



SACRED HEART CATHOLIC SCHOOL SCHOOL STRATEGIC PLAN 2018-2025

(OBJECTIVE 1) Sacred Heart Catholic School will ensure a high quality academic excellence program to meet the needs of every student.

(STRATEGY 1) Review curriculum to integrate our C-STEM program across all subjects and grade levels.

	Timeline	Responsibility	Progress Report
(Action Step 1) Research and select a STEM curriculum for K-8.	Spring, 2018	Teachers Principal	<i>Spring, 2018 Sample STEM curriculum was researched for K-8. STEMscopes curriculum and manipulative kits were ordered for the 2018-2019 school year.</i>
(Action Step 2) Monthly faculty meetings will be scheduled to discuss and learn the NGSS science standards at each grade level.	Fall, 2018	Teachers Principal	<i>Fall, 2018 Monthly PLC meetings scheduled each month to integrate STEM curriculum.</i>
(Action Step 3) Plan and implement STEMscopes units and resources to be used in K-8.	Fall, 2018	Teachers	<i>Fall, 2018 Training provided August, 2018, to learn all components of STEMscopes. Teachers began teaching lessons in Sept.</i>
(Action Step 4) Teachers meet to discuss curriculum and provide more training with STEMscopes along with our MS science teacher.	Winter, 2019	Teachers	<i>Winter, 2019 Science teachers met to further discuss the curriculum and learn how to plan STEM units based on student needs and interests.</i>
(Action Step 5) Integrate STEM related speakers/experiences with students in K-8 to provide further enrichment	Winter, 2019 Fall, 2019 (find speakers)	Teachers Principal	<i>Winter, 2019 Field trips with STEM focus: gr. 6-8 2-day MN Zoo Engineering Lab to design an animal habitat, gr. 5-6 CreativeCon, gr. 3-4 Creativity Festival. At this time, speakers will be set up next year.</i>
(Action Step 6) Design a new curriculum map template to reflect C-STEM integrations across all subjects using the NGSS standards and STEMscopes integration.	Fall, 2019	Teachers	<i>Spring, 2019 A rough draft curriculum map template has been created and will be reviewed in fall.</i>
(Action Step 7) Research STEM curriculum for our Pre-K program.	Fall, 2019	Pre-K teachers	<i>Winter, 2020 We purchased 6 STEM Kits for each classroom for our 3 and 4 year Pre K program that will provide critical thinking and collaboration skills for our preschoolers.</i>

(Action Step 8) Utilize the C-STEM lending library to enhance STEMscopes lessons in the classroom.(CSCOE)	Fall, 2019	Teachers	<i>Fall-Winter, 2019-2020</i> Our teachers used the lending lab quite a bit this year from using the robots, coding kits, weather, and other middle school materials. So awesome!
(Action Step 9) Begin mapping our STEM curriculum on the new template.	Winter, 2020 Winter, 2021	Teachers Principals	<i>Spring, 2021</i> We were unable to complete this year due to teachers having so much on their plate this year.
(Action Step 10) Hire a part time STEM teacher to replace our technology teacher for more exposure to STEM lessons such as coding, circuits, and group projects.	Summer, 2021	Teachers Principal	<i>Fall, 2021</i> We hired a part time STEM teacher this fall for K-8 so students had additional lessons in STEM besides the lessons taking place in the classroom using STEMScopes.
(Action Step 11) Create an outdoor learning classroom space in front of school.	Summer, 2021	Principal Business Admin	<i>Summer, 2021</i> We created an outdoor learning space in front of school with enough benches for a classroom. In fall, our middle school students designed a white board for the outdoor space. A contractor then met with students, a design was chosen and the whiteboard was built outside with student input.
(STRATEGY 2) Create an outdoor learning space for C-STEM education.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create the C-STEM outdoor garden plan (Phase I) developed in 2017 to create an outdoor learning space.	Summer, 2018	Garden Committee	<i>Spring, 2018</i> A plan was created for Phase I of our outdoor garden space. Committee included teachers, parents, and parish volunteers.
(Action Step 2) Organize staff and volunteers to plant to complete Phase I.	Fall, 2018	Garden Committee	<i>Summer, 2018</i> The garden volunteers landscaped and planted perennials in our pollinator garden.
(Action Step 3) Students add artifacts to the outdoor garden space.	Fall, 2018	Teachers	<i>Fall, 2018</i> Students added student-made birdhouses to the garden and each student painted Kindness Rocks to border the garden with kind messages. Our middle school students made weather instruments in spring and they are located in our garden space.
(Action Step 6) Create lesson plans, using STEMscopes and other resources, K-8, to utilize the outdoor garden space for learning. Goal: Integrate a lesson each trimester.	Fall, 2019	Teachers	<i>Spring, 2020</i> Unfortunately this did not happened due to online learning in spring. Teachers did utilize the garden in fall with releasing butterflies into our butterfly garden, building birdhouse, identifying plants.

