

Catholic East Elementary School

Milwaukee, Wisconsin

“We Pray, We Serve, We Learn”



Strategic School Improvement Plan

2014-2017

(6 Semesters, 12 Quarters)

The Mission of Catholic East Elementary School



The mission of Catholic East Elementary School, a richly diverse Catholic Community, is to pursue academic excellence, nurture strong moral development and foster lifelong learning through living out the Gospel values.

Renewed September 29, 2013

The Vision of Catholic East Elementary

- ✝ The **mission and vision overview** provides the framework for the realization of the vision.
- ✝ The **educational achievement vision** is to focus on continuous improvement of student achievement, use assessments to inform and drive instruction, guide scholars to develop their moral compass, and equip scholars to apply knowledge to contribute to society and make a difference.
- ✝ The **educational programming vision** is to strengthen arts, enrichment, field trip, sports and club opportunities for scholars.
- ✝ The **educational capacity vision** is to increase staff capacity and provide a leadership succession plan.
- ✝ The **parental outreach vision** is to develop a more active Home and School, foster connections between families, increase volunteers through parent time, talent, and gifts, and increase communication between Home and School and faculty/staff.
- ✝ The **enrollment and financial vision** is to operate two classes per grade level from K3 through grade 8, grow enrollment to fill these classes, maintain two campuses, and renovate or build additional space on upper campus to provide capacity. The **facilities vision** is to conduct a cost benefit analysis (CBA) on the Cramer Building to determine whether or not it can be restored to provide the additional space and make decisions accordingly.

Vision Area 1

Mission and Vision Realization



Vision Integration and Prioritization

Vision Initiatives	Cost to Add	Priority	Start to Integration
Vision Area 1: Mission and Vision Realization			
1 Pursue academic excellence, e.g. Compass Learning (annual cost)	40,000...	High	Year 2 (2 years)
2 Nurture strong moral development and foster lifelong learning (updating K-3 and MS religion curriculum)	7,500x1	High	Year 1 (6 semesters)
3 Develop comprehensive profile of a graduate of CEE	None	High	Year 1 (2 semesters)
Vision Area 2: Academic Achievement			
4 Recommend academic support program beyond the classroom and use assessments to inform instruction	20,000...	High	Year 1 (6 semesters)
5 Implement guidance program to develop moral compass of scholars	None	High	Year 1 (6 semesters)
6 Identify and implement new science program	45,000x1	High	Year 1 (6 semesters)
7 Create multiage ability groups in reading and/or math, e.g. grades 2-5 pilot w/aligned blocks	None	Medium	Year 2 (4 semesters)
Vision Area 3: Educational Programming			
8 Recommend part time art teacher and part time Spanish teacher	96,000...	H-A/L-S	Year 2 Art, Year 3 SP
9 Create enrichment/GT support through clubs	None	Medium	Year 1 (6 semesters)
10 Schedule field trips	9,000...	High	Year 2 (4 semesters)
11 Strengthen faith formation	65,000...	High	Year 2 (4 semesters)
12 Expand instructional resources/strengthen classroom libraries	33,600x1	High	Year 1 (2 semesters)
13 Expand EC equipment and resources/expand EC scholar choice (5,000 + 2,500)	7,500x1	High	Year 1 (2 semesters)
Vision Area 4: Educational Capacity Development			
14 Delegate tasks (assistant principal)	80,000...	Medium	Year 2 (4 semesters)
15 Assess staff feelings	None	High	Year 2 (4 semesters)
16 Strengthen school-based curriculum training	1,000...	High	Year 1 (6 semesters)
17 Start a volunteer mentor program (building then archdiocese)	None	High	Year 1 (6 semesters)
18 Develop a technology integration plan	None	High	Year 1 (6 semesters)
Vision Area 5: Parental Outreach			
19 Continue to build more active Home and School (H/S)	None	High	Year 2 (4 semesters)
20 Foster connections between families	None	High	Year 1 (6 semesters)
21 Increase parent volunteerism (time, talent, gifts)	None	High	Year 1 (6 semesters)
Vision Area 6: Enrollment, Financial, and Facilities			
22 Operate two classes/grade level starting with K3-3 rd grade	75,000...	High	Year 1 (3 years)
23 Continue to maintain two campuses	None	High	Year 1 (3 years)
24 Develop future facilities plan/Renovate and expand Cramer building (conduct CBA analysis on restoration)	7-10 million	High	Year 1 (2+ semesters)
25 Retain male students	None	High	Year 1 (6 semesters)
26 Prepare annual school budget, tuition, fees, salary structure	None	High	Year 1 (3 years)
27 Design guidelines for use of designated fund contributions to school	None	High	Year 1 (2 semesters)

