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			Timeline	Responsibility	Progress Report

(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
(Action Step 1) Provide professional development and continuing training to interpret data and develop lesson plans based on MAP testing data.	Begin 2014 – 15 school year 2017 – 2020	Principal Curriculum Committee	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. 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. 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

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			"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.
			[2017-18] We made good progress with our ongoing Professional Development as we continue to learn about resources available to help us develop lessons. We had two day-long inservice days provided to us through CSCOE. The 1st session was a NWEA Data Refresh where we looked at the data by analyzing the strands, and then using the data to understand when differentiation is needed, and we discussed goal setting for students. Our 2nd session dealt with resources for teachers to find lesson plans specific to the needs of their students based on the information gleaned from the NWEA data.
			[2018-19] This year we had two Professional Development Days continuing to learn how to use the data from NWEA to guide instruction. This year however it was tailored to each teacher's individual area of need. With everyone at different levels of understanding and technology, this was extremely productive.
			[2018-19] We were not able to have someone come in this year for training as we had other things planned for PD days. However, because of training we did have over the last several years, we were able to use staff meetings to help each other navigate and learn more about using NWEA data to drive instruction. Because of the willingness of a couple of our staff members to dig in and learn about the newest features within NWEA to better drill down the data. They then brought their findings to the rest of the staff and taught us how to use this data in planning lessons.

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(Action Step 2) Dedicate time for staff development to use the learning continuum to develop lesson plans indicating their understanding of data driven instruction	2017 – 2020	Principal and teachers	17-18 We were able to build dedicated time into our schedule for teachers to meet and collaborate using the Learning Continuum within NWEA to help place students in groups based on their instructional level. The level of technical expertise within the staff is varied so this time is helpful so that teachers could help each other on how to read the data. 2018-19 Teachers continue to develop lesson plans using the data from NWEA. I was able to observe this in the classrooms. This is an area of improvement for us as not all teachers are using the learning continuum to help them lesson plan hitting those specific skills that are low in the data. I believe this is due to their computer/tech competency. 2018-19 We dedicated time in our staff meetings where grade bands met together to continue this work, especially learning new additions to NWEA that help us to look at the data in different ways. Again, we feel that in the coming year, especially after fall testing, because of distance learning this spring, it will be even more important to understand how to dig into the data to determine gaps that have happened and how to pinpoint the instructional level of our students.
(Action Step 3) Research online tools and apps to help teachers differentiate instruction for their various learners.	2017 – 2018	Principal and Reading Specialist	2017-18 We made good progress in this area especially in the workshops provided to us by CSCOE. Teachers were given Many online tools and apps and are beginning to use them consistently. 2018-19 One of the online tools that is expanding in our school that is helping our low students is Learning Ally.

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			Teachers are becoming more comfortable using it and the test results for those students indicate that it is helping.
			2018-19 We were not able to have someone come in this year for training as we had other things planned for PD days. However, because of training we did have over the last several years, we were able to use staff meetings to collaboratively help each other navigate and learn more about using NWEA data to drive instruction.

(Strategy 2)			
MMSA will develop a comprehensive written curriculum review process in order to ensure our curriculum aligns with the state standards. Archive Strategy 2			
	Timeline	**Responsibility**	**Progress Report**

(STRATEGY 3)			
MMSA will offer electives in grades 6 – 8 to meet the various interest levels and learning styles of our middle school students.			
	Timeline	**Responsibility**	**Progress Report**
(Action Step 1) **Complete a feasibility study of the impact on budget adding electives would have.**	2017 – 2018 School Year	Principal & Business Administrator	2017-2018 As enrollment played out this spring, with our numbers down a bit, it will not be in our budget for the upcoming school year to add electives. The impact on adding more staff to payroll is not feasible at this time. We will revisit it in the next budget cycle. 2018-19 This continues to be something that cannot yet be justified given current enrollment and therefore budget constraints.