			Spring, 2021 <i>We used our outdoor garden for science, art, language arts lessons across grade levels.</i>
(Action Step 5) Plan and implement Phase II of the C-STEM Outdoor Garden to expand outdoor learning area in front of school.	Summer, 2020 Summer, 2021	Garden Committee	Winter, 2021 <i>Through a generous donor, we received funding to design and create our outdoor learning space. We will install aggregate and outdoor benches for a class of 26. It will be installed this summer.</i>
(Action Step 6) Apply for outdoor garden grants for STEM projects.	Winter, 2021		Winter, 2021 <i>We applied for a garden grant through Whole Kids Foundation Garden grant. This garden grant will partner our students with HyVee and ACE Hardware and the Robbinsdale Digger group. We will find out September, 2021.</i> Fall 2022 <i>We did not receive the grant from Whole Kids Foundation. We are re-applying this year. We want to create a vegetable garden for our grade 2-4 students.</i>
(Action Step 7) Keep our STEM focus alive with science and events. We had to eliminate our STEM teacher due to budget. Need to regroup of focus in the classroom.	Fall, 2022		
(STRATEGY 3) Utilize NWEA test data to monitor student progress and maximize teaching based on results.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Teachers will learn how to read NWEA data reports and student profiles to better understand the results to meet the needs of learners.	Spring, 2018	All Teachers Principal Tierney Bros.	Spring, 2018 <i>Each reading/math teacher met individually with Tierney Bros. staff to discuss MAP results and learn how to read reports. New teacher resources were shared.</i>
(Action Step 2) Using NWEA data, teachers will input information on the data wall each fall and spring to track students over time.	Fall, 2018	Teachers	Fall, 2018 <i>During teacher in-service in October, 2018, teachers entered student scores on the data wall.</i>
(Action Step 3) Annually, teachers will plan class and school goals for math and reading for consistency across grade levels.	Fall, 2018 Spring, 2019	Administration Teachers	Fall, 2018 <i>During teacher in-service in October, 2018, teachers met in grade level groups to analyze data, read reports, and set class/school goals.</i> Spring, 2019 <i>Our MAP tests this year actually took a slight dip in our reading and math scores. Principal will meet with Tierney Bros. staff to analyze data further to make changes in instructional strategies/lessons/curriculum.</i>

			<i>Fall, 2020 Tierney Bros. met twice with our teachers (fall/winter) to analyze student MAP math data. Each teacher created math goals and targeted students they would focus on to reach next level.</i>
(Action Step 4) Ongoing professional development will be provided to continue best instructional practices to help students meet their growth goals.	Winter, 2019 Fall, 2019	Teachers	<p><i>Spring, 2019</i> We had Tierney Bros. come in this past Fall but we need to continue training for teachers at using the data effectively to guide instruction.</p> <p><i>Fall, 2019</i> We received a grant from CSCOE to increase our math scores on NWEA. Teachers met with a Tierney Bros. specialist 3X during the year to learn how to use the NWEA data to meet instructional needs of students. Each teacher focused on 3-5 "Bubble" kids that they felt they could move to the next level. We also tested students in Winter to help monitor growth.</p> <p><i>Fall 2020</i> Tierney provided professional development for all math teachers. Fall/winter-in person, spring-virtual.</p> <p><i>Fall, 2021</i> Tierney provided professional development once again for all math teachers. Support was provided 3X during the school year focusing on how to use the data results to drive instruction.</p>
(Action Step 5) Using MAP data, Sacred Heart will use the results to tell our story using Spring, 2019 results.	Winter, 2020 Spring, 2020	Principal	<p><i>Spring, 2020</i> Due to online learning, we were unable to test in spring. We were disappointed since we worked so hard on focusing on math. We were all set for big gains from our students.</p> <p><i>Spring, 2021</i> We have the best growth scores in math than previous years. We are excited to share the results.</p> <p><i>Spring, 2022</i> Our growth goals slipped this academic school year. We need to relook at our data to help guide our instruction.</p>
(STRATEGY 4) Sacred Heart Catholic School will meet the needs of all learners.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create a teacher task force to create to research programs/curriculum/staffing to help meet the needs of all learners.	Spring, 2018	Teacher Task Force Principal	<i>Summer, 2018</i> A group of teachers attended CSCOE Exceptional Learner workshop and met over the summer to plan. Using the CSCOE Tool Kit, a 3-ring binder was created for each teacher.
(Action Step 2) The task force will create a teacher binder to contain resources, checklists, learning plans, interventions, etc.	Summer, 2018	Task Force	<i>Summer, 2018</i> The task force created a 3-ring binder with resources, standardized learning plan templates, accommodations/modifications, etc. to be used by teachers.

(Action Step 3) The task force will provide training to all teachers during workshop week to share the binder, and discuss the learner needs of students at our school.	Fall, 2018	Principal Business Admin	<i>Summer, 2018</i> Training was provided to the entire staff explaining the new protocol for exceptional learners. We watched videos, discussed modifications/accommodations, tracking outcomes, and met in grade level teams.
(Action Step 4) Each trimester, teachers will discuss interventions/learning plans of students along with strategies to implement to meet their needs.	Winter, 2019	Task Force Principal	<i>Winter, 2019</i> Our middle school discussed support plans throughout the year to review plans and ensure that all team members were following the plan put in place. Periodically the plans would be revised and shared with the team, including specialists.
(Action Step 5) Teachers will meet with each other at end of year to go over learning plans with the next grade level teacher and document accommodations/modifications tried throughout the year.	Spring, 2019	Teachers	<i>Spring, 2019</i> As a staff, teachers met at the end of May to update support plans and share support plans with the next grade level teacher and/or middle school team. All support plans are located in the shared group Google folder so all teachers have access. <i>Spring, 2020</i> Teachers continue to use the support plans and they met at the end of the year to talk to next grade level teacher and make revisions to the plans.
(Action Step 6) A team of teachers will attend the Exceptional Learners Conference for the Gifted and Talented in June, 2019.	Summer, 2019	Administration Teachers	<i>Fall, 2020</i> A team of teachers attended the workshop. They reported back to the staff at August workshop.
(Action Step 7) The team of teachers will create a plan for gifted learners after attending the Exceptional Learners Conference and meet with staff during workshop week.	Fall, 2019	Teachers	<i>Fall, 2020</i> The team of teachers reviewed the information to the staff. We added materials to our 3 -ring Exceptional Learners Binders for easy access for the teachers.
(Action step 8) Research the possibility of hiring a math support teacher for gr. 4-8 to support students below and above grade level.	Fall, 2019	Administration	<i>Fall, 2020</i> Our part time math teacher provided additional support to two grade levels that had many students that needed additional support in math and they did not qualify for Title I. We hope to provide more hours for her. <i>Winter, 2021</i> We provided extra support to one of our classes that was struggling in math. We did not have the funds to hire math specialist to work with our students due to extra COVID expenses.
(Action Step 9) Information will be continually added to the Exceptional Learner Binder to create additional resources and tools for teachers. Summer 2020=Mental Health tools	Summer, 2020 Summer, 2021	Task Force Principal	<i>Spring, 2021</i> Due to COVID, we were unable to meet regarding mental health tools. However, CSCOE provided virtual seminars with Dr. Jules for teachers and parents.
(Action Step 10) Provide training for teachers on meeting the needs of all learners-academic,	Fall, 2021	Principal Teacher	<i>Winter, 2021</i> Teachers watched the monthly videos by Dr. Jules, focusing on mental health of their students. We also researched