Next Steps, Quarterly Reviews, Annual Review and Communications Plan

- Confirm with School Advisory Council
- Confirm with Corporate Board
- Assign to marketing group
- Communicate plan to parents
- Develop internal quarterly review process
- Develop annual report (to reflect quarterly and annual reviews) online supplemented by paper copies as requested

Vision Area 1: Mission and Vision Realization

Vision Initiative: #1	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
<p>Mission: Pursue Academic Excellence</p>	<p>Group A: Admin, Faculty, Staff,</p> <p>Group B: Parents</p> <p>Group C: Scholars</p>	<p>Topic: Data Driven Instruction <u>Approach</u>- Utilize data from MAP Assessment, Classroom Assessments, Track Lesson Plans with Common Core and Archdiocesan Standards, Formal and Informal Observations and Evaluations to drive instruction. <u>Deployment</u>- Group A and Catapult Learning-Prepare documents to use in an organized system to evaluate the elements of approach. <u>Integration</u>- Each element of the approach exists and systematically needs to be implemented and planned on a calendar.</p> <p>Topic: Parent-School Partnership <u>Approach</u>- Institute parent contract with expectations and parent education to ensure a partnership. <u>Deployment</u>- Group A and Group B <u>Learning</u>- Research models for parent covenant/contact to implement. <u>Integration</u>- Mission communicated to parents in the beginning of the school year. Email blasts currently exist and possible computer to text technology can be implemented.</p>	<p>Topic: Data Driven Instruction <u>Human Capacity and Time</u>: Creating schedule and team to do so <u>Money</u>: Budget includes MAP and needed for Compass Learning <u>In-Kind</u>: Grant or donation for Compass Learning</p> <p>Topic: Parent-School Partnership <u>Human Capacity and Time</u>: School team and Home and School to develop <u>Money</u>: Title I PI allocation <u>In-Kind</u>: Donations and Professional Services offered</p>	<p>Topic: Data Driven Instruction Calendar-document to track each category</p> <p>Topic: Parent-School Partnership Option C and Gaggle options for communication, Track conferences, Welcome back and education events, parent surveys</p>	<p>Topic: Data Driven Instruction Begin end of Summer/Fall 2014 and complete by Winter 2014</p> <p>Topic: Parent-School Partnership Begin Fall 2014 and complete before 2015 school year begins</p>	<p>Quarterly Progress Monitoring for all three areas within pursuing academic excellence.</p>

	Group C: Scholars	<p>Topic: Peer-to-Peer Motivation <u>Approach</u>- Motivate scholars with activities that enhances the academic experience. Peer tutoring and other tutoring opportunities, institute a Junior Honor Society, scholar television show, bring in alumni and speakers. <u>Deployment</u>-Group A and Group C <u>Learning</u>- Research best models for scholar motivation and programs and determine appropriate stages to implement. <u>Integration</u>- Tutoring, Student Council, Kids Campus, Rosary Club currently exist and additional opportunities to involve and appeal to more scholars that will aid in their academic experience at Catholic East.</p>	<p>Topic: Peer-to-Peer Motivation <u>Human Capacity and Time</u>: Afterschool time period to occur and team to lead <u>Money</u>: Compensation for faculty oversight-stipend in budget <u>In-Kind</u>: Donations and professional services</p>	<p>Topic: Peer-to-Peer Motivation Tutoring schedule, evaluate programs, scholar surveys</p>	<p>Topic: Peer-to-Peer Motivation: Begin Fall/Winter 2014 and Implement Spring 2015. Revise each year.</p>	
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Vision Initiative: #2	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
<p><u>Mission:</u> Nurture Strong Moral Development and Foster Lifelong Learning</p>	<p>Group A: Admin, Faculty, Staff</p> <p>Group B: Parents</p> <p>Group C: Scholars</p>	<p>Topic: Catholic Social Teaching and Developing Moral Compass <u>Approach</u>- Continue with Archdiocesan curriculum, include campus minister curriculum, review text from Our Sunday visitor, Pam Stenzel video/program <u>Deployment</u>- Group A <u>Learning</u>- Research programs and make a decision on which directly relates to the mission of moral development and lifelong learning. <u>Integration</u>- Beginning of the school year 2014</p> <p>Topic: Catholic Social Teaching and Developing Moral Compass <u>Approach</u>-Connecting what is learned in the classroom with parent outreach in the area of religious/moral development. Creating more volunteering, charitable outreach, mass, and rosary club opportunities for scholars. <u>Deployment</u>- Group A, B, C <u>Learning</u>- Research organizations that involve scholar and parent volunteering that is safe and reoccurring. <u>Integration</u>- Throughout the school year 2014-2015</p>	<p><u>Human Capacity and Time:</u> Team to research and lead, Home and School, plan each month <u>Money:</u> Budget for Resources <u>In-Kind:</u> Donations and professional services</p>	<p>-Create and administer a survey to all groups to gauge the development of ongoing learning -Track participation at events</p>	<p>Begin Spring 2014 and complete Fall 2015 and revise opportunities each year</p>	<p>Quarterly Progress Monitoring</p>

