

(OBJECTIVE 1) St. Helena Catholic School will meet the needs of the individual student to maximize achievement.

(STRATEGY 1) Nurture the faith life of our students.

	Timeline	Responsibility	Progress Report
(Action Step 1) Create an alternative middle school schedule for Mass days.	Fall 2016	Schedule Coordinator	(2016-2017) Schedules for K-4 rotated the specialist schedule so that no class was routinely missed, and grades 5-8 shortened periods so that all morning classes were able to meet
(Action Step 2) Enhance knowledge of Catholic faith and traditions through direct classroom instruction.	Spring 2017	Teachers	(2016-2017) The pastor's central message for the year was the commandment to keep the Sabbath holy and that was the theme for our teaching. All teachers taught the parts of the Mass and worked on memorizing responses
(Action Step 3) Attend Mass as a school community on a weekly basis.	Fall 2018	Pastor and Faculty	(2018-2019) We edited our schedule to have a weekly spot for Mass on Tuesdays and when we do not have a Tuesday mass we are having a mixed grade activity called faith families which is a faith activity led by 8th graders.
(Action Step 4) Provide religious opportunities for growth outside of Mass and religion class.	Fall 2019	Teachers	
(Action Step 5) Form a Faith Committee of faculty and students to plan and enhance the understanding of the Liturgy.	Fall 2020	Teachers, Students	
(Action Step 6) Establish student leadership groups.	Fall 2021	Faith Committee	
(Action Step 7) Find ways to keep our graduates tied to their faith and the St. Helena community.	Spring 2022	Faith Committee	

(STRATEGY 2) Make a cohesive assessment plan and track student data to monitor student growth.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Research appropriate assessment options.	Spring 2017	Assessment Committee	(2016-2017) Teachers participated in professional development regarding the MCAs in 2015-2016. Last fall reading and math teachers attended a workshop on NWEAs
(Action Step 2) Choose a consistent assessment tool for grades K-8.	Fall 2017	Principal, Assessment Committee	(2016-2017) This year we tested grades K-8 on the NWEAs fall, winter and spring; grades 3-8 on the MCAs; K-8 WIDA was used for Title III; and Title I used Easy CBM assessment. (2017-2018) This year we discussed testing because last year it seemed like too much. We decided to test NWEAs fall, winter and spring and did MCAs in grades 3-8. WIDA was administered to ELL students in grades K-8 for Title III. NWEAs were used for Title I progress monitoring.
(Action Step 3) Create a plan to track assessment data and use it to drive instructional decisions.	Spring 2018	Assessment Committee	(2017-2018) The staff worked with Tierney Brothers through a CSCOE opportunity. We have our own consultant who did two days of workshops with us to interpret our data and to track individual, class, and teacher results. We started tracking data right after the winter results, set individual goals, and had celebrations for all who made their goals during winter and spring testing. The K-2 PLC did a great job using the data to guide instruction.
(Action Step 4) Look at long-term data and assess the usefulness of the assessments and data collection tools to affect change in students' learning.	Fall 2019	Principal, Assessment Committee	(2018-2019)) This year we discussed the growing amount of standardized assessment we are using. The school advisory council and teachers both thought we were doing too much standardized testing. Due to our preference for NWEA, we removed the MCA from our testing. We continued to use the WIDA to test ELL students. We added ACRE testing for 5th and 8th religion as this is an area we were not assessing.
(STRATEGY 3) Use PLC time to plan interdisciplinary instruction to increase student learning.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Resume meetings in grade level PLCs on a regularly scheduled basis with consistent meeting goals.	Fall 2017	Principal, Teachers	(2017-2018) The entire staff attended the Solution Tree PLC Convention in Minneapolis last summer. The schedule was also arranged so that the staff could meet in PLCs on a regular basis. Grades K-2 did a great, consistent job meeting last year and achieving their goals. The flow in grades 3-5 did not go as well due to a maternity leave and an unexpected loss of the fourth grade teacher. The middle school met in PLCs several

