



(OBJECTIVE 1)

MMSA will meet the academic needs of all students.

(STRATEGY 1)

Use MAP data to guide instruction through staff development and available resources.

		Timeline	Responsibility	Progress Report
	<p>(Action Step 1) In-service to train staff how to interpret and utilize the data MAP testing provides.</p>	<p>2014-15 School year</p> <p>2015 - 16 School Year</p> <p>2016 - 17 School Year</p>	<p>Principal & NWEA Trainers</p>	<p>¹⁴⁻¹⁵ This has proven to be a challenge for us. Finding professional development days in our calendar has been difficult. This, with the cost of on-site training may cause us to remove this action step in the future. We will re-evaluate next year.</p> <p>¹⁵⁻¹⁶ We hosted an NWEA training this year. Teachers learned more about reading and interpreting the data. We learned of many resources available to help us develop differentiated lessons to help us meet the needs of our students.</p> <p>¹⁶⁻¹⁷ Our teachers again attended training in August on using data to guide instruction. In addition, we were given information to understand various tools and resources needed for deeper analysis of MAP data. We were able to add professional development days to our school calendar this year. On two of these days, we were able to attend two different webinars expanding on the workshop we had in August. Additionally, I have attended workshops sponsored by CSCOE for</p>

				principals, in order to help us help our staff learn to interpret and utilize data from NWEA testing.
	<p>(Action Step 2)</p> <p>Conduct staff development to provide continuing training to interpret and develop lesson plans based on MAP testing data.</p>	<p>Beginning Fall 2015 Ongoing</p>	<p>Principal Curriculum Committee</p>	<p>¹⁴⁻¹⁵ Staff development will take place during our inservice week this fall. Using online resources provided by NWEA, teachers will have a large bank of resources to help develop lesson plans to meet the needs of their students based on the data.</p> <p>¹⁵⁻¹⁶ Our staff met monthly to review in-service training we received to develop lesson plans based on NWEA data and to review the sources for developing specific lesson plans to meet the level of each learner. We did make good progress but because the learning curve for technology for some staff members was very high, we did not get as far as I had hoped but I do feel we made good progress.</p> <p>²⁰¹⁶⁻¹⁷ We continued to meet as a staff to collaborate on developing lesson plans based on NWEA data. I observed lesson plans by many teachers now using flexible grouping based on the data they used from the NWEA reports. This is proving to be a slower process than I anticipated with teachers at different levels of ability with regards to technology and the ability to “dig” into the NWEA sight and get the data that is most helpful for them. Although it is a slow process, we are making progress.</p>

	<p>(Action Step 3)</p> <p>Performance reviews will include evidence of differentiation in instruction based on MAP data.</p>	<p>2016-17 School Year Annually</p>	<p>Principal</p>	<p>¹⁵⁻¹⁶ I have adjusted this timeline out to the upcoming year. There was evidence of differentiated instruction in my observations but I did not assess formally this year. I felt the time was better spent on ongoing PD in learning how to interpret the data and learning to use resources available to help plan differentiated lessons. This will be a required element in my formal observations next year.</p> <p>¹⁶⁻¹⁷ While doing my formal observations, I did observe differentiated instruction in some but not all of the classrooms. This is an area we continue to work on and will require all teachers to display evidence of differentiated instruction and also connect it to the data. Teachers will produce such evidence in their formal observation in the coming year.</p>
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(Strategy 2)

MMSA will develop a comprehensive written curriculum review process in order to ensure our curriculum aligns with the state standards.