Vision Initiative #3	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
<p><u>Vision Overview:</u> Develop Comprehensive Profile of a Graduate of Catholic East Elementary (What do we want them to become?)</p>	<p>Group A: Committee Formed from Admin and Faculty with representative from primary, intermediate, and middle school grades</p>	<p>Topic: Create a Scholar Profile-Product <u>Approach-</u> Determine specific elements from the areas of academics, moral development, physical fitness, service, fine arts (music/art), and faith to create a profile of a scholar <u>Deployment-</u> Group A <u>Learning-</u> Utilize research and surveys to determine what a graduate from CEE consists of <u>Integration-</u> Current components of mission and vision and profile can be created 2014-2015 school year</p>	<p><u>Human Capacity and Time:</u> Release time for teachers involved with committee to develop, format, and publish profile <u>Money:</u> Stipend dependent on time to create <u>In-Kind:</u> Use of professional resources</p>	<p>-Parent and Scholar Surveys -High School Follow-Up/Tracking -Alumni contact</p>	<p>Complete by the beginning of the 2015-2016 school year</p>	<p>Quarterly</p>

Vision Area 2

Academic Achievement



Vision Area 2: Academic Achievement

Vision Initiative Academic Support	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Create an academic support team to use assessment data to drive instruction and integrate RTI (Response to Instruction/ Intervention)	Administration Faculty Director of curriculum	<p>Approach-</p> <ul style="list-style-type: none"> -recruit teachers for support team -train teachers - agree on assessments -data retreat (professional development) -create data boards -research intervention programs to support data -allocate funds -hire extra learning support team member to meet(catapult program) <p>Deployment – Administration, faculty, director of curriculum and business manager</p> <p>Learning- progress would need to be evaluated through observation by administration and faculty</p> <p>Integration- use strategies already being used in the classroom to help guide the program choice.</p>	<ul style="list-style-type: none"> -Staff time -money -time for training opportunities - time to investigate sources 	<p>Students would need to be tested in the first few weeks of school.</p> <p>Modified assessments</p> <p>Data Boards in a private location</p> <p>Possible new hire for catapult</p> <p>Use DPI Interventions website for ideas</p>	<p>2014- 15</p> <ul style="list-style-type: none"> -research -find team -training -implement team -data boards for grades 2-5 <p>2015-16</p> <ul style="list-style-type: none"> -hire support teacher -data boards for grades 6-8 <p>2016-17</p> <ul style="list-style-type: none"> -data boards for grades K3-1st 	

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Vision Initiative Guidance	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
<p>Develop and implement a guidance program to develop a moral compass of scholars (2x/month)</p> <p>Work on: -Social skills -Bullying -Anger management -problem solving -team building</p>	Counselor	<p>Approach- evaluate current program and discuss previous difficulties with program, collect feedback from classroom teachers and guidance counselor.</p> <p>Deployment- School counselor and Curriculum director</p> <p>Learning- Collect student surveys for pre guidance, during guidance, and post guidance</p> <p>Integration- integrate into daily school day schedule</p>	<p>Balancing school counselor's time.</p> <p>Outside Resources</p>	<p>Develop and implement a curriculum</p> <p>Develop surveys</p> <p>Collect and measure data from surveys</p>	<p>Start developing curriculum over 2014-15 summer</p> <p>Pre surveys made and distributed by 2013- 14 school year</p> <p>Implement by 2nd or 3rd quarter 2014- 15</p> <p>2015-2016 reevaluate</p>	

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Vision Initiative Science Program	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Find a new science program and implement it in 2014-2015 school year.	Faculty Director of Curriculum administration business manager	<p>Approach- investigate, research, and choose possible programs</p> <p>Deployment- Director of Curriculum</p> <p>Learning- set up a science expo for science teachers to review, discuss, and ultimately choose a new program</p> <p>Integration- We will need to make sure that the new curriculum lines up with previously used Archdiocesan standards. There will also need to be some training on the new curriculum.</p>	<p>Business manager sets budget for new program.</p> <p>There will need to be in-service time to discuss programs</p> <p>We will need to reach out to other organizations for a more authentic experience.</p> <p>Apply for possible grant to get the program and partnerships going.</p>	<p>Acquire samples</p> <p>Research community organizations</p> <p>Hold an expo</p> <p>Purchase new curriculum</p> <p>Training for teachers</p>	<p>End of 3rd qtr 2013-2014</p> <p>April 2014</p> <p>June 2014</p> <p>August 2014</p>	

