSCOE funding. (2019-2020) - A new tuition plan has been launched to encourage parents to bond together in the marketing efforts with incentives to get reduced tuition for additional students who join classes, for students who are registered early, and for students who transfer from public schools. Brochures and handouts for all grade levels including preschool - to grade 8. Any promotional ads include the full school program and not in isolation.

(Action Step 6) A virtual tour of the school will be available on the website.	2022-2023 2020-2021	Faculty Marketing and Enrollment Committee	(2020-2021) A virtual tour is now available on the school website. The tour is used for virtual meetings of parents as well as for parents who might want to peek inside of the school classrooms to see the facility.
(STRATEGY 2) Formulate and institute an alumni outreach plan.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Recruitment of additional alumni to serve on the alumni/endowment board of directors.	2017-2018	Alumni Committee	(2017-2018) - Endowment board members recruited two new members to the committee and they were voted in on June 7, 2018.
(Action Step 2) Mailing to increase the number of email addresses to be gathered for alumni.	2018-2019	Alumni Committee	(2018-2019) - Alumni received an invitation to an all-school reunion asking them for updated contact information. A new school website has a page for alumni to give us their email data. A new database program (Sales Force) has been instituted in the school and staff are working to input data.
(Action Step 3) Alumni will be invited/informed of school activities.	2018-2019	Principal Staff	(2018-2019) - Through the collected email addresses, alumni receive the weekly school news. (2019-2020) All alumni will be invited to the school's annual auction/gala. Many participated. Alumni have been invited to virtual Zoom meetings in the area of development.
(Action Step 4) Outreach to alumni for financial support and endowment funds will advance.	2020-2021	Alumni Committee	(2019-2020) - The endowment board of directors reached out by mail to all donors to the alumni funds. A newsletter was sent to all alumni in December 2019. Efforts are being formulated with our Core team about increased participation and support from the Alumni.
(Action Step 5) Communications with alumni on the needs of the school will be developed.	2020-2021	Principal SAC members	(2020-2021) A small task force core group held two in-person meetings and two virtual meetings over the past year. The meetings were by invitation only. Participants were asked to share their best impressions and the perceived needs of the school with each other. This was an initial information-gathering exercise. Later these comments will be used to make development and marketing plans.
(Action Step 6) Reach out to Alumni through direct mailing, bulletins, and through social media to continue to gather more e-mail addresses and make connections at least twice each year.	2021-2022	Principal/ Development Staff	(2021-2022) - An alumni outreach person has been hired and has been working to update the alumni database for future mailings. One mailing contact has been made with the alumni for donations with reply cards enclosed to gather information for future mailings and to obtain gifts t our endowment funds.
(STRATEGY 3) Formulate and institute an outreach plan for all stakeholders and other benefactors.			

(Action Step 1) An annual written report to stakeholders will be provided on the school website.	2017-2018	School Advisory Council	(2017-2018) - A written annual report was developed in January 2018. The written report was sent out in an email along with the weekly newsletter to staff, school families, donors, parish staff, grandparents, and other friends of the school. The report was available on the school website via a link on the main page of the school website. An annual report meeting took place on February 26, 2018. This meeting was advertised to the school and the parish community through newsletters and parish bulletin. The meeting was open to the public and at that meeting, the School Advisory Council went over items in the annual report with those in attendance in a more detailed format. The report contained the goals from the strategic plan for the 2017-18 school year.
(Action Step 2) A formal development plan will be created.	2018-2019 2019-2020	School Advisory Council	(2018-2019) - A small group consisting of marketing staff, teachers, and the principal attended development workshop sessions offered by CSCOE. A plan is currently in progress with a goal of reaching out for an annual fund. (2019-2020) - Formation of the development plan is expanding with support from Frank Donaldson workshops. A core development committee has been formed and has conducted several meetings to reach out to the school and parish community in support of a development plan which leads to marketing, involvement, and eventually an annual fund.
(Action Step 3) In cooperation with the SWS endowment trustees, steadily build an endowment that will provide increased revenue for many years to come.	2018-2019	Alumni Endowment Board	(2018-2019) - The alumni endowment board meets twice each year. The members of the committee make phone calls, meet in person, and send notes to groups of alumni explaining the endowment process and getting donations sent to the school.
(Action Step 4) Work with the CSCOE development connection to rekindle the core group concept and invite additional supporters and alumni to join in the conversations about the best things and the things that need improvement in the school	2021-2022 2022-2023	Principal and Core Team Members	(2021-2022) - No further action or progress has been done in this area. This is due to time constraints on staff members leading this process. The development process will continue in the future if possible by freeing up the trained core team members from regular teaching duty so that they can focus on rekindling the development efforts. (2022-2023) A marketing and development team was formed of staff members. and continued connections to the supporters have been in progress. We have not yet formed a core team of alumni for specific development of the school in the area of an annual gift. With an upcoming school reunion, we may generate greater interest in this area.
(STRATEGY 4) Create a plan to revise and manage the school website.			
	Timeline	Responsibility	Progress Report