behavior, and mental health. Research SEL curriculum for K-8.			<i>SEL curriculum and Second Step is in the process of being purchased through Title funding.</i>
(Action Step 10) Continual professional development focusing on exceptional learners will be planned based on the needs of the staff.	Fall, 2020 Fall, 2022	Principal Teachers	
(Action Step 11) Reading teachers will create a PLC group reading the book “Conquering Dyslexia: A Guide to Early Detection and Intervention”.	Fall, 2022	Principal Reading teachers	

(OBJECTIVE 2) Sacred Heart Catholic School will create a strong Catholic identity.

(STRATEGY 1) Sacred Heart Catholic School will strengthen and enhance the spiritual growth and Catholic Identity through faith formation of staff.

	Timeline	Responsibility	Progress Report
(Action Step 1) Administer the ACRE/IFG assessment to students and staff in spring and bi-annually in the future.	Spring, 2018	Principal Teachers/Staff	<i>Spring, 2018 The IFG and ACRE test were administered to all staff and 5th/8th graders.</i>
(Action Step 2) Review results from the ACRE/IFG assessment to determine strengths and challenges of students and staff.	Fall, 2018	Principal Teachers/staff	<i>Fall, 2018 Pastor and principal met with an Archdiocesan staff member to identify strengths and challenges of the staff IFG survey.</i>
(Action Step 3). On a regular basis, staff will utilize online faith formation tools such as Jonathan Doyle and Formed videos for discussions at staff meetings.	Winter, 2019	Principal Teachers/staff	<i>Fall, 2018 Online resources were utilized at monthly faculty meetings, such as FORMED and Jonathan Doyle.</i>
(Action Step 4) Create a plan to address the challenges of the IFG assessment to strengthen staff personal faith formation.	Spring, 2019	Principal Committee Pastor	<i>Winter, 2019 A spiritual retreat was planned for 2/22/19. Two speakers from UST came to talk about the Mission of Catholic Education and was well-received by staff. We also subscribed to FORMED and we have used this website for small groups during LENT and teachers use for their own personal use and for classroom religious instruction.</i> <i>Winter, 2020 A winter retreat was planned in March, but due to COVID-19, the retreat was canceled.</i>

(Action Step 5) Research the Siena Institute to the Called and Gifted Program and the Franciscan University Catechetical Institute to facilitate an avenue for effective faith formation for all staff.	Summer, 2019	Principal Pastor Teachers	<i>Spring, 2020</i> Due to budget concerns, we have decided to research a different path for staff faith formation. We will focus on annual retreats with staff, more staff prayer opportunities. Each staff is now enrolled in FORMED for their personal faith formation.
(Action Step 6) Implement the new faith formation plan.	Fall, 2019	Principal Teachers Pastor	N/A
(STRATEGY 3) Sacred Heart Catholic School will strengthen the faith formation of students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create a religion committee to review middle school religion curriculum/textbooks to make sure lessons align with Archdiocese curriculum standards.	Summer, 2018	Teacher Pastor	<i>Summer, 2018</i> The Pastor and MS religion teacher selected a new religion curriculum called "Spirit of Truth" for grades 6-8.
(Action Step 2) Middle School students will have more opportunities for faith formation during the school day.	Fall, 2018	Pastor Principal Teachers	<i>Fall, 2018</i> Once a week, MS students have Choice Day that incorporates Apologetics and Latin classes during Trimester 1.
(Action Step 3) Middle School student leadership team will plan and execute a service project each trimester in our local community.	Fall, 2018	Leadership Team Dir. of Adv. Teachers	<i>Fall, 2018</i> Each trimester, a new student leadership team was involved in planning service, projects and events for our middle school and entire school. Led by our Director of Advancement.
(Action Step 4) A religion committee will review religion curriculum for K-5 that aligns with the Archdiocesan standards.	Fall, 2019 Spring, 2019	Pastor Teachers Principal	<i>Spring, 2019</i> A new religion curriculum was chosen for K-5, Spirit of Truth, which aligns with the middle school curriculum.
(Action Step 5) Implement the new religion curriculum.	Fall, 2020 Fall, 2019	Teachers	<i>Fall, 2019</i> Spirit of Truth religion series was fully implemented in K-8 th grade.
(Action Step 6) Teacher teams gather monthly to discuss the implementation of the new religion curriculum.	Fall, 2019	Teachers	<i>Fall19-Spring20</i> Our teachers met in a couple different groups this year: all religion teachers, K-8, and grade level teachers. We discussed the scope and sequence of the series and certain concepts to focus on at each grade level.