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Vision Initiative Assessments	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Use assessments to inform and drive instruction	Director of Curriculum Faculty	<ul style="list-style-type: none"> - Investigate outside sources of successful data driven assessment programs - Choose school wide assessments and instructional strategies 	<ul style="list-style-type: none"> - Time to investigate sources - Time for professional development 	Lesson Plans Modified assessments	2014-2015 Research/ Investigate sources Fall 2015 Professional Development 2015-2016 Implementation	

Vision Initiative Multi-age Groups	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Develop and implement a system for creating multi-age ability groups in reading and or math to differentiate learning to provide an appropriate level of challenge to students.	Director of Curriculum Grade Level Teacher teams	<ul style="list-style-type: none"> - Research and observe working programs - Test scholars to determined place in organized groups - Schedule time into classroom schedule - Build in evaluation of grouping system - Monitor test scores to see effectiveness of program 	<ul style="list-style-type: none"> - Time to plan in grade level teams - Time for professional development 	Lesson Plans Test Scores Assessments	Fourth Quarter 2014 Begin planning and determine testing schedule for beginning of school year 2014-2015 Reading Implementation 2015-2016 Math and Reading Implementation 2016-2017 Math, Reading and Language Arts Implementation	

Vision Area 3

Educational Programming



Vision Area 3: Educational Programming

Vision Initiative Classroom Libraries	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Classroom Libraries (Classrooms are well equipped with books that pertain to themes, curriculum, reading level, genre, and interest.)	<ul style="list-style-type: none"> -Finance -Faculty/staff -School Advisory -Administration 	<ul style="list-style-type: none"> -Stipend given from Catholic East for each classroom teacher to purchase \$25 worth of books from Scholastic. Current promotion: Purchase \$25 worth of books, receive \$25 worth of book FREE! -East Library opening in Fall 2014. Monthly classroom visits will be scheduled for the upcoming school year. -Book fair: Scholastic dollars -Book drives: create competitions between classrooms -Cataloging books based on reading level, theme, and genre -School "Take a book, Leave a book" library (within our neighborhood) 	<ul style="list-style-type: none"> -Partnerships for urban schools, or libraries (SHARP Literacy) -\$\$\$ for books (donations) -Scholastic dollars -Library visits -Partnering with North Ave Library when it opens 	-10 titles/scholar	Yr. 1) 10 titles/scholar	Green by year 1

Vision Initiative Instructional Resources	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Expand instructional resources, wider web programming	-School Advisory -Faculty/staff -Finance -Administration	-Web memberships: Scholastic, RAZ kids, Compass, etc.... -Typing/computer apps usage program -Scholar training: On computers for Badger Link <i>*Possibly teach as an elective/special by our director of technology</i>	-One membership/campus, shared login information -Donations	-How often are we using the lab? -Incorporating into lesson plans -Utilizing the t-drive more	Yr. 1) Daily/weekly incorporation- using programs in the computer lab and classrooms Yr. 2) Same Yr. 3) Web memberships	

Vision Initiative Early Childhood	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
<p>Early Childhood</p> <p>-Equipment and resource for development of social play</p>	<p>-EC teachers/staff</p> <p>-Finance</p> <p>-Administration</p> <p>-School Advisory</p>	<p>-Take inventory on current equipment</p> <p>-View standards. Align with curriculum and common core</p> <p>-Create list of needs</p> <p>-Purchase-good variety</p>	<p>-Money (budget)</p> <p>-Donations</p> <p>-Partnerships</p> <p>-Grant writing</p>	<p>What do we have?</p> <p>What do we need?</p> <p>What will meet Arch. standards?</p> <p>How will this be incorporated in lessons and also, across the Kindergarten program?</p>	<p>Yr. 1) Rotate equipment</p> <p>Yr. 2) Meet ½ of inventory needs listed</p> <p>Yr. 3) All classrooms are well equipped!</p>	

Vision Initiative Early Childhood	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
<p>Early Childhood</p> <p>-Scholars choose!</p>	<p>-EC faculty/staff</p> <p>-Administration</p>	<p>-Examining K curriculum. How do we want to incorporate this in the classroom?</p> <p>-Create more opportunities for “free choice” center time-incorporate into lessons/curriculum</p> <p>-Provide a variety of materials/resources</p>	<p>-Grants</p> <p>-Donations</p> <p>-Partnerships/PD for teachers</p> <p>-Common planning time for K teachers</p> <p>-Money for materials</p>	<p>-Scheduling</p> <p>-Lesson planning</p> <p>- Assessments: Report cards-behavior skills</p>	<p>Yr. 1) ½ materials obtained, PD for K’s, and adding behaviors to quarterly assessments</p> <p>Yr. 2) PD for K’s, other ½ of materials obtained</p> <p>Yr. 3) PD for K’s, fostering LOTS of independent choice</p>	