			times throughout the year but did not embrace the true PLC model. More work needs to be completed in this area. Three new teachers to our staff this year will be attending the PLC Institute in June to keep our efforts consistent.
(Action Step 2) Plan content area and technology skills integration as part of assessment in core subjects.	Fall 2018	Technology Teachers, Classroom Teachers	(2017-2018) I wrote an imbedded professional development plan for Title II this spring so that our technology teachers can begin work on this area before the school year starts.
(Action Step 3) Plan and create specific PLC groups to allow for interdisciplinary conversation.	Fall 2019	Principal, Teachers	(2018-2019) This year we met regularly in PLC groups of K-4 and 5-8+specialists. The K-4 group discussed differentiation and we met with a differentiation coach as a whole staff. We also used title 2 money to create a differentiation library for staff. 5-8 talked about updating our discipline code for the 2019-2020 school year. We also met four times in whole school PLC group to study our NWEA data.
(Action Step 4) Execute interdisciplinary units of study between grade levels and subject areas.	Fall 2020	Teachers	
(STRATEGY 4) Make the Insight Tool a living and unifying document for standards, instruction, and assessment.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Use the Insight Tool to ensure vertical alignment in all subject areas and to avoid repetition.	Spring 2017	Teachers	(2016-2017) This year all teachers were introduced to the Insight Tool for all academic areas if they were new to the staff. Little was completed with vertical alignment due to the newness of our staff. This will be the focus of our PLCs in the fall. (2017-2018) This year we did discuss vertical alignment when working on our assessments. Nothing was formally completed with the Insight Tool. This needs to be a priority this fall.
(Action Step 2) Provide curriculum goals for PLC groups that are based upon the Insight Tool and learning standards.	Fall 2019	Teachers	(2018-2019) ***** We did not create curriculum goals for the insight tool this year. We did add two inservice days for our school calendar next year which is new to St. Helena. We will use part of workshop week and part of these inservice days to update the insight tool. We will transfer the insight tool to google docs and we will check to make sure our curriculum is aligned with our insight tool as we use curriculum. We also are using Title II funds in the summer of 2019 to have a teacher transfer the insight tool over to google docs.

(Action Step 3) Use the Insight Tool to plan interdisciplinary units with interdisciplinary standards.	Fall 2020	Teachers	
(STRATEGY 5) Master differentiation to meet the needs of diverse learners.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Provide professional development on differentiation strategies.	Spring 2018	Teachers	(2017-2018) This was addressed with our workshop with Andrew from Tierney. He went into great detail regarding all of the areas of reports from NWEAs that provide exact areas for lessons regarding standards that need improvement and for areas of extension.
(Action Step 2) Provide opportunities for teachers to discuss and cultivate their own differentiation practices.	Spring 2019	Teachers	(2018-2019) We continued to meet with Andrew from Tierney and from the team from FHI 360 to look at differentiating with NWEA data. We also met once a month in PLC groups and our K-4 group discussed differentiation in their classrooms. Alison Howard, a differentiation expert, met with our entire faculty and discussed differentiation strategies.
(Action Step 3) Provide opportunities for teachers to meet individually and be observed by a differentiation expert	Fall 2019		
(Action Step 3) Use student surveys and learning style assessments to inform teachers about students' learning preferences.	Fall 2020		
(STRATEGY 6) Engage in professional development that addresses the needs and best instructional practices for English Language Learners.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Explore options for ELL professional development with CSCOE.	Spring 2017	Principal	(2016-2017) CSCOE provided monetary support for the cost of administering the WIDA for our language learners. Penny Vang from Hawman and Company helped us with administering the test. Through our City Connects program the staff is going to receive professional development for ELL teaching this year. Two of our ESL certified teachers attended a two-day workshop last May in preparation for our studies this year.
(Action Step 2) Plan for ELL professional development paid for through Title II funds if	Fall 2018	Administration, Title Funds Coordinator	(2017-2018) This year the staff participated in the ELM project through Hamline that was begun last spring with the training of two of our teachers. They provided monthly in-services for our teachers during the

educational grants have not been gifted from other sources.			first half of the year to build awareness and to highlight different techniques to use with our language learners. They then observed our teachers once during the school year and gave them feedback. One of those teachers left unexpectedly this fall and a new teacher attended the two-day training this spring. St. Helena will continue this work next year.
(Action Step 3) Show growth for all ELL students documented by year-to-year WIDA Data.	Spring 2019	ELL Instructor	(2018-2019) After our WIDA testing we compared scores from 2018 and 2019 and found that our average student score increased 5%. This was reported to our community through our e-newsletter and our annual report.
(STRATEGY 7) Provide challenge to high achieving students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Keep rigor and expectations high for all students.	Fall 2016	Teachers	(2016-2017) An eighth grade student finished Algebra I and II this year and tested into geometry. All of the eighth graders were accepted by their first choice high school, and many are in honors math and English classes. All of the seniors who were St. Helena graduates graduated from high school on time.
(Action Step 2) Continue to offer events that build educational prowess and showcase the high performing talents of our students.	Spring 2017	Parish & School Staff	<p>(2016-2017) The band program took off with the addition of a new music/band teachers and a former student's Eagle Scout project to collect used band instruments for St. Helena. The spring concert featured a starting band with 24 members plus the choir. Nine students went on to the Regional Science Fair this winter. Three eighth grade students were recognized as DeLaSalle Presidential Scholars, and 15 students earned the Presidential Scholars for Academic Excellence award at the yearend ceremony.</p> <p>(2017-2018) This year the band program continued to grow with all students from last year but one staying in band. We also continued to collect band instruments bringing our total to 26. Three eighth grade students were recognized as DeLaSalle Presidential Scholars, and 19 of our students earned the Presidential Award for Academic Excellence this year.</p> <p>(2018-2019) This year we had two students attend the state science fair and one attend the state geography bee. We have five teachers attending the summer CSCOE gifted and talented conference.</p>