(Action Step 7) Complete mapping for religion curriculum for K-8 using the Archdiocesan standards.	Winter, 2021 Fall, 2021 Fall, 2022	Teachers	Fall, 2022 <i>We pushed this out another year. Spirit of Truth revised the religion books for K-2.</i>
(Action Step 8) Develop and implement a plan to engage school parents in faith formation and weekly mass.	Fall, 2021 Fall, 2022	Principal Religion teachers	Fall, 2022 <i>Due to COVID, we limited the number of people attending mass. Students were social distanced and sat every other pew, limiting room parishioners. We will look at this next fall.</i>
(Action Step 9) Research Catechesis of the Good Shepherd for PreK-1 st grade.	Winter, 2022	Principal Faith Formation Director PreK-1 st teachers	Winter, 2022 <i>We met with staff from other parishes/schools that have implemented this program and toured their space. We met with our teachers and volunteers have registered for training this summer.</i>
(Action Step 10) Implement small faith groups for our middle school.	Fall, 2022	Principal MS Religion Teacher	Winter, 2022 <i>A group called St. Gianni Club was created to learn more about the right to life. Our students prayed at an abortion clinic, volunteered at Abria Life is Wonderful Run, and had various speakers come in.</i>

(OBJECTIVE 3) Sacred Heart Catholic School will provide a safe and healthy environment that is conducive to learning.

(STRATEGY 1) Maintain a positive learning environment for the staff and students.

	Timeline	Responsibility	Progress Report
(Action Step 1) A new school-wide program will be researched to replace Discipline with Purpose. Top 20 Training will be used on a trial basis in middle school to determine if it is a good fit for our school.	Fall, 2018	Middle school teachers Principal	Summer, 2018 <i>Two school-wide programs were implemented: EnVoy K-4, and Top 20 gr. 5-8. PLC groups were created and the programs will be discussed monthly.</i>
(Action Step 2) Purchase Top 20 curriculum for middle school or research more options if needed.	Fall,-Spring 2018	Middle School teachers Principal	Fall, 2018 <i>Top 20 Curriculum for grade 6 was purchased and incorporated in grades 6-8 on a trial basis.</i>

			<i>Spring, 2019</i> The decision was made to incorporate Top 20 curriculum in grades 7-8, so the remaining curriculum was purchased and it will be implemented in fall to the entire middle school.
(Action Step 3) . Meet monthly with middle school teachers to implement curriculum with the students to build a positive school culture using Top 20 curriculum.	Fall, 2018	Middle School teachers Principal	<i>Fall, 2018</i> Middle school teachers will teach 2-3 lesson topics each month in advisory/health classes. Top 20 posters are in each classroom/hallway.
(Action Step 4) Provide necessary training for the new program for staff and implement with students in the classroom.	Winter, 2019	Middle School teachers Principal	<i>Winter, 2019</i> Top 20 Teacher book was purchased and teachers used for a Book Talk this year to fully implement the program next year.
(Action Step 5) Create grade level PLC teams to discuss further implementation of new program to provide consistency across grades.	Winter, 2020	Middle School teachers Principal	<i>Fall, 2019</i> Our middle school team met weekly and Top 20 was covered each month to make sure the correct terminology was used and we covered the lessons each month.
(Action Step 6) PLC teams will meet throughout the year to ensure implementation is consistent. A great need for a SEL curriculum for K-8 is needed. It will be key that the program is engaging for MS students.	Winter, 2021 Winter, 2022 Fall, 2022	Middle School teachers Principal	<i>Spring, 2022</i> Top 20 has not been fully implemented due to changes in staff, COVID and due to the fact I was teaching for 4 mos. this year. We will look at a SEL curriculum instead.
(Action Step 7) Implement the "Saintly Service" program from CSCOE. To integrate our Catholic Identity into to create a positive school climate.	Fall, 2020	Faculty Principal	<i>Fall, 2020</i> The Saintly Service program was added to our newsletter each month. We plan to do more with this program next year.
(Action Step 8) Continue the Saintly Service program with our staff. Vote monthly on a staff member that models the saint.	Fall, 2021	Faculty Principal	<i>Fall, 2021</i> Our teachers participated in the CSCOE Saintly Service program. We discussed the monthly saints and teacher names were submitted for some of the saints. It was helpful learning about saints that we can model.
(Action Step 9) Review and revise SHCS online learning plans to provide more consistency across all grade levels.	Summer, 2020	Faculty Principal	<i>Summer, 2020</i> Staff and principal met virtually all summer long to review student, parent, and teachers surveys to revise our online learning plan along with a plan for our year long distance learners. Documents were created for parents and students along with an in-depth Safety Protocol Plan.