Vision Area 4

Educational Capacity



Vision Area 4: Educational Capacity

Vision Initiative Delegation of Tasks	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Delegate Tasks	Administration and Faculty	<ol style="list-style-type: none"> Hire an assistant principal to aid in completing administration duties. This should be done by administration and possibly an interview committee Create specific guidelines for each position in the school is responsible for. This should be completed by administration. Create an emergency chain of command plan for potential short term (crisis plan decision making if principal is not around) and long term (an administrator goes on maternity leave) problems. This should be completed by administration. Delegate one faculty member at each campus to serve as the leader in case of an emergency. Administration should complete this. 	<p style="text-align: center;">Time</p> <ol style="list-style-type: none"> Administration meeting with donors to raise money to hire an assistant principal. <p style="text-align: center;">Money</p> <ol style="list-style-type: none"> Money donated to us Consider a tuition increase 	<ol style="list-style-type: none"> How much money has been raised? What administration positions have been established? Have emergency plans been established? Have job descriptions been established? 	<p>2014- Create guidelines for each position and emergency plans</p> <p>2015- Have an assistant principal on staff</p> <p>Revise plans and guidelines as needed</p>	<ol style="list-style-type: none"> Green each quarter until an assistant principal has been hired

Vision Initiative Technology Curriculum	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Develop a Technology Curriculum that Ensures Technology Integration	Patrick, Sarah, Jennifer, Teachers Curriculum Maps	<ol style="list-style-type: none"> 5. Utilize classroom curriculum maps to compare with technology standards (NETS and Milwaukee Archdiocese Technology Standards) 6. Create a technology curriculum map to overlay the existing classroom curriculum maps 7. Evaluate with if scholars have skill set to apply technology skills 	<p style="text-align: center;">Time</p> <ol style="list-style-type: none"> 2. Sarah with Jennifer's help to understand curriculum maps 	<ol style="list-style-type: none"> 5. Grade 4 skills net (NETS) Did we meet? 6. Grade 8 skills net (NETS) Did we meet? 	Summer 2014- develop technology curriculum map	2. Green each quarter

Vision Initiative Address Burnout Issues	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Initiate process for assessing staff feelings before burnout	Administration and faculty	<ol style="list-style-type: none"> 8. Emphasize positive reinforcement to staff (traveling trophy, classroom visits to affirm teachers in front of scholars, etc.). This should be done by administration 9. Set up a chart that keeps track of assignments and obligations that have been assigned to all teachers. This should be set up and updated by administration 10. Have a schedule made to set up times throughout the year when things will be assigned for each semester (ex. MAP Brochures, Alignment Grid due dates, Curriculum Maps, etc.). This should be organized by administration 	<p style="text-align: center;">Time</p> <ol style="list-style-type: none"> 3. Taking time to create the schedule for when things are assigned and who they are assigned to 4. Developing incentives for positive reinforcement 	<ol style="list-style-type: none"> 7. Staff Morale and Attitude 8. Quality of work being done 	Start for 2014-2015 school year and continue on for duration of strategic plan	3. Needs to be green each quarter

Vision Initiative School Based Curriculum Training	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Provide more school-based curriculum training	Director of Curriculum and Instruction, Faculty, Curriculum Committee, Administration	<p>11. Create a schedule for curriculum training with each year having a subject/curriculum focus (ex. Foss Kits in 2014-2015, Saxon in 2015-2016, and English in 2016). This schedule should be created by the Director of Curriculum and Instruction.</p> <p>12. Along with the primary subject/curriculum focus for each year, a schedule of potential opportunities to help staff supplement their knowledge in other subject areas should also be created. The director of curriculum and instruction would be responsible for creating this schedule of Professional Development Sessions. Teachers would be responsible for choosing professional development and graduate classes to attend. Principals must approve session/class choice.</p> <p>13. Establish a Professional Development Contract for faculty that establishes guidelines and expectations.</p> <p>14. Throughout each school year, faculty will take what they have learned from training sessions and apply it to developing curriculum maps. Mentor teachers can assist in helping less experienced teachers.</p> <p>15. Create a curriculum committee to</p>	<p>Time</p> <p>5. Teachers will be scheduled to attend curriculum training sessions during time between start of their contract and the school year.</p> <p>6. Teachers will take time to evaluate curriculum maps after the school year has ended and their contract is done.</p> <p>Money</p> <p>3. Professional Development Funds</p> <p>4. Title 1 Funds</p> <p>5. Funds donated to school to help make upgrades necessary to supplement curriculum (ex. funds for science lab).</p> <p>In-Kind</p> <p>1. Use resources from local universities to aid in developing strategies to help teachers incorporate</p>	<p>9. Have faculty sign a Professional Development Contract</p> <p>10. MAP Scores</p> <p>11. WKCE Scores</p> <p>12. Smarter Balanced Assessment Scores</p> <p>13. ITBS Scores</p> <p>14. Report Cards.</p>	<p>2014- Focus on curriculum training for science</p> <p>2015- Focus on curriculum training for math</p> <p>2016- Focus on curriculum training for reading and language arts</p>	<p>4. Green each quarter</p> <p>5. Emphasis on green for quarter 1 and quarter 4 of each year</p>