(Action Step 3) Explore mentoring/internship programs for middle school students.	Spring 2018	City Connects Counselor, Principal, Staff	(2017-2018) This was begun in small part with the introduction of our sixth and seventh graders helping with our preschool students, but it is far short of our well established Eighth Grade and Kindergarten Buddy Program. Fourth graders read with kindergarten and first grade students this year.
(Action Step 4) -Expand relationships with Catholic Tutorcorps, other tutoring groups, and groups to provide mental health services for students.	Spring 2019	Teachers	(2018-2019) We expanded our Catholic Tutor Corps program to include middle school science and language arts. We built a relationship with the University of St. Thomas education program to bring education students to St. Helena in 2019-2020 to tutor students. We built a relationship with Nystrom and Associates to bring school based therapy services onsite to St. Helena in 2019-2020.
(Action Step 5) Push students to choose academic assessment options that push deeper, higher level learning.	Spring 2020	Teachers, Principal	

(OBJECTIVE 2) St. Helena Catholic School students will have a safe, clean, accessible, creative, and viable place in which to learn.

(STRATEGY 1) Develop formal procedures to ensure safety for all students.

	Timeline	Responsibility	Progress Report I
(Action Step 1) Although the building is secured electronically, a formal check-in policy needs to be developed and articulated for parents, visitors, and vendors.	Fall 2018	Safety Committee, Principal, Secretary	(2016-2017) This year all Catholic Tutor Corp volunteers reported to the office and signed in. Preschool parents entered and signed in at the preschool room. (2018-2019) We added signage to inform all visitors to sign in at the office and began signing in a variety of different visitors. We need to improve at making sure all visitors sign in, however our building layout adds to the challenge.
(Action Step 2) Continue to fine tune arrival and departure procedures.	Spring 2018	Safety Committee, Principal	(2017-2018) Our arrival and departure procedures were not changed in any major way. Things ran pretty smoothly and the whole dismissal takes less than 10 minutes.
(Action Step 3) Formalize a written orientation procedure for families and new students.	Spring 2020	Staff, Principal, Parents	(2017-2018) This was not addressed this spring and needs to be worked on next year as it did not present itself as a priority.

(Action Step 4) Formalize a written orientation procedure for volunteers	Spring 2018	Staff, Principal Volunteer Network	(2017-2018) Work began on this as we had an end of the year meeting with our Catholic Tutor Corp volunteers where great suggestions from teachers and volunteers surfaced that can make this good program even more effective next year.
(Action Step 5) Review fire drill, lock down, and tornado drill to make sure that the procedures are still the most effective plan.	Spring 2019 Summer 2018	Staff, Principal	(2017-2018) This year Catholic Mutual mentioned a new type of intruder drill. Intruder procedures should be looked at again in light of these recommendations even though nothing has been formalized in their communications. (2018-2019) We created a new electronic log for all drills. We also formally added a shelter in place policy to our handbook. Shelter in place is a similar drill to lockdown but with classes still in session and students not leaving the room.
(Action Step 6) Decide if there are any other safety concerns.	Spring 2020	Faculty	
(STRATEGY 2) Enhance physical space outside of the building for physical education classes and as creative outlets for the children.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Provide creative physical outlets for the students.	Spring 2017	Principal, Phyed Dept., Building Com.	(2016-2017) Last fall the Knights of Columbus provided and installed volleyball/tetherball standards and tetherballs for outside recess and physical education classes. (2017-2018) This fall St. Helena was approached by WorldLegacy CN161 as a worthy recipient of their focus and help. Within a ten day timespan and a three day window on sight, this eight person team along with community volunteers, secured a sport court for basketball with two basketball hoops.
(Action Step 2) Build a play structure.	Summer 2017	Principal, Building Com. Phyed Dept. Preschool	(2016-2017) This summer a playground for 40 preschool students was constructed as part of the requirements to become NAEYCE approved and receive the Parent Aware Rating. (2017-2018) As part of the WorldLegacy project a wooden play structure was added to the preschool playground along with a twirling play structure and a park bench at no cost to the school.
(Action Step 3) Resurface the playground. Explore creative games that could be a part of the resurfacing.	Summer 2017	Principal, Building Com. Phyed Dept.	(2016-2017) The playground was resurfaced in July as was the church parking lot. Kickball lines and foursquare lines were repainted on the new surface.