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				2019-20 This initiative will be tabled for this cycle. Enrollment numbers still cannot justify what it would take to offer electives, especially with the uncertain enrollment numbers because of Covid 19.
(Action Step 2) Survey students in middle school to ascertain what their ideas and interests are in course offerings for electives.	2017 – 2018 School Year	Principal and middle school staff		2017-2018 In surveying the students, it was discovered that there is high interest with the students in offering electives. They gave us several ideas of their interests including French, Coding, Archery to name a few. As our budget allows, we will begin to develop a more concrete plan. 2018-19
(Action Step 3) Determine feasibility of course offerings gleaned from the student survey and then establish what courses will be offered and who on staff will teach them.	2018 – 2019 School Year	Principal and middle school staff		2017-2018 If budget constraints are lifted, we will begin this process. 2019-20 This initiative will be tabled for this cycle. Enrollment numbers still cannot justify what it would take to offer electives, especially with the uncertain enrollment numbers because of Covid 19.
(Action Step 4) Rework the middle school schedule to accommodate the elective classes while still fitting in their required classes. Design a registration process for the students to choose their electives.	2018 – 2019 School Year	Principal and Middle school teachers		2018-19 We will need to put this on hold until budget constraints can be worked out. 2019-20 This initiative has been archived
(Action Step 5) Implement the new schedules that includes the new electives. Evaluate the new courses and student engagement.	2019 – 2020	Principal and Middle school teachers		2019-20 This initiative has been archived

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(STRATEGY 5) **MMSA will develop a precise curriculum mapping tool to ensure that we are not creating any gaps in instruction**			
	Timeline	**Responsibility**	**Progress Report**
(Action Step 1) **Reach out to other principals and do research what is available for curriculum mapping**	2017 – 2018	Principal and Curriculum Committee	2017-2018 My curriculum committee and I did research on different curriculum tools. I contacted various principals while my committee did some online research. After consultation, we have decided to create our own template for curriculum based on information shared with me by other principals. This is the most responsible thing to do from a budgetary standpoint. 2018-19 Based on information gathered, we have developed a curriculum map in every subject area using Sheets in Google Drive. All teachers have access to all grades and subject areas. 2019-20 Teachers began the work of curriculum mapping. Teachers are aligning standards vertically and horizontally in all subject areas.
(Action Step 2) **Once we have narrowed down our choices to 2, the curriculum committee will test them and will decide on the most user friendly option.**	2017 – 2018	Curriculum Committee	2017-2018 The template for math is ready and will be used by teachers in the fall. This tool will be phased in as each subject is populated with standards and benchmarks.
(Action Step 3) **Staff will be trained on the new tool and**	2018 – 2019	Curriculum Committee	2017-2018 This will take place in the fall during workshop week.

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	transfer their grade level or content area standards.			2018-19 All subject areas are now populated with standards and benchmarks and teachers have begun their work on their curriculum maps including Curriculum used, Evidence of Mastery, and the timeline used. 2019-20 Teachers began in earnest working on their curriculum mapping using the new mapping tool. The goal has been set to finish by the beginning of the 20-21 school year.
	(Action Step 4) Staff will begin using the curriculum mapping tool, indicating units of study and assessments used. Staff will meet in grade bands to look at mapping and identify gaps in instruction.	2019-2020	All Staff	2019-20 Teachers began work on their curriculum maps and made good progress. Our plans to begin meeting this spring to work together were thwarted by the Covid-19 Pandemic.. We will begin this work in the fall.

(STRATEGY 6)
MMSA will develop a technology plan.
Archive Action Step 1

		Timeline	Responsibility	Progress Report
	(Action Step 2) Develop a long-range plan for developing various technologies in all classrooms.	2015-2020	Principal, Technology Committee, SAC	2014-15 A framework for a technology plan is in process. We will finalize this version of the plan this fall. 2015-16 Our technology plan has become a valid guide now for us. We have accomplished several of our goals. 16 – 17 This year we were were 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

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			rooms. We were also able to fund a Chromebook cart for our 5th grade classroom.
			2017-2018 We continue to add technology into our classrooms. Through a donation, we were able to add a flat screen TV and Apple TV to our middle school language arts room.
			2018-19 With our fund a need this year being to replenish our technology fund, our long range plan to begin replacing aging computers for our lab and for our teachers will be possible.
			2019-20 We have been very fortunate because our computer lab is still working well. However, we will be replacing teacher laptops in the next several months. We have secured funding for this per our long range planning.
(Action Step 3) Develop long-range plan to secure funds to match the timeline for acquiring technology in every classroom.	2015 – 16 School Year 2016 – 2017 School Year 2017 – 2018	Principal Technology Committee Home and School Association (fundraising)	2014-15 This is an area for improvement as budgeting and fundraising for technology is uncertain at this time. 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. 16 – 17 Funding for the additions of technology