(Action Step 10) Research SEL curriculum for our K-8 students.	Summer 2022	Principal Staff	
(Action Step 11) Purchase and implement new SEL curriculum.	Fall, 2022	Principal Staff	
(STRATEGY 2) Develop a conflict resolution plan for staff			
	Timeline	Responsibility	Progress Report
(Action Step 1) Sacred Heart will hire a facilitator to help the staff deal with conflict and the school as a whole.	Spring, 2018	Principal Pastor Business Admin	<i>Spring, 2018 An Archdiocesan staff member was hired to come to school two days to initiate interviews.</i>
(Action Step 2) The facilitator will meet with each staff member individually to gather feedback.	Spring, 2018	Principal Pastor Business Admin	<i>Spring, 2018 Each staff member met with the facilitator to give feedback.</i>
(Action Step 3) The facilitator will meet with the management team to share staff feedback and to suggest a plan of action.	Spring, 2018	Principal Pastor Business Admin	<i>Spring, 2018 The facilitator met with the management team and summarized staff feedback to identify strengths and challenges.</i>
(Action Step 4) A facilitator from the Archdiocese of St. Paul/Mpls. will be scheduled to review Justice in Employment and the Archdiocesan Code of Conduct.	Spring, 2018	Business Admin Pastor	<i>Spring, 2018 A facilitator was hired to review the Justice in Employment policy and the Code of Conduct for Church Personnel. Q & A session followed.</i>
(Action Step 5) A plan will be created and then communicated to the staff.	Spring, 2018	Principal Pastor Business Admin	<i>Spring, 2018 A strategic plan was created to address challenges addressed by the staff. This plan was shared with all staff on the last day of school.</i>
(Action Step 6) Create a process for staff to deal with conflict resolution with staff, parents, supervisors.	Fall, 2019	Principal	<i>Fall, 2018 A tentative plan was created for staff to try out during the school year to help staff deal with conflict resolution.</i>

		Business Admin	
(Action Step 7) Review the conflict resolution plan with staff. Make adjustments as needed.	Spring, 2019	Principal Teachers	<i>Spring, 2019 We have had a great year by adding some positive RAM slips for teachers, team building, etc. We have new staff in place that has also changed our overall school culture. We continually look for the positives in each other. We have not had to use our conflict resolution plan much this year.</i>
(Action Step 7) Research tool/instrument to focus on professionalism beyond classroom teaching.	Fall, 2019 Winter, 2020	Principal Business Admin	<i>Winter, 2020 We did not find a tool that directly focuses on professionalism beyond teaching. We focused on team building skills to do during the year. We reviewed our staff handbook and added "Standards for Professional Work Behavior".</i>
(Action Step 8) Based on research, implement the new professionalism tool to implement with staff.	Winter, 2020	Principal Business Admin	

(OBJECTIVE 4) Sacred Heart Catholic School will be vital and viable for the future.

(STRATEGY 1) Build relationships with former students, grandparents, and other donors using Salesforce.

	Timeline	Responsibility	Progress Report
(Action Step 1) Attend training in spring for <i>Salesforce</i> , the new CRM database for alumni and donors.	Spring, 2018	Director of Advancement Principal Business Administrator	<i>Summer, 2018 Salesforce Training completed.</i>
(Action Step 2) Transfer existing alumni and donor data to <i>Salesforce</i> .	Summer, 2018	Director of Advancement	<i>Fall, 2018 In the process of transferring existing donor base to Salesforce.</i>
(Action Step 3) Recruit volunteers to help with data entry and finding former students that are missing from database. Use CSCOE grant money to stipend the volunteers.	Summer, 2018	Director of Advancement Volunteers	<i>Fall, 2018 Volunteers have been recruited to help with data entry and finding alums missing.</i>
(Action Step 4) To help with the transition to <i>Salesforce</i> , a mentor coach will be utilized.	Fall, 2018	Director of Advancement	<i>Fall, 2018 Through CSCOE's pilot program, a weekly Salesforce coach was provided to us to help with implementation and provide tips during the process.</i>

(Action Step 5) Input donor information from school Gala, Lend a Hand, etc. to be able to communicate with donors throughout the year.	Fall, 2018	Director of Advancement Volunteers	<i>Fall, 2018 A team was created to input data in Salesforce. People Finder is also being used to find missing alums to help build our database.</i>
(Action Step 6) Develop methods of communication to donors and alumni to build relationships (birthday cards, Christmas card, newsletter, school web page, etc.	Winter, 2019	Director of Advancement	<i>Spring, 2019 In June, our 2nd annual campaign will include all alumni, donors, parishioners, school families in Salesforce the past few months. A committee gathered to search new names and update current names in our database.</i>
(Action Step 7) Begin initial annual campaign using a “Soft Ask” through all-school Christmas photo using Salesforce data.	Winter, 2019	Dir. of Adv.	<i>Winter, 2019 A “soft ask” donation card was included in the all-school Christmas card to begin developing relationships with our donors, grandparents, parishioners. \$13,000 was donated.</i>
(Action Step 8) Continue locating alumni in Salesforce and create a communication plan to build relationships with our alums.	Spring, 2019	Director of Advancement Volunteers	<i>Spring, 2019 A committee gathered to search new names and update current names in our Salesforce database.</i>
(Action Step 9) Implement a plan for a rolling annual campaign.	Spring, 2019 Fall, 2022	Director of Advancement	<i>Spring, 2019 In June, a plan is in place to begin ongoing donations through email and electronic giving. Fall, 2022 We continually struggle with staffing to plan an effective annual campaign, We will use ISPD to help support our efforts.</i>
(Action Step 10) Utilize alums to speak to our students, volunteer in the classrooms, engage in our SHCS community to help expand our alum donor program.	Fall 2019 Fall, 2020	Director of Advancement Principal	<i>Fall, 2019 We had alums help with the following: chaperone Wolf Ridge, judge our Science Fair, volunteer at our Gala and Fish Fry, tutor students. We will try to expand this next year.</i>
(Action Step 11) Initiate a an all-school reunion for our 95 th 100 th Anniversary year.	Summer, 2024 Summer 2024	Director of Advancement Principal	
(STRATEGY 2) Strengthen and enhance Sacred Heart Catholic School Development efforts to ensure Operational Vitality			
(Action Step 1) Expand our knowledge in the area of Development by enrolling in the CSCOE Frank Donaldson ISPD Cohort	Fall, 2019	Development Team	<i>Fall, 2019 We applied for this CSCOE grant to further our knowledge in the many areas of development. We wanted to take advantage of this personal consultation for our school and parish.</i>