		help evaluate curriculum maps, textbook series, etc. Working together, teachers, administration, and the curriculum committee would work on re-evaluating curriculum maps and resources at the end of each school year.	training into their curriculum			
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Vision Initiative Mentor Training	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Start a Mentor Program	Principal and Faculty	<p>16. Determine who is eligible to be a mentor teacher/train to become one based on DPI and Archdiocese requirements. This should be done by the principal</p> <p>17. Faculty who volunteer attend training sessions to become mentor.</p> <p>18. Ask one teacher per grade level to serve as an informal “mentor”</p> <p>19. Mentor teachers meet with less experienced teachers monthly to discuss strategies to refine teaching methods based on DPI and Archdiocese Requirements</p> <p>20. Mentor teachers and less experienced teachers visit and observe each other’s classrooms to get new ideas based on DPI and Archdiocese requirements</p>	<p>Time</p> <p>7. Seminars and meetings for mentor teachers to attend</p> <p>Money</p> <p>6. Funds to pay mentor teachers for extra work</p> <p>7. Consider funds for paying a substitute teacher to watch over class while observations are taking place</p>	<p>15. Review sheets from meetings with mentors</p> <p>16. Scholar achievement progress</p> <p>17. WKCE Scores</p> <p>18. Teacher progress as they gain more experience</p>	<p>2014- Start in April to determine if any teachers are going to become mentor teachers</p> <p>Review yearly to determine if any changes need to be made</p>	<p>6. Green each quarter based on meetings between mentors and less experienced teachers</p>

Vision Area 5

Parental Outreach



		<p>program, Classroom rules, Uniform fashion show, uniform swap, Safeguarding registration, bully presentation, fun educational activities to use at home...</p> <ul style="list-style-type: none"> • Deployment would be H&S along with school faculty and staff • Learning – measure attendance at this event • Integration – make this the traditional Back to School Forum <p>Continue Social H&S events as are – those are working very well</p> <ul style="list-style-type: none"> • Family Valentine Dance • December cookie decorating • Spring Wellness Walk • Perhaps add another family dance in the fall?? 		<p>H&S have traditionally planned but have been poorly attended can be better attended through this School Fair concept</p>	<p>during 2014/15 school year)</p>	
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Vision Initiative Foster Connections Between Families	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Foster Connections between families	Sarah Parlier Lynne Ferger Kathleen Galvan Linda Hirsch H&S Susan Ketterhagen	Reinstitute the Buddy System <ul style="list-style-type: none"> • Deployment through H&S and/or school secretaries: Via a survey, find current families who are willing to be “buddy” families and willing to attend H&S events with new families ; special attention to upper grades • Learning – Sarah process a survey to see how many families signed up to be mentors and how many new families took advantage of their buddy family – data from observing/recording data from attendance at H&S events • Integration; more families enjoyed/attending events, the buddy system is working and should continue 	Time and People willing to become mentors and receptive new families to engage the mentors	Survey to compare # of “new” families attending H&S events (would need to do this for at least 2 years to see if we are seeing increased attendance because of the Buddy System – baseline year plus next year to compare data)	April-May 2014 solicit current families to be buddies next school year	

Vision Initiative Increase Parental Volunteerism	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Increase parental volunteerism – time, talent and gifts	Sarah Parlier Lynne Ferger Kathleen Galvan Linda Hirsch Susan Ketterhagen	<ol style="list-style-type: none"> 1. Encourage Safeguarding classes <ul style="list-style-type: none"> • Register for Safeguarding at our proposed mid- August Welcome Back to School Fair • Deployed by Support Staff to facilitate signing up • Learning – measureable increase in Safeguard ready parents 2. Survey of talents to see what gifts are available to us – need a working list of talents to call upon <ul style="list-style-type: none"> • Deployment – Sarah develop working survey to send to families • Evaluate survey data and synthesize into a working contact list of skills and trades to call on 3. Bring back Career Day or a High Interest Day where parents can share a talent/career/skill <ul style="list-style-type: none"> • Didn't get to deployment but recognition that this would be a team effort 	<ol style="list-style-type: none"> 1. Time 2. Time 3. Time and money to put on such an event – high interest event <ul style="list-style-type: none"> • Would depend 	<ol style="list-style-type: none"> 1. Data 2. Data 3.Attendance 	<ol style="list-style-type: none"> Aug. 2015 at Welcome Back Fair 2. August/September 2014 Talent Survey 3. Spring 2015 	