		Timeline	Responsibility	Progress Report
	<p>(Action Step 1)</p> <p>Research criteria to be included in curriculum review guide.</p>	<p>2014-15 2015-16 School Year</p>	<p>Curriculum Committee</p>	<p>¹⁴⁻¹⁵ This is an area for improvement. We were not able begin this work this year. Therefore, the timeline was adjusted.</p> <p>¹⁵⁻¹⁶ Our curriculum committee was able to do research criteria we want to include when reviewing curriculum.</p>

	<p>(Action Step 2)</p> <p>Develop a curriculum review guide with criteria agreed based on the research done by the curriculum committee.</p>	<p>2015 2016-17 2015-16 School Year.</p>	<p>Curriculum Committee</p>	<p>¹⁵⁻¹⁶ Our curriculum committee made good progress on this this year. We think we have a succinct plan now to work from when reviewing curriculum up for review in our cycle. As we begin use this guide, we will to add to and amend each year as we deem necessary.</p>
	<p>(Action Step 3)</p> <p>Use the newly developed curriculum review guide to choose the curriculum currently up for purchase for the year.</p>	<p>2015-16 Ongoing 2016 – 17 School Year Annually</p>	<p>Curriculum Committee</p>	<p>¹⁵⁻¹⁶ We will use the new guide as we review our Language Arts curriculum next year. ¹⁶⁻¹⁷ Last year we anticipated buying new math curriculum as that is what was due in our cycle. However, because of only being able to purchase part of our Science curriculum with our St. Paul textbook aid budget, the remaining Science curriculum had to be purchased with some of our 16-17 budget. Therefore, K – 5 math curriculum was purchased with the remainder of this year's St. Paul textbook aide money. Because we still need to purchase middle school math out of the upcoming budget, evaluation of language arts curriculum will begin in the upcoming school year using our curriculum review guide.</p>

(Strategy 3)

MMSA will use standards based reporting.

	Timeline	Responsibility	Progress Report
<p>(Action Step 1)</p> <p>Establish and provide collaborative time for staff to learn about standards based</p>	<p>Spring & Summer 2015</p>	<p>Principal Staff</p>	<p>²⁰¹⁴⁻¹⁵ Our staff completed this book study this year as our work began on standards based grading.</p>

	assessment via a book study. (<i>Classroom Assessment for Student Learning</i> -Stiggins)	2014-15 School year		Teachers completed activities in the book and are worked on creating assessments based on the "I Can" statements. We devoted 1 – 2 staff meetings per month for collaborative work.
	(Action Step 2) Establish and provide collaborative time for staff to learn about standards based grading via a book study. (<i>How to Grade For Learning</i> -O'Connor)	Winter 2016 2015-16 2016-17 School Year	Principal Staff	¹⁵⁻¹⁶ We were not able to complete this book study this year. Our efforts were very focused in NWEA and how to interpret data and use that data to differentiate and meet the needs of our learners. Interestingly, through this work, we did have many discussions about assessment, standards, and standards based grading and I am seeing a shift in my staff understanding the correlation between these things. We will do this book study next year.
	(Action Step 3) Establish and provide collaborative time for staff to learn about Standards Based Reporting via a book study. (<i>Developing Standards-Based Report Cards</i> -Guskey)	Spring & Summer 2017 2016-17 2017-18 School Year	Principal Staff	²⁰¹⁵⁻¹⁶ The timeline on this has been moved out one year.
	(Action Step 4) Develop method of communication to inform parents of philosophy of standards based reporting.	Fall 2018	Principal Curriculum Committee	
	(Action Step 5) Implement the hybrid version of standards based report card.	Fall 2018	Staff	

	<p>(Action Step 6) Implement standards based reporting school wide.</p>	Fall 2019	Staff	
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(STRATEGY 4) MMSA will develop a technology plan.				
	Timeline	Responsibility	Progress Report	
<p>(Action Step 1) Identify staff members to provide leadership and expertise in technology to form a technology committee.</p>	2014-15	Principal	<p>2014-15 A technology committee was formed consisting of teachers, school parents, and myself.</p>	
<p>(Action Step 2) Develop a long-range plan for developing various technologies in all classrooms.</p>	2015	Principal, Technology Committee, SAC	<p>2014-15 A framework for a technology plan is in process. We will finalize this version of the plan this fall.</p> <p>2015-16 Our technology plan has become a valid guide now for us. We have accomplished several of our goals.</p> <p>16-17 This year we we're able to add technology to 2 of our classrooms. Large flat panel televisions with Apple TV were installed in our middle school science room as well as in one of our preschool rooms. We were also able to</p>	