(Action Step 2) Create the Ultimate Question Survey to get feedback from our parishioners and school parents to receive our Net Promoter Score (NPS).	Winter, 2020	Development Team	<p><i>Winter, 2020 We surveyed all school parents and parishioners and asked the following 3 questions: On a scale of 1 to 10, how likely is it that you would recommend SHCS to your family and friends? If you gave us a score of less than 10, what would it take for us to do to move you closer to a rating of 10? If you gave us a score of 9 or 10, what is it about SHCS that encourages you to rate us so highly? NPS Score 65.3%</i></p> <p><i>Winter, 2021 We repeated our Ultimate Survey with parents and staff to see we were doing with this unprecedented year. Our NPS score 70.2%. Parents were very satisfied.</i></p>
(Action Step 3) Create a Core Team of parishioners, school parents, alumni, and committee members to help us create a strategic plan based on Ultimate Question Feedback. Meet throughout the year.	Winter, 2020	Development Team	<p><i>Winter, 2020 We created a diverse Core Team of 23 people. We met a few times this year and then COVID-19 stopped our progress in spring. We took the results of the Ultimate Question Survey and created our top 10 challenges.</i></p>
(Action Step 4) Create a Development Advisory Council to help create our action steps for our top challenges.	Winter, 2020 Summer, 2020	Development Team	<p><i>Winter, 2020 We invited 70 people for this group. Due to COVID-19, our meetings were postponed.</i></p>
(Action Step 5) Create Sacred Heart Catholic School “Top 10” to use for marketing purposes.	Winter, 2020	Principal SAC	<p><i>Winter, 2020 Our SAC committee created our Top 10. We have used our Top 10 on our website, social media, prospective family folder, parish bulletins, etc.</i></p> <p><i>Spring, 2021 We reviewed our Top 10 as things changed this year due to COVID.</i></p>
(Action Step 6) Better understand the potential of our database by learning more about our prospects and donors in our SHCS community.	Winter, 2020	Dir. of Adv.	<p><i>Winter, 2020 We had the opportunity to use Wealth Engine through our cohort to search 750 of our top prospects in our parish and school. This will help us seek out donors to make a future ask and use the information in our annual campaign.</i></p>
(Action Step 7) Create a strategic plan from feedback from our Core Team and Development Advisory Council.	Fall, 2020	Development Team	<p><i>Fall, 2020 A strategic plan was created focusing on development in our parish and school using feedback from our Core Team and DAC team.</i></p>
(Action Step 8) Use the Core Team to help us implement the Development Strategic Plan for the parish and school.	Fall, 2020 Summer	Development Team Core Team	<p><i>Summer, 2021 We are meeting June, 2021, to create small committees to help complete the strategies and action steps on the plan.</i></p>

	2021		
(Action Step 9) Create a new process and plan for a rolling annual campaign by creating a committee to help with implementation.	Winter, 2021 Fall, 2022	Development Team	
(Action Step 10) Create a brand and logo for annual campaign.	Winter, 2022 Winter 2023	Campaign Team	
(Action Step 11) Create annual campaign letters for our stakeholders—parents, alum,, grandparents.	Winter 2023	Campaign Team	
(Action Step 11) Continually update Salesforce database to include emails.	Spring, 2021	Director of Advancement	<i>Spring, 2021 Our Salesforce database was updated in spring after our gala and annual campaign to update contact information and donor information.</i>
(Action Step 12) Connect with alumni through newsletters/email/social media/website with information about SHCS.	Summer, 2021	Director of Advancement Core Team	<i>Spring, 2021 We communicate with our alumni through social media (Instagram/Twitter). We are working on connecting with alums via email but getting emails has been a challenge.</i>
(Action Step 13) Continue meeting with Frank Donaldson, consultant, to educate our Leadership Team on Development efforts to meet our needs.	Fall, 2024 Fall, 2022	Leadership Team	
(Action Step 14) Update our Top 10 Reasons to attend Sacred Heart Catholic School.	Winter, 2022	Principal Teachers SAC	<i>Winter, 2022 Teachers and SAC updated our Top 10 Reasons to attend SHCS.</i>
(Action Step 16) Hire a full time Advancement Director to focus more on donors, alum, and annual campaign.	Summer, 2022	Principal	
(STRATEGY 2) Diversify and streamline school revenues to accommodate scholarships and minimize tuition increases.			
	Timeline	Responsibility	Progress Report