		with Home and School/Teachers/Staff/Community Helpers	heavily on results found from survey in #2 above			
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Vision Initiative Increase Communication	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Increase Communication between Home and School and Faculty/Staff	Sarah Parlier Lynne Ferger Kathleen Galvan Susan Ketterhagen Linda Hirsch Classroom Teachers	Classroom Wish Lists <ul style="list-style-type: none"> • Survey of needs and wants from classrooms • Post quarterly wish list to families and parishes (could be big items ; could be needs for classroom projects) 	Time – sending out the quarterly survey and asking teachers to take time to make requests Money/In-Kind – we may find families/parishioners have the things the classrooms need right at home, looking for a place to put them to use	See if our wants and needs are met	Spring 2014 send out first survey to teachers and share with families/parishioners	

Vision Area 6

Enrollment, Finances and Facilities



Vision Area 6: Enrollment, Finances and Facilities

Vision Initiative 2 Classes for Each Grade	Responsibility (Who)	STEPS/STRATEGIES (Approach, Deployment, Learning, Integration)	RESOURCES/CAPACITY (Time, Money, In-Kind)	Metrics (What/How)	Success Targets/Year	Progress/Quarter (Green, Yellow, Red)
Vision Area: 2 classes for each grade 2 classes for each grade (starting of early groups) 3 year plan K3-3 rd grade	Teachers,K3, K4, enrollment coordinator, technology integration, administration	<u>Marketing</u> 1. Talk at masses 2. Visit nearby daycare 3. Promote school at Fish Fry, display have teacher available to answer question 4. Facebook CEE page 5 Video preview for children in next grade level sent to current parents and post on website 6. Retention of male students 7. Develop plan to be able to accommodate 528 students	Involve a lot of time from the people responsible The taping of the video could be done during on early dismissal day Proactive student with daily log to be signed by parent & teachers	Ask people how they found out about CEE Has enrollment increased How is student retention Mid-year small satisfaction survey from parents with small text box	2014-2015 (2) 1st grd 2015-2016 (2) K3 & 2nd grd 2016-2017 (2) grd 3 By 2017	Green if we reached each goal Red if we did not reach our goal