				fund a Chromebook cart for our 5 th grade classroom.
	<p>(Action Step 3)</p> <p>Develop long-range plan to secure funds to match the timeline for acquiring technology in every classroom.</p>	<p>2015</p> <p>2015 – 16 School Year</p> <p>2016 – 2017 School Year</p>	<p>Principal Technology Committee</p> <p>Home and School Association (fundraising)</p>	<p>2014-15 This is an area for improvement as budgeting and fundraising for technology is uncertain at this time.</p> <p>2015-16 One of our long-range goals in our technology plan was realized this year. We were able to secure funds for a 1:1 Chromebook for our middle school students. This has proven to be a hugely successful program. In exit interviews with the middle school students this year, they expressed how much the use of a Chromebook enhanced their learning this year. We developed the policies as outlined in our technology plan and all proved to be worthwhile. We will do a survey of parents soon to get their input on the validity of this program.</p> <p>16-17 Funding for the additions of technology mentioned were secured through donations from donors from our parish and outside donors. We continue to budget for additional technology and have been fortunate to receive donations to enhance that budget. Moving into next year, we will be able to use funds raised in our fund-a-need from our gala.</p>

(Strategy 5)			
A systematic plan will be developed for training for staff on technology.			
	Timeline	Responsibility	Progress Report
<p>(Action Step 1)</p> <p>Identify levels of technological expertise within the staff to set up various trainings to advance skills of all staff members.</p>	<p>Ongoing 2015-16 School year</p>	<p>Principal Technology Committee</p>	<p>2014-15 Now that we have our technology committee in place, trainings can now be scheduled collaboratively with staff members to advance the technology skills within our staff.</p> <p>15-16 This year, some of our staff attended trainings on various forms of technology. More work needs to be done in this area. With the help of CSCOE, next year, our staff will receive training on using technology in their classrooms.</p>
<p>(Action Step 2)</p> <p>Provide various training opportunities to staff to develop technology skills.</p>	<p>Ongoing 2014-15 Ongoing</p>	<p>TIES, Archdiocesan Resources, and other resources</p>	<p>2014-15 Many staff members took workshops and seminars on various aspects of technology including I pads, Goggle apps, Google Classroom etc.</p> <p>2015-16 A few of our teachers attended trainings on Google apps and Google classroom. As many staff of our staff members are becoming more proficient, teachers teaching teachers has become an important part of our training.</p> <p>16-17 This is an area of improvement for us. The range of technological aptitude within our staff is wide. More formal training is needed and required of our staff. Teachers continue to</p>

				teach each other however for some, formal training is needed.
	<p>(Action Step 3)</p> <p>Monitor timely training and follow-up with staff to ensure use of technology in the classroom.</p>	<p>Ongoing 2015-16 Ongoing</p>	<p>Principal and Technology Committee</p>	<p>²⁰¹⁵⁻¹⁶ This is an area for improvement for us. While most of my staff is using technology in their classrooms, there is one that is resistant to it. I will need to more consistently follow-up with her to ensure she is getting the training she needs.</p> <p>¹⁶⁻¹⁷ While our staff did not receive formal training in technology this year, the level of the use of technology in our classrooms is increasing. Time spent collaborating in our staff meetings proved fruitful especially when sharing ideas about how to differentiate instruction using the technology available. With our 1:1 Chromebook program, this is vital to helping meet students where they are in their learning.</p>
	<p>(Action Step 4)</p> <p>Yearly performance reviews will show evidence of technology to differentiate instruction.</p>	<p>2016 2015-16 2016-17 School Year Annually</p>	<p>Principal</p>	<p>²⁰¹⁵⁻¹⁶ While I did informally look for evidence of technology and how teachers used it to differentiate instruction, in performance reviews, I did not incorporate it formally in their written review. This is an area of improvement. I will include it in their performance review beginning next year.</p> <p>¹⁶⁻¹⁷ This year I did include in yearly performance reviews an assessment and recorded evidence the use of technology to differentiate instruction. Teachers are using things like Kahoot and IXL in upper grades as well as interactive lessons on SmartBoards in lower grades.</p>

(OBJECTIVE 2)

MMSA will promote greater community communication and involvement.