(Action Step 1) Compare other school websites from the Archdiocese.	2017-2018	Technology and Marketing Committees	(2017-2018) - The marketing committee met each month of the 2017-18 school year. They viewed websites from other similar Catholic Schools. The technology committee did the same. Conversations took place at each meeting to define and fine-tune the desired changes that the school would incorporate into the new website design.
(Action Step 2) Explore possible website development from a professional web builder.	2017-2018	Technology Committee	(2017-2018)- A professional website designer was hired in Fall 2017. The marketing committee and the technology committee gave input for the new school website to the designer. The designer has been working from December 2017 to the present to write material for the new website. It is scheduled to be released on July 1, 2018.
(Action Step 3) The school will add a section to the website to showcase our STEM implementation.	2018-2019	Marketing Committee, Faculty	(2018-2019) - The school built a new website in August 2019. There is an emphasis on our STEM Infusion. An entire page of the website is dedicated to STEM.
(Action Step 4) The preschool link/page will be reviewed and revised.	2018-2019	Marketing Committee Preschool Staff	(2018-2019) - The preschool page has been updated and is maintained daily by the preschool staff.
(Action Step 5) The school will add a "meet the staff" section to our school website.	2019-2020	Marketing Committee Faculty	(2019-2020) - The website contains a brief write-up and a picture of each staff person.
(Action Step 6) A link for alumni to submit contact information online will be added to the webpage.	2019-2020	Technology Committee	(2019-2020) - The main page of the website has a button for alumni to submit contact information. A request for an update was put into the mailed newsletter as well.
(Action Step 7) School website pages/links will be reviewed and updated.	2020-2021	Marketing Committee Faculty	(2020-2021) The principal and technologist have focused on the website to a higher degree. Especially during the covid pandemic, it was important to have clear and correct communications with the families.
(Action Step 8) Review the class pages on the website and update each page with current information about the workings of the classroom.	2021-2022 2022-2023	Teachers	(2021-2022) - All staff members who host a class page were required to update their class pages to comply with the school protocols for communication with parents. An update was done in fall 2021 and teachers continued through the school year, however with a large number of new staff members hired for the 22-23 school year, this action step will stay in high focus. (2022-2023) Class pages transitioned to the same format between classes so that navigation by parents was easier. Continued instruction with individual teachers will be done again at the fall workshop time in 2023 to bring all teachers' webpages in line with each other.



(OBJECTIVE 4) Administrative structures will ensure that SWS is a growing and thriving school community for future generations of students.			
(STRATEGY 1) Increase active planning by the School Advisory Council.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Annual orientation sessions will be attended by SAC members.	2017-2018 Annually in August	Members of the SAC	(2017-2018) - A guest speaker was invited to two School Advisory Council meetings to do an orientation of the entire council as to the roles and functions of their position and the relationship of the council to the principal, staff, and community. The first training took place on August 21, 2017. A follow up session took place on September 25, 2017 in which the pastor joined the trainer to review materials covered at the first meeting and added more insight from his perspective.
(Action Step 2) Subcommittees of the SAC will set goals for committee involvement and future directions.	2017-2018 Annually in September	Members of the SAC	(2017-2018) - School Advisory Council members set goals for their subcommittees and presented these to the council at the meeting on October 23, 2017. Subcommittee goals were reviewed at each and every meeting for the rest of the 2017-18 school year.
(Action Step 3) Parents will be informed of SAC activities and goals.	2017-2018 Annually in February	Members of the SAC	(2017-2018) - The School Advisory Committee posted 4-5 highlights each month of the work that was being done. This is posted on the school website under the School Advisory tab. Furthermore, the School Advisory Council makes a presentation at the annual parent meeting in February.
(STRATEGY 2) Set budgets to sustain goals for growth in enrollment, curricular development, and staff compensation.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Tuition and fundraising structures will be studied to creatively increase financial outcomes.	2018-2019	Members of the SAC	(2018-19) - Fundraising is a constant item for discussion at our School Advisory Council meetings. One subcommittee evaluated the process and timing of the fundraisers. In the current year, two fundraisers were replaced with one that will generate more income.
(Action Step 2) Enrollment will be increased to maximize fiscal staff potential.	2020-2021	Members of the SAC	(2020-2021) Enrollment was increased for the school year due to Covid. The role of the School Advisory Council was to keep a close eye on the involvement of the new families with an emphasis on keeping these students involved in the school for future years. Additional staff members were hired to accommodate the needs of the students.