<p>Vision Initiative Continue to Maintain 2 Campuses</p>	<p>Priests, Administrators, Faculty, Support Staff,</p>	<p><u>Retain enrollment to support 2 campuses</u></p> <p>Keep classrooms at capacity</p> <p>Reach a waiting list</p> <p>Increase fundraising avenues</p> <p>Be good stewards of all resources</p> <p>Keep maintenance log, for regular updates</p> <p>Have an individual person with many licenses (boiler, AC, electrical)to address small jobs, on as need basis</p> <p>Have indoor playground for bad weather days.</p>	<p>Budget must include expense line to cover cost</p> <p>Plan for capital expenditures</p> <p>Retention of scholars</p> <p>Time from Administrators and Teachers</p> <p>Time</p>	<p>Check enrollment to verify if classes are at capacity</p> <p>Create a needs repair form to address the small task at hand, not wait until year end</p> <p>Refer to maintenance log, make sure we are on track have requests kept in binder</p>	<p>2014-2017 and beyond</p>	<p>Green if we reached each goal</p> <p>Red if we did not reach our goal</p>
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<p>Vision Initiative Renovating Existing Buildings or Cramer Building OR Renovating Building By Adding Additional Floor</p>	<p>SSPP owners of the building, Priest, Advisory Board, Administration, faculty, staff and other stakeholders</p>	<p>Adding additional floor to current building would add 5 additional classrooms</p> <p>Meet with stakeholder to discuss/approve moving forward with expansion'</p> <p>To purchase or be gifted the Cramer building!!</p> <p>Cramer building is stuck. It needs a big Impetus</p>	<p>Takes a lot of money</p> <p>Capital Campaign</p> <p>Target big donors who believe in high quality Catholic Education</p> <p>Take a loan ??</p> <p>Time from stakeholders/Administration for meetings/planning</p>	<p>Decision to be made renovate or stay the same</p> <p>Decision to be made renovate or stay the same</p>	<p>2015 for 2 2nd grades</p>	<p>Green if we reached each goal</p> <p>Red if we did not reach our goal</p>
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<p>Vision Initiative Retention of Male Scholars</p>	<p>Administration, Teachers Parents Community partners</p>	<p>Ensure the student has learned appropriately before moving on</p> <p>Encouraging parental involvement in education</p> <p>Encouraging the use of early education programs and preschool so that students are Kindergarten ready.</p> <p>Continuously monitoring student progress so that instruction can be modified and individualized</p> <p>Equipping educators with training and resources on male behavior and learning patterns would give us a powerful tool in closing the achievement gaps that exist in our priority schools.</p>	<p>Professional development</p> <p>Time</p> <p>Money</p> <p>Outside resources</p>	<p>Follow male enrollment at CEE</p> <p>Review reasons students left</p>	<p>2014 and beyond</p>	<p>Green if we reached each goal</p> <p>Red if we did not reach our goal</p>
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<p>Vision Initiative Preparation of the School Budget, Tuition and fee Schedule and Staff Salary Structure</p>	<p>Principal Business Manager Finance Committee School Advisory Committee Corporate Board</p>	<p>School budget describes a school plan for the upcoming year as related to anticipated revenues and expenditures budget discussions and work will involve school administrators, school employees and community members, and school advisory board. The budget process include, "...establishing objectives and priorities; allocating resources</p> <p><i>School Leadership and Support</i> - principal and administrative support staff</p> <p><i>Instruction</i> - students have a qualified teacher, teachers have instructional, and classrooms have supplies</p> <p><i>Curriculum and Staff Development</i> - curriculum, training and instructional support to ensure teachers are able to provide students with necessary knowledge and skills</p> <p><i>Facilities</i> – to ensure students attend schools that are clean and well maintained</p> <p><i>Energy</i> - the school is lit during the day, heated in the winter and cooled in the summer</p> <p><i>Health and Safety</i> - the school cares for the ill student, and security measures keep staff and students safe</p> <p><i>Food Services</i> - nutritious, affordable breakfast and lunch</p> <p><i>Counseling Services</i> - counselors for testing prep, college prep, drug/alcohol abuse programs, and supporting family needs in seeking outside counseling</p>	<p>Time different stakeholders</p>	<p>Retention and recruitment of current and future students as this is the main source of revenue</p> <p>Prioritize the needs and wants of all involved</p>	<p>2014 and beyond</p>	<p>Green if we reached each goal</p> <p>Red if we did not reach our goal</p>
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<p>Vision Initiative Design Guidelines for Use of Designated Funds Raised in the Name of the School</p>	<p>Principal Business Manager Finance Committee Corporate Board</p>	<p>Restrictions can only legally be placed on funds by their donors.</p> <ul style="list-style-type: none"> • Unrestricted: These funds are free from any external restrictions and available for general use. Many individual contributions are unrestricted, as are general operating and unrestricted grants. • Temporarily Restricted: These funds have donor imposed restrictions that can be fulfilled in one of two ways – passage of a defined period of time (time restriction) or by performing defined activities (purpose restriction). These funds most often come from a grant received to operate a specific program or project or individual contributions given with the intent of supporting a particular program or campaign. • Permanently Restricted: These funds are restricted by the donor for a designated purpose or time restriction that will never expire. The intent is that the principle balance of the contribution will remain as an investment forever, and the nonprofit will utilize the interest and investment returns, such as with an endowment. 	<p>Time different stakeholders</p> <p>Money</p>	<p>Prioritize the needs and wants of all involved</p>	<p>2014 and beyond</p>	<p>Green if we reached each goal</p> <p>Red if we did not reach our goal</p>
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<p>Vision Initiative Develop a Future Facilities Plan</p>	<p>Principal School Advisory Committee Parish council Facility personnel Business Manager Finance Committee Corporate Board</p>	<p>Ways & Means of getting there must be found!</p> <p>Build it, and they will come!</p> <p>The Goal will drive the process.</p> <p>Gather and organize factual information from which present and future educational program needs can be determined.</p> <p>Estimate pupil population as to numbers so that facilities may be planned for and provided.</p> <p>Make an objective appraisal of the quality and capacity of existing school facilities.</p> <p>Make more effective decisions regarding the types, amounts, and quality of new and existing school facilities and the disposition of facilities during periods of declining enrollment.</p> <p>Involving the right people at the proper time and defining functions and responsibilities in terms of particular areas of competency.</p> <p>Recognizing that educational program and facilities planning are one integral part of the total educational process</p>	<p>Time different stakeholders</p> <p>Money</p>	<p>Prioritize the needs and wants of all involved</p>	<p>2014 and beyond</p>	<p>Green if we reached each goal</p> <p>Red if we did not reach our goal</p>
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