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			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. 2017-2018 This continues to be an area of challenge for us. We did secure a small grant from CSCOE to add technology to our 2nd grade classroom for next year. It is through grants and donations that we have been able to move forward. 2018-19 We have been very fortunate. Between our fund-a-need and donations, we are about of the way to getting what we have planned for technology in our classrooms. 2019-20 Our work continues in this area. We were able to place flat screen TVs and Apple TVs in 2 more classrooms. We were able to secure a couple of donations to complete this.

(Strategy 5)

A systematic plan will be developed for training for staff on technology. (Archive Action Step 1- October 2017)

		Timeline	Responsibility	Progress Report
	(Action Step 2) Provide various training opportunities to staff to develop technology skills.	Ongoing	TIES, Archdiocesan Resources, and other resources	2014-15 Many staff members took workshops and seminars on various aspects of technology including Ipads, Google apps, Google Classroom etc. 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.
				[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 teach each other however for some, formal training is needed.
				[2017-2018] While a couple of teachers attended workshops this year, our best resource for technology training has proven to be a collaboration within our staff. Also, with the help of CSCOE, we were able to learn much about technology resources for lesson planning and differentiation of instruction.
				[2018-19] Through continued training with Tierney, one area of technology training has been in the area of NWEA. Our teachers have learned various tools and websites to use when planning differentiated lessons. Collaboration amongst the teachers themselves has proven to be very effective for training teachers on technology.
				[2019-20] Professional development in the area of technology continues through Tierney as well as staff collaboration. Distance learning put a whole new dimension on technology and PD. We were able to do PD on the go as we set up for distance learning which served our staff well. We also did PD virtually with Tierney throughout distance learning.

| (Action Step 3) Monitor timely training and follow-up with staff to ensure use of technology in the classroom. | 2015 – 2020 | Principal and Technology Committee | 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.

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.

2017-2018 We continue on a good track this year. In my walk-through observations this year, I noticed many new uses of technology in our classrooms. The gaps amongst teachers' abilities and willingness still exists, progress is being made. An area of improvement for us would be to have more formal training for many teachers who are not advancing as I would like to see them advance.

2018-19 For the most part, all of my staff use technology in their classrooms using many different applications. The range of abilities is not as wide and we are making strides getting all teachers using technology on a daily basis.

2019-20 I assessed this on my walk-through observations this year. Many teachers made great gains in this area and with the more forced use of technology during the distance learning, I expect this to |

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			continue once we are back in the building in the fall.
(Action Step 4) Yearly performance reviews will show evidence of technology to differentiate instruction.	2016 – 2020	Principal	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. 16-17 This year I did include in yearly performance reviews an assessment and recorded evidence of 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. 2017-2018 This year in teachers formal observations, I required the lesson being observed to contain some type of technology. Again, the ability of teachers to incorporate technology into their lessons varies, every teacher was able to show me how they use technology in their classroom. It continues to be a good resource for teachers to help them differentiate instruction in order to try to reach all types of learners in their classroom. 2018-19 I see evidence of technology use in the classroom on a daily basis on my walkthroughs as well as my formal observations. We continue to work on closing the gap in abilities of my staff and their comfort level in learning and using technology in the classroom to help them differentiate instruction.2019-20 2019-20 While I didn't include this in my formal yearly performance reviews, I did evaluate this component

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			on differentiating instruction on my walk-through observations. We made great gains in this area.