(Action Step 1) School Advisory Council will create a new fundraising plan by evaluating existing fundraisers and recommending only those that maximize returns.	Fall, 2018	SAC Principal	<i>Fall, 2018</i> SAC eliminated one fundraiser for 2018-2019. Closely monitoring all fundraising during the year.
(Action Step 2) SAC will send out a parent survey to gain feedback on fundraisers and timing of events.	Winter, 2019	SAC Principal	<i>Fall, 2018</i> SAC sent out a survey in Fall to receive input from parents regarding timing of fundraisers, etc.
(Action Step 3) Re-evaluate the fundraising plan and communicate new fundraising activities and expectations to stakeholders (school families, parishioners, staff)	Spring, 2019	Principal SAC	<i>Spring, 2019</i> SAC has reviewed our fundraising plan this year monitoring income/expense on each fundraiser. We will continue with the four fundraisers for next year using more online giving and adjusting prizes for students. We also increased our fundraising fee for 2019-2020.
(Action Step 4) Roll out new fundraising plan to parents. Evaluate new fundraising plan after first year of implementation.	Fall, 2019	Principal SAC	<i>Fall, 2019</i> Due to budget constraints, we did not eliminate a fundraiser. However, our gala continues to increase, so hopefully we can drop a fundraiser in the future.
(Action Step 5) Find grant writers to help research available grants for non-public schools to support curriculum, materials, and technology.	Fall, 2019	SAC Grant writers	<i>Spring, 2019</i> We applied for a grant based in FL for tuition scholarships and we able to secure funding. We applied for CCF grant for technology and we received both. Due to time, we did not research anything further.
(Action Step 6) Make decisions with SAC on which grants we will be apply for.	Winter, 2020	SAC Grant writers	<i>Spring, 2020</i> Due to our cohort with Frank Donaldson, we have put our grant writing decisions on hold. <i>winter, 2021</i> SAC group wrote a grant for an outdoor vegetable garden.
(Action Step 7) Collect feedback throughout the year on all development activity. Evaluate effectiveness based on stakeholder engagement and returns.	Spring, 2020	Principal Dir. of Adv	<i>Spring, 2020</i> We put this on hold. We did receive information from the Ultimate Question Survey and we are taking feedback from our Core Team.
(Action step 8) Revisit fundraising plan with the goal of having two fundraisers for year rather than four.	Summer 2020	Principal SAC	<i>Fall 2020</i> We decided to continue with our current fundraising plan, rather than eliminating one. This gives parents the option of which fundraisers they want to participate in.
(STRATEGY 3) Implement a marketing plan to retain and recruit students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Focus branding on Pre-K by implementing uniforms and inclusion in school-wide events.	Fall, 2018	Principal Dir. of Adv. Pre-K teachers	<i>Fall, 2018</i> Surveyed our parents and they preferred not having uniforms in PreK. Instead, we provided all 4 year olds with a SHCS logo uniform polo. The 3 year olds received a RAM Pride T-shirt.

(Action Step 2) Track retention of the # of students attending 4 Pre-K program to Kindergarten.	Fall, 2018	Principal	<i>Fall, 2018</i> A document is now in place to track PreK retention to Kindergarten. More emphasis is now placed on recruiting students to kinder. We have a new system of tracking all new families that inquire about our school. <i>Spring, 2021</i> We focused more on our PreK families and students. This year we had the highest retention rate of PreK students to kinder—72% enrolled.
(Action step 3) Survey parents why they are not staying for Kindergarten. Invite a group meeting. What brought you here? What would keep you here? Parent group call Pre-K families.	Spring, 2019	Principal Dir. of Adv.	<i>Spring, 2019</i> Our SAC committee called Pre K families in spring but did not have much luck connecting with all families. The principal made some personal contacts with families not registered. Either siblings were already at the public school or attend Spanish Immersion. No survey was completed this year. We met with a CSCOE marketing person to brainstorm new marketing ideas to increase our kinder numbers.
Action Step 3) Create a plan to bring more awareness to our early childhood program, Faithful Beginnings and K-8 families.	Summer, 2019	Dir. of Adv.	<i>Fall, 2019</i> We brought more awareness through our social media presence, increasing our Facebook followers by 15% through posts and ads and started an Instagram following of 150 people. The Director of Advancements attended a few social media classes to improve our efforts.
(Action Step 4) Create a marketing team for the sole purpose for retention and recruitment.	Fall, 2019	Director of Advancement Principal	<i>Fall, 2019</i> We have a team of five parents on our Admissions Squad. We established our tour protocol, follow-up, and improved our prospective parent folder. <i>Spring, 2020</i> A virtual tour was created for our website due to COVID-19 to attract prospective families. We also ran a few more Facebook ads.
(Action Step 5) Create a SWOT analysis. (Strengths/Weaknesses, Opportunities, Threats)	Spring, 2020	Marketing Committee Dir. of Adv.	<i>Winter, 2020</i> The SAC committee helped create an updated SWOT analysis for the school.
(Action Step 6) Using the SWOT analysis, review and update current marketing plan.	Summer, 2020	Dir. of Adv. Principal SAC	
(Action Step 7) Increase our retention of PreK students to Kindergarten. Find ways to keep parents engaged and involved in the school.	Fall, 2020	Director of Advancement	<i>Fall, 2020</i> We connected more with our PreK families this year through closed Facebook pages, more communication, etc. We called each family not enrolling in our kinder program. Many reasons-financial, moving, other siblings in public, going to charter schools). Our retention rate this year was 72%.

(Action Step 8) Implement school uniforms to our PreK program.	Fall, 2020	Principal SAC	<i>Fall, 2020 We implemented school uniforms for our preschool program. Most parents were happy about this change. We purchased one uniform shirt for each child.</i>
(Action Step 9) Update our PreK outdoor play area to allow for a safe outdoor space.	Summer, 2021	Principal PreK staff	<i>Summer, 2021 We created a new fenced in play area for our PreK students with a variety of play activities.</i>
(Action Step 10) Plan and implement preschool outdoor community events in the summer to help retain and recruit new students.	Summer, 2021	Principal PreK Staff	<i>Summer, 2021 We had a Bubble Party and Open gym time in August or our newly registered preschool students.</i>
(Action Step 11) Create a Video Clip that showcase our Believe & Read Program.	Summer, 2021	Dir. of Dev. K-3 Teachers	<i>Fall, 2021 A video was created to highlight our Believe & Read program. The video is posted on our website.</i>
(Action Step 12) Create Parent Testimonials (both written and video) that showcase differentiators (WOW)	Fall, 2021 Summer 2022	Dir. of Dev.	
(Action Step 13) Plan a free activity to coincide with the city of Robbinsdale summer Whiz Bang Days for the purpose of recruitment.	Summer 2022	Principal Dir. of Dev.	
(Action Step 14) Review our web page to maximize retention and recruitment. Add new photos of students.	Summer 2022	Principal Dir. of Dev.	
(STRATEGY 4) Retain and recruit students at the middle school level.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create a middle school team to review student/parent exit surveys to create a plan identifying the top three initiatives to focus on for the 2018-2019 school year. Communicate survey results with all stakeholders.	Summer, 2018	Principal Dir. of Adv. Parent Ambassador	<i>Summer, 2018 The team reviewed the student/parent exit surveys and summarized the main points to share with stakeholders. Developed a plan to put new initiatives in place for the 2018-2019 school year.</i>
(Action Step 2) Create goals for the 2018-2019 school year. Involve middle school staff to plan out the initiatives to kick off the school year.	Summer, 2018	Principal Dir. of Adv. Parent Ambassador	<i>Summer, 2018 Goals were developed to put new initiatives in place for the 2018-2019 school year based on survey results. Goals: Create student leadership opportunities to help plan, more awareness in our school newsletter and broader community, weekly enrichment, post testimonials on our web page, share survey results.</i>