(Action Step 3) New funding sources will be sought through alumni and school supporters.	2020-2021	Members of the SAC	(2020-2021) The alumni endowment board has been persistently making contact with alumni for substantial donations to be given to the endowment fund.
(Action Step 4) A long-range plan for staff salary and compensation will be developed.	2020-2021 2021-2022	Members of the SAC	(2020-2021) The School Advisory Council discusses staff salaries each year. The council agrees that they will no longer be looking at a standard salary scale but will look to provide teachers with fair/just increases. Discretionary funds are also acceptable for an increase that may be needed for usual or special circumstances to hire or retain teachers. Continuation of discussions in this area is needed. (2021-2022) - The school advisory council would like to request a 3% salary increase for staff in coordination with a 3% tuition increase for the parents for the next 5-year period. We do not know if this is attainable but this will be our goal in the budgeting process each year.
(STRATEGY 3) Provide professional development opportunities for staff.			
	Timeline	Responsibility	Progress Report
(Action Step 1) School staff will conduct productive annual reviews based on goals for growth.	2017-2018 annually	Principal	(2017-2018) - The principal worked with the entire school staff to set personal goals. Each staff member was responsible for setting up a plan to obtain their personal goals for growth. These goals were reviewed at the end of the school year during the one-to-one annual review. Classroom observations were also reviewed by the professional staff at the annual review meetings.
(Action Step 2) Peer professional learning communities will be prioritized in the weekly schedule.	2017-2018 Annually	Principal	(2017-2018) - PLC times were built into the schedule of each professional staff member. These times were not negotiable and guidelines were described to keep teachers focused on learning together. Specialists and support staff covered the classrooms to make this possible within the schedule. A separate weekly PLC was also put in place for specialists and support staff.
(Action Step 3) Teachers will develop professional goals for improvement and action plans for self-improvement.	2017-2018	Teachers	(2017-2018) - Staff members were required to set goals and have a plan on how they would achieve these goals for growth. They were developed in September and reviewed in April or May. These documents will be used in setting goals for the next school year - fall 2018. This will be an annual request of teachers from this point forward.
(Action Step 4) Revise and update the existing staff professional development plan.	2018-2019	Principal and Teachers	(2018-2019) - The staff professional development plan includes opportunities for small groups of teachers to choose and attend an outside workshop in the area of literacy, comprehension, and vocabulary development. This goal falls in line with the school-wide goals for increasing our student's reading comprehension abilities.

(Action Step 5) Financial support will provide for staff development in the priority curriculum areas.	2018-2019	Principal	(2018-2019) -A grant from CSCOE was written and obtained to support staff professional development opportunities in the area of comprehension.
(Action Step 6) In light of the new staff members and a decrease in professional development due to COVID, a new professional development plan will be formulated for the next 2-3 years.	2021-2022 2022-2023	Principal, Teachers	(2021-2022) - Our school continues to have a dramatic change in teaching staff. With these changes, it becomes more apparent that professional development is necessary. Our professional development plan focuses on four main areas of our school programs: literacy, STEM, science, and growth mindset. (2023-2024) A subcommittee of the staff worked with the principal to develop a 3-5 year professional development plan. The plan consists of more training and growth in the areas of Literacy and STEM.
(STRATEGY 4) Enhance administrative support.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Staff schedules will be reconfigured to cover administrative duties.	2018-2019	Principal Staff	(2018-19) - Administrative support was built into the schedule of several non-teaching staff members. They work on paperwork, filing, and organizational activities.
(Action Step 2) A list of administrative functions that can be delegated to current school staff will be developed.	2019-2020 2022-2023	Principal Staff	(2019-2020) The marketing team had several meetings to determine the roles of each person. It was decided that administrative functions in the following three areas would be delegated: new family contact, alumni outreach, and marketing/graphic design. This group meets weekly as each member works independently in their designated area. Several teachers and the communications director are involved with the principal in leading the core team activities for development. Leadership is being shared in this area. A new preschool director has been hired to take care of administrative responsibilities in the preschool. 2022-2023 - A New team for marketing was developed. The team meets weekly to discuss tasks and upcoming events.
(Action Step 3) Finances will be sought to secure additional administrative support.	2020-21	Principal Members of SAC	(2020-2021) The pastor has approved funds to be used for administrative support at the discretion of the principal. This equates to the amount of hiring one person for support.
(Action Step 4) Additional administrative support will be hired to lead predetermined areas of administrative duties such as fundraising, marketing, curriculum development, alumni relations, endowment growth, etc.	2021-2022	Principal Members of SAC	(2021-2022) - A staff person was hired to help manage the alumni database. Also, a support person was hired to help with the events that take place for marketing and recruitment of students.