		Preschool Pastor	
(Action Step 4) Paint games and lines on the playground surface.	Summer 2018	Principal, Building Com. Phyed Dept. Preschool	(2017-2018) As part of the WorldLegacy project a Twister game, two hopscotch courts and two throwing bulleyes were painted on the playground along with a pickle ball court at no cost to the school.
(STRATEGY 3) Implement fair and consistent policies for all students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Review current discipline policies per the Parent/Student Handbook and Faculty Handbook to ensure common understanding.	Spring 2017	Staff, Principal, School Advisory Council	(2016-2017) This is something that was never acted upon last year. Discipline was not a priority. The staff will discuss it this fall and address the action step. (2017-2018) The discipline procedures were discussed during the fall 2017 workshop week. No real discussion about changing any discipline procedures ensued this year. In the big picture of discipline St. Helena has few concerns.
(Action Step 2) Change discipline policy if needed.	Fall 2018	Staff, Principal, School Advisory Council	(2018-2019) Staff reported that they felt the discipline policy at St. Helena needs to be updated. We added a discipline report form to communicate home about student concerns that result in discipline. We also met monthly in staff meetings about the future of our discipline policy.
(Action Step 3) Review uniform policy.	Fall 2018	Staff, Principal, School Advisory Council	(2016-2017) As part of our marketing campaign we simplified our uniform policy and added white school logo shirts for all students. Every student received one free shirt.
(Action Step 4)- Create a guideline of major and minor discipline violations and consequences. Collaborate on a unified discipline model. Develop a plan to reduce minor violations.	Summer 2019	Staff, Principal,	
(STRATEGY 4) Make the building handicap accessible and welcoming to students, parents, vendors, and guests.			
	Timeline	Responsibility	Progress Report

(Action Step 1) Install an elevator to make St. Helena Catholic School handicap accessible.	Summer 2016	Principal, Building Committee	(2016-2017) A new elevator was installed and put into use in December 2016. A handicap accessible building is a requirement for preschool.
(Action Step 2) Create and install signage that directs visitors to various locations inside of the building.	Summer 2017/Spring 2018 Summer 2018	Principal	(2016-2017) This has not been done. Signage still needs to be acted upon. (2017-2018) Signage inside of the school has not been added. (2016-2017) A new elevator was installed and put into use in December 2016. A handicap accessible building is a requirement for preschool. (2018-2019) Signage was added to direct visitors to the main office. Signs were also added to the hallways to indicate the location of each room.
(Action Step 3) Enhance the landscaping around the school.	Summer 2019	Volunteer Network	
(Action Step 4) Replace the school's windows.	Summer 2020	Pastor, Parish Finance Board	
(STRATEGY 5) Explore effective use of space throughout the building to make learning conducive for all students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Continue to purge the school of any useless or non-relevant materials.	Summer 2017	Faculty	(2016-2017) Last summer due to the elevator remodel most of the parish festival stuff was moved to the parish office. Now only one room behind the stage is devoted to the festival and one to the Boy Scouts.
(Action Step 2) Make repairs to the kitchen as needed.	Summer 2018	Principal, Building Committee	(2016-2017) Last summer, August 2016, the kitchen was brought up to code requirements with new flooring and wall finishes as part of the elevator project.
(Action Step 3) Make the stage more conducive to theatrical productions.	Spring 2018	Principal, Building Committee	(2017-2018) This winter inspired by the WorldLegacy initiative, a school parents initiated a school wide volunteer project to repaint the gymnasium and the stage. Volunteers painted for a couple of weekends. Then Mike Russell painted three stained glass windows on the back wall of the stage that were replicated from our church. He also painted our school logo and inspirational quotes. It has enhanced all of our productions held in the gymnasium like the spring band concert and preschool graduation and circus.