(Action Step 3) Create a middle school leadership team to include staff/students. Meet monthly to plan MS activities during the year.	Fall, 2018	MS Lead Teacher Dir. of Adv.	<i>Fall, 2018</i> Each student participated on our MS leadership team for one trimester with our Director of Advancement.
(Action Step 4) Highlight middle school news in the Ram Pride parent newsletter to include curriculum, projects, highlights, etc. to help retain students.	Winter, 2019	MS Lead Teacher Principal	<i>Winter, 2019</i> More emphasize was given in our weekly parent newsletter highlighting the leadership activities our middle school students participated in. Focus on was church, school and community.
(Action Step 5) Include middle school parent/student testimonials on our web page.	Winter, 2019	Dir. of Adv.	<i>Winter, 2019</i> New testimonials have been added to our school web site.
(Action Step 6) With student input, plan special activities during the school day and outside school hours to build community. (ex. Open gym, service projects, activities)	Winter, 2019	MS Lead Team Youth Minister Principal	<i>Winter, 2019</i> Students did three community service projects (cleaning park and outdoor areas, visited a senior living center, hosted two parish masses with students participated in all aspects of the mass, hosted parish coffee & donuts)
(Action Step 7) Create a middle school committee consisting of MS teachers, parents, principal to gather ideas to enhance our MS program and aid in retention/recruitment.	Winter, 2019 Fall, 2019	MS Committee Principal MS teachers	<i>Spring, 2019</i> We were unable to complete this action step this year due to our many marketing initiatives.
(Action Step 8) Survey 8 th grade parents and students in spring to determine success of initiatives.	Spring, 2019	Dir. of Adv. Principal	<i>Spring, 2019</i> The Dir. of Adv. surveyed our 8 th grade students and parents again this year to gain new feedback based on the initiatives put in place from last year's survey.
(Action Step 9) Create a MS Handbook that includes policies specific to middle school, grading/homework procedures, curriculum, service projects, etc.	Summer, 2019	MS Team Principal	<i>Summer, 2019</i> The middle school team and I created a MS Handbook includes a syllabus for each subject, outlining the courses for the year, expectations, and homework guidelines.
(Action Step 9) Create a new marketing plan for the coming school year. Determine what worked and did not work. Set goals. Communicate survey results with stakeholders.	Summer, 2019	Dir. of Adv. Principal	<i>Summer, 2019</i> A new marketing plan was created and submitted to CSCOE for a marketing grant. We set new goals based on feedback from MS students the prior year and increased our social media presence.
(Action Step 10) Create a plan for our advisory groups to include homeroom t-shirts, team goals, and group leadership teams.	Fall, 2020 Fall, 2021	MS Team Principal	<i>Fall, 2020</i> Due to COVID, we did not mix our middle school students this year. They each stayed in their POD. <i>Spring 2022</i> We purchased MS t-shirts for next fall. Each HR will have a different colored decal on it. Monthly competitions will take place to "win the MS trophy".

Refocus our Advisory Group time on team building and building relationships with our middle schoolers.			
(Action Step 11) Explore the possibility of adding Honors classes for 7 th and 8 th graders in Literature and Math.	Fall 2020 Fall, 2024 Fall, 2022	MS Team Principal	Fall, 2020 <i>Due to the extra work of teachers with in-person and Zoom lessons happening at the same time, we put this on hold until next Fall.</i>
(Action Step 12) Explore the possibility of changing middle school uniforms from K-5.	Winter, 2021	Principal SAC	Winter, 2021 <i>Through feedback from our students and parents, we compromised on a new uniform policy. Parents did not want a complete change but students did. We added a new MS jacket for our 6-8 students.</i>
(Action Step 13) Create new ways to engage our middle school students with our Catholic faith.	Winter, 2021	MS Religion teacher	Winter, 2021 <i>Our religion started a “Girls Group” that meets weekly after school to talk about teen issues and peer pressure. The teacher relates issues to our Catholic beliefs. The girls wanted a connection with someone since our boys meet regularly with our male youth minister. This has been very positive.</i>
(Action Step 14) Create a service hours requirement for our middle school students.	Summer, 2021	MS Team Principal	Summer 2021 <i>Our MS students must complete a required number of service hours outside of school hours.</i>
(Action Step 15) Create a leadership team of middle schoolers each trimester so all students have a voice in sharing ideas and implementing ideas.	Summer, 2021	MS Team Principal	Fall, 2021 <i>Our Dir. of Dev. met with MS students each trimester to share ideas with them and improve our middle school program. They came up with many improvements that we implemented.</i>