(OBJECTIVE 5) The school will have a visionary technology plan.

(STRATEGY 1) Sustain and refresh current technology and equipment.

	Timeline	Responsibility	Progress Report
(Action Step 1) A five-year plan will be developed pinpointing which pieces of equipment will be scheduled for refresh along a five-year timeline.	2017-2018 2018-2019	Technology Committee	(2017-2018) - The school has a five-year plan for a technology refresh, however, through donations, fundraising, and grants we have completed the refresh of our equipment according to the plan. We have exceeded expectations and purchased all items on our wish list. A new plan will be developed for the next five years.
(Action Step 2) Funding sources will be investigated to support technology upkeep.	2018-2019	Technology Committee School Advisory Board	(2018-19) - The school advisory council developed a policy for families to pay a technology fee on an annual basis. This fee will allow upkeep of the program. Also, a grant has been written to FCSLA with hopes of receiving funding to maintain our school technology.

(STRATEGY 2) Develop financial sources for new and emerging technologies.

	Timeline	Responsibility	Progress Report
(Action Step 1) STEM lab and ZSpace will be incorporated into the school.	2017-2018	Staff Principal	(2017-2018) - The school developed an amazing STEM lab complete with a maker space, robots, STEM tools, and equipment. ZSpace computers have not been added due to the prohibitively high costs.
(Action Step 2) Technology grants will be researched.	2018-2019	Technology Committee	(2018-2019) - FCSLA grant has been applied for and results will be known in September or October 2019.
(Action Step 3) A grant writer will be designated.	2018-2019	Technology Committee	(2019-2019) - We have changed our focus to secure corporate partners. "Stem education partners". The school has not yet developed a relationship with a corporation to support us.
(Action Step 4) The technology committee will come together to set new goals for continuous improvement in school technology use and material support.	2021-2022 2022-2023	Technology Committee	(2021-2022) - With many covid grants received to support technology, the school is refreshing as many areas as possible by getting new computers for staff members and students, adding Clevertouch boards, and making sure connectivity is at its best. The school also participated with the parish in hiring a technology management company to help with issues around technology.

			(2022-2023) - The School Advisory Council determined that the money collected annually for the technology fee should be carried over each year and put into a savings account so that funds will be available for equipment upgrades in the future. In the current year, the school is still able to access Covid funds for technology.
(STRATEGY 3) Train staff in areas of new technology.			
	Timeline	Responsibility	Progress Report
(Action Step 1) STEM teachers will mentor other staff members.	2017-2018	Teaching Staff	(2017-2018) - The teacher STEM Buddy program has been set in place and teachers have actively been working together to develop STEM skills.
(Action Step 2) Staff will participate in continuing education as available through CSCOE, Tierney Bros, the local school district, and others.	2017-2018	Teaching Staff	(2017-2018) - Several teachers enrolled in STEM-focused workshops throughout the 2017-18 school year. Staff attended training sessions provided by Tierney Brothers within the school building in the Pathways professional training session and they also attended teacher academies provided by Tierney and CSCOE. Several staff meetings focused on STEM activities and training such as the Robot training workshop taught by certified staff members. Eight staff members attended the ISTE conference in 2017 and eleven staff members will attend the ISTE conference in June 2018 in which technology training is key.
(Action Step 3) The school budget will allow for ongoing training needs of staff in the areas of technology.	2019-2020 2022-2023	Principal Technology Committee	(2019-2020) - A group of staff members attend the ISTE conference in Philadelphia in June 2019. Training for new technology at Tierney was attended by several different pairs of teachers. These conferences were financially covered through government professional development funds, a private donation, and the 3R CSCOE grant. The school budget also has professional development funds available for technology training. Teachers had one-to-one virtual training on their particular needs for school technology during the distance learning time. 2022-2023 - The new professional development plan will encourage teachers to seek out training independently, in grade-level groups, and as full faculty. Staff will support each other in building the STEM program to a higher level of learning.