(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**
(Action Step 1) MMSA will gather information from staff and school committees to create an overall picture of MMSA School for that current year.	Annually	Principal Staff SAC Committee Chairs	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. 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. 16-17 This year I was able to compile information to complete our annual report. 2017-2018 Completed for this year. 2018-19 Completed for this year. 2019-20 Completed for this year.
(Action Step 2) MMSA School will publish an annual school report at the end of the school year to send home with each family.	Annually	Principal SAC	2014-15 This is an area of improvement. MMSA has not published a comprehensive annual report for a number of years. Our SAC is working on gathering information and will compile the report for publication in the fall. 2015-16 Based on information gathered and shared

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		Timeline	Responsibility	Progress Report
				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. 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. 2017-2018 This was accomplished again this year. It will be posted on our website and handed out at our Back to School Night in the fall. 2018-19 Our annual Report is complete for the 18-19 school year. It will be posted on our website and available in our school office. 2019-20 Our annual Report is complete for the 19-20 school year. It will be posted on our website and available in our school office.
(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, Home 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.

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			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. 2018-19 2017-2018 This continues to be an area of improvement for us however now that we are receiving assistance from CSCOE, we will make progress this year. 2019-20 We made slight progress in this area this year. We had 2 alumni join our Spring Fling, (our annual gala), and they were able to find many of the alumni from the 1980s. Our theme was to have been "Back to the 80s." so we invited that decade alumni to our gala. This is a big step for us and we hope will be a jump start to building our alumni database.
(Action Step 2) Research school records from Maternity of Mary and St. Andrew to gather parent contacts from alumni.	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. 2017-2018 This is an area of improvement for us. Work will begin in the upcoming school year. 2018-19 Work is very slow in this area. We were fortunate to have an alumna on our Spring Gala committee this year and she has expressed interest in helping gather alumni data for us. Our hope is to continue with her momentum in the upcoming school year. 2019-20 We made slow progress with this but were able to begin the database with the alumni classes of the 1980s.

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(Action Step 3) Build a database of alumni and parent information.		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. 2017-2018 With the help of CSCOE, we now have access to Salesforce, a database platform. A committee of three volunteer parents have stepped forward and we will be working on preparing our database in excel to upload to Salesforce. we will then begin work on alumni and getting them into the database. 2018-19 Once we gather enough data, this work will begin. This continues to be an area for improvement for us 2019-20 We made slow progress with this again this year. Our biggest challenge is finding the volunteers to take this on. We do have 2 volunteers still working in Salesforce to learn its functionality. In the coming year, I will have them add our alumni database from the 1980s added.
	2017 – 2020 School Year		
(Action Step 4) Create and implement an alumni outreach strategy.	2015-16 School Year & Ongoing 2017 – 2020 School Year	Alumni Committee Marketing Committee	2017-18 The timeline has been adjusted as we continue to form an alumni committee. 2017-2018 This is an area of improvement for us. With the use of Salesforce now and with a grant offered by CSCOE, I will be able to pay a stipend to a volunteer to begin this process. 2018-19 This is on hold as we continue to build our database.

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				2019-20 This is on hold as we continue to build our database.

(Strategy 3)
Develop a formal plan to welcome new families. (Archived Strategy 3- October 2017)

(OBJECTIVE 3)
MMSA will provide a safe school environment for its students, physically, emotionally, socially and spiritually. (Archive Strategy 1 & 3)- October 2017)

(STRATEGY 1)
Create Crisis Management Plan. (archived 10/17)

	Timeline	Responsibility	Progress Report

(Strategy 2)
Review and Reinforce Responsive Classroom Philosophy.

	Timeline	Responsibility	Progress Report
(Action Step 2) Choose topic to review at staff meetings within Responsive Classroom/Developmental Designs Discipline Philosophy.	~~Bi-Monthly~~ Quarterly	Principal and Staff	14 – 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. 15-16 Our theme this year was how to improve morning meetings and make them community

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| | | | ilding while at the same time incorporating ademics. Books with ideas specifically dressing this were purchased and added to r professional library.

17 In October, January, and April, at our staff eetings, 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 hool continues with a strong commitment to Responsive Classroom.

2017-2018 This is an area of improvement for us. We are still a strong Responsive classroom building however we would benefit from refresher courses in certain areas. This will be our goal for the upcoming school year. it has been written into our professional development plan for 18-19.