(Strategy 1)

MMSA School will present or distribute an annual report to parents and stakeholders.

	Timeline	Responsibility	Progress Report
<p>(Action Step 1) MMSA will gather information from staff and school committees to create an overall picture of MMSA School for that current year.</p>	Annually	Principal Staff SAC Committee Chairs	<p>²⁰¹⁴⁻¹⁵ Information for our annual report is being gathered and will be published in the fall at the start of the next school year.</p> <p>²⁰¹⁵⁻¹⁶ This is an area of improvement. Recruiting members of our various committees has proven to be quite difficult. I did not want take it on myself however I am able to take information gathered and I have started to write it myself this year.</p> <p>¹⁶⁻¹⁷ This year I was able to compile information to complete our annual report.</p>
<p>(Action Step 2) MMSA School will publish an annual school report at the end of the school year to send home with each family.</p>	Annually	Principal SAC	<p>²⁰¹⁴⁻¹⁵ This is an area of improvement. MMSA has not published a comprehensive annual report a number of years. Our SAC is working on gathering information and will compile the report for publication in the fall.</p> <p>²⁰¹⁵⁻¹⁶ Based on information gathered and shared at our SAC meetings, I have begun to write our annual report. It is not complete yet but it has been started for this year. I hope to finish it in the next month and will post it on our website and distribute to families.</p>

				¹⁶⁻¹⁷ Taking information collected over the course of the year, I was able to write our annual report for the school year. It is posted on our website and will be distributed to families and parishioners.
(Strategy 2)				
MMSA will establish an alumni database.				
		Timeline	Responsibility	Progress Report
(Action Step 1) Form an alumni committee composed of parents, alumni, staff.		Spring 2014 Fall 2015	Principal, me and School Association, Marketing Committee	²⁰¹⁴⁻¹⁵ This is an area of improvement. We found it difficult to recruit committee members to take on this task. We will try again this fall to find members who can make the time commitment. ²⁰¹⁵⁻¹⁶ While a few parents have expressed an interest in joining this committee, there has been no follow through. I will try again next year to recruit volunteers. ¹⁶⁻¹⁷ After many attempts to recruit volunteers, finally late this spring, two parents have stepped and are in the process of forming a committee.
(Action Step 2) Research school records from Maternity of Mary and St. Andrew to gather parent contacts from alumni.		Spring 2014 & Ongoing 2015-16 2017-18 School Year	Alumni Committee	²⁰¹⁵⁻¹⁶ Because of the reasons mentioned above, I have adjusted our timeline on this. ¹⁶⁻¹⁷ Because of the lateness of forming our committee, the timeline on this action step has been adjusted. Recruiting a committee has proven more difficult than anticipated.
(Action Step 3) Build a database of alumni and parent information.		Spring 2014 & Ongoing 2017 - 18 School Year	Alumni Committee	²⁰¹⁵⁻¹⁶ We were able to clean up the data base as it exists. This was taken on by one of our parents on our Spring Fling committee. She was able to delete duplicates. This will be a good start to build our database in the future.

				¹⁶⁻¹⁷ This is an area of improvement for us. As stated above, this endeavor has proven more difficult than anticipated. The timeline has been adjusted.
	(Action Step 4) Create and implement an alumni outreach strategy.	2015-16 School Year & Ongoing 2016 – 17 School Year	Alumni Committee Marketing Committee	

(Strategy 3)
Develop a formal plan to welcome new families.

	Timeline	Responsibility	Progress Report
(Action Step 1) Form a Hospitality Committee of parent volunteers.	Fall 2015	Home & School Association	²⁰¹⁴⁻¹⁵ I have reached out to several families and have been recruiting members to form this committee in the fall. This has proven difficult. ²⁰¹⁵⁻¹⁶ While forming an actual committee has become difficult, I have recruited parents on case-by-case basis to reach out to new families. This has proven much more effective.
(Action Step 2) Create and implement procedures for welcoming new families to our school and parish.	2015-16 School Year	Hospitality Committee	²⁰¹⁴⁻¹⁵ Two parents that I have recruited early on have begun putting together a welcome packet for new families. Work will continue with further collaboration in the fall. ²⁰¹⁵⁻¹⁶ Our Welcome Packet for new families is complete. This will be distributed to new families in their registration packets.

(OBJECTIVE 3)				
MMSA will provide a safe school environment for its students, physically, emotionally, socially and spiritually.				
(STRATEGY 1)				
Create Crisis Management Plan.				
		Timeline	Responsibility	Progress Report
	(Action Step 1) Form a Crisis Management Committee.	Fall 2015	Principal Faculty SAC	2014 – 15 A Crisis Management Team was created consisting of a SAC member, a parent and myself. I will be adding a faculty member this fall.
	(Action Step 2) MMSA will research crisis management plans within the Archdiocese.	Fall 2015 2014 – 15 School Year	Crisis Management Committee	2014 – 15 Work began this year on creating our Crisis Management Plan. Revisions will take place to finalize this upcoming school year.
	(Action Step 3) MMSA will write its crisis management plan based on recommendations found in the research.	2015-16	Crisis Management Committee	2015-16 Our Crisis Management plan has been written. We added a faculty member to the team and were able to complete our plan this year.
(Strategy 2)				
Review and Reinforce Responsive Classroom Philosophy.				
		Timeline	Responsibility	Progress Report
	(Action Step 1)	Yearly at Fall In-Service	Principal and Staff	2014 – 15 Review of our Responsive Classroom philosophy took place during our inservice week

	<p>Review and clarify Responsive Classroom discipline procedure and philosophy including expectations, hopes & dreams/goals.</p>			<p>in the fall. Professional books were provided as a resource for teachers to review morning meetings, Responsive Classroom language etc. Books were added to our professional library as a resource throughout the year.</p> <p>²⁰¹⁵⁻¹⁶ Once again during Fall In-service week, staff reviewed all parts of Responsive Classroom/Developmental Designs including Hopes and Dreams, teacher language, and class agreed upon "rules" based on expectations.</p> <p>¹⁶⁻¹⁷ During our in-service in August, we reviewed the basic tenants of Responsive Classroom and Developmental Designs. Specifically needed this year was review of teacher language which is key to the effectiveness of Responsive Classroom across the board.</p>
	<p>(Action Step 2) Choose topic to review at staff meetings within Responsive Classroom/Developmental Designs Discipline Philosophy.</p>	<p>Bi-Monthly Quarterly</p>	<p>Principal and Staff</p>	<p>^{2014 - 15} Discussions of problematic student issues were discussed quarterly at staff meetings. Collaboration among faculty helped teachers to review the Responsive classroom approach to dealing with these issues.</p> <p>²⁰¹⁵⁻¹⁶ Our theme this year was how to improve morning meetings and make them community building while at the same time incorporating academics. Books with ideas specifically addressing this were purchased and added to our professional library.</p> <p>¹⁶⁻¹⁷ In October, January, and April, at our staff</p>

				meetings, we discussed what was going well and what staff needed from each other regarding specific situations. Morning meetings from last year's study were also reviewed. Our school continues with a strong commitment to Responsive Classroom.
	(Action Step 3) Provide new staff Responsive Classroom training.	Yearly as needed	Principal Responsive Classroom Trainers	2014 - 15 Three new teachers are taking the week long Responsive Classroom training this summer. All teachers will then be fully trained. 2015-16 We had no staff turnover this year so no training was necessary. 16 - 17 New staff will attend Responsive classroom training this summer.
(Strategy 3)				
Build Community Prayer.				
		Timeline	Responsibility	Progress Report
	(Action Step 1) MMSA will plan and hold a monthly schoolwide prayer gathering outside of our weekly Mass	Fall 2014 Fall 2015 Monthly	Faculty	2014 - 15 This is an area of improvement for us. This will begin this fall. 2015-16 This Action step changed this year. We do have prayer services as a school every three months instead of monthly. In addition, we added daily prayer. One grade takes responsibility for praying daily over the PA system. This is how we start every day.