2018-19 We used staff meetings 3 times this year to discuss and review the tenets of Responsive Classroom. One of these meetings was split into upper and lower school as they differ slightly. (Developmental Designs in Middle School) Teachers shared ideas and techniques that work in the classroom. We are very invested in Responsive Classroom and it continues to work well as we manage behaviors to optimize teaching and learning.

 2019-20 We have a good cadence now with review of our Responsive Classroom/Developmental Designs beliefs and procedures. Responsive Classroom/Developmental Designs is extremely successful and we understand the importance of |

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			collaborating about its tenets and situation as they arise.
(Action Step 3) Provide new staff Responsive Classroom training.	Yearly as needed	ncipal sponsive assroom iners	4 – 15 Three new teachers are taking the week ng Responsive Classroom training this mmer. All teachers will then be fully trained. 5-16 We had no staff turnover this year so no ining was necessary. 17 New staff will attend Responsive classroom training this summer. 2017-2018 We have one new staff member this year but because of her wedding this summer, she is unable to take the training however she will take it in the upcoming year. 2018-19 We had no staff turnover this year so no training was necessary. 2019-20 With no staff turnover again this year, we did not send anyone to training. We will have 2 new staff members in the upcoming year so we will arrange training for them in the upcoming year.

(OBJECTIVE 4)
MMSA will continue to develop strategies to retain students in K– 8.

(Strategy 1)			
Offer enrichment classes or camps in the summer to keep our families engaged			
	Timeline	**Responsibility**	**Progress Report**
(Action Step 1) Communicate to school community about	2017-2018	Principal, teachers,	-2018 We partially met this goal this year. Teachers have been recruited and have great ideas for these

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the idea of summer camps. Recruit teachers and parents interested in conducting summer "camps".		Marketing committee	camps. This fall, I will introduce this ideas to parents and determine their interest and recruit those interested. 2018-19 This continues to be a work in progress and an area of improvement for us. While teachers have expressed interest, no formal plans have been made.
(Action Step 2) Design schedule, develop forms and plan communication to families to register for summer "camps".	2018 – 2019	Principal and teachers and parents involved, marketing committee	2018-19 We were able to schedule one camp this year. . We will be having a band camp run by an alum of MMSA. Our hope is to build on this for next year. Registrations and communication was done through school newsletters, church bulletins, reaching out to area schools, and social media.
(Action Step 3) Implement the Summer Camps	Summer 2019	Principal (oversees) Teachers and conducting the camps	2018-19 Summer Band Camp will occur in July this year. 2019-20 We will not be able to do summer camps this summer due to the global pandemic.
(Action Step 4) Evaluate program: participation, costs involved. Survey families about their perceived value to the program. Analyze and adjust the program as needed.	Fall 2019	Principal and teachers and parents involved, marketing committee	2018-19 This is an area of improvement for us. . As this program develops, we will be better equipped to evaluate and adjust the program as needed. 2019-20 The camp we held last summer was evaluated and was rated extremely high. We hope to add more camps for the summer of 2022 after it is safe to do so.

(Strategy 2)			
Offer after school academic enrichment classes during the school year			
	Timeline	**Responsibility**	**Progress Report**
(Action Step 1) Meet with teachers to determine the interest and availability in conducting after school enrichment.	2017-2018	Principal and teachers	7-2018 This was a great success this year. We were able to cruit teachers and were able to hold several after school richment classes this year and they were very well received. We will continue to develop this program and hopefully expand it.
(Action Step 2) Determine schedule of classes and frequency of classes. Develop communication to families and logistics of the program including fees.	orkshop week 2018	Principal and teachers	2018-19 This has been a great success this year. . Every trimester we were able to offer a variety of enrichment clubs to our students. All were well received and interest was high.
(Action Step 3) Conduct registration of families and begin program	2018 – 19 School year	Principal and teachers	2018-19 Registration for our enrichment clubs went very well. . We offered a variety of clubs every trimester from Legos Club, to Archery, to Techie Tuesdays etc
(Action Step 3) Analyze interest and effectiveness of program and determine if we should continue the program for the next year.	ummer 2019	Principal and teachers	2018-19 We will definitely continue this program. 2019-20 We had great success again this year with our enrichment clubs. Many new ones were added and were very well attended. We look forward to continuing this program.