(Action Step 4) Make the science lab suitable for experiments.	Summer 2020	Principal, Building Committee	
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MNSA SCHOOL STRATEGIC PLAN

(OBJECTIVE 3) St. Helena Catholic School will build capacity.			
(STRATEGY 1) Open a St. Helena Catholic School preschool.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create a relationship between Lakes Area Discovery Center and the St. Helena Catholic School community to make the preschool totally integrated.	June 2016	Principal, Pastor, Business Manager, School Advisory Council, LADC	(2016-2017) St. Helena joined into a partnership with Lakes Area Discover Center in the spring of 2016. St. Helena signed a one-year lease, purchased roughly \$10,000 worth of starting furniture, and will receive \$10,000 for the year in rent if the preschool is full.
(Action Step 2) Recruit preschool students.	June-August 2016	Marketing Committee, Teachers, LADC	(2016-2017) The one room of 3-5 year olds was 97% full. Twenty-four students were in the program.
(Action Step 3) Create a new space for a second preschool room.	June 2017	Principal, Pastor, Business Manager, School Advisory Council, LADC	(2016-2017) The music room on the first floor is being converted into the second preschool room. The music room has been relocate to the second floor. (2017-2018) This year a second preschool room was added. Now all of the rooms in the school are in use. Unfortunately we were only 60% full this year and received only partial payment from the possible \$20,000 based upon our percentage of enrollment.
(Action Step 4) Evaluate LADC partnership and explore starting our own preschool.	March 2018	Principal, Pastor, Business Manager, School	(2017-2018) This year the LADC board of which St. Helena's principal is a member voted to pay schools with two rooms \$25,000 no matter what enrollment is next year. This makes this relationship much more palatable. This spring LADC also underwent the accreditation process for NAEYCE approval and receiving the Parent Aware Rating. This will

		Advisory Council LADC	make the preschool accessible for students of poverty making it possible for some of our families to participate in the LADC preschool program before entering St. Helena
(Action Step 5) Integrate preschool students into daily school routines and activities.	August 2018	Principal, Teachers, Marketing Committee, LADC	(2018-2019) This year preschoolers started wearing our school uniform. We also started a buddy system which met monthly. 7th graders were paired with kinderstart preschoolers and 6th graders with discovery preschoolers. We adjusted our track and field day so that preschool could participate.
(STRATEGY 2) Plan specific outreach to communities within our school neighborhood and the greater community to establish and build quality and lasting relationships.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Translate marketing materials into Spanish.	Fall 2016	Marketing Committee	(2016-2017) Flyers for “Down Under,” a Catholic Schools Week event after Mass, was delivered door-to-door within St. Helena Parish’s boundary in Spanish and English, many other event flyers, Kindergarten Round-Up promotional items, Tuition Assistance Applications, and other items have been translated into Spanish. (2017-2018) St. Helena continued to add more and more documents in Spanish. We had interpreters for both conference days and on an as needed basis throughout the year. We also held help sessions for the TADS Tuition Application Process that included interpreters for those in need. The TADS Tuition Application also had a Spanish interface on their program.
(Action Step 2) Increase school presence at church events.	Fall 2017	Teachers, Volunteer Network	(2016-2017) St. Helena had its first school Mass on a Sunday during Catholic Schools Week. Then all were invited to “Down Under” for refreshments, music, Australian animals, and learning activities. Many parishioners have started attending the school’s Stations of the Cross on Friday afternoons during Lent. We invite the community to our school Masses. (2017-2018) St. Helena had its second school Mass on Sunday of Catholic Schools Week, the school choir sang with the parish choir, and the parish was invited to attend the St. Helena Olympics where they learned about food, customs, and cultures of nationalities represented by our student population. We continue to include table tents advertising upcoming school events at parish events. The parish bulletin has a weekly “School News” section.

(Action Step 3) Find local communities with our same interests and values from which to recruit students.	Spring 2019	Teachers, Marketing Community	(2018-2019) Four Open Houses were held and advertised with posters for K-8 to all preschools, daycares, and Minneapolis parks within our parish boundaries. Relationships were established with as many directors as possible.
(Action Step 4) Partner with local businesses and individuals to help build resources for our students and build awareness of our community.	Summer 2019	Teachers, Principal	
(STRATEGY 3) Provide salaries increases and benefits for teachers that promote retention and increase wages.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Explore options for additional funds to increase teacher salaries.	March 2017	Pastor, School Advisory Council	<p>(2016-2017) This year Schulze Foundation gave Archdiocesan schools a \$10,000 grant to retain high performing teachers. St. Helena was also the recipient of a \$100,000 grant from the MacMillan Foundation. We gave all full-time teachers a \$1,000 increase in salary in March. The rest was used for tuition assistance.</p> <p>(2017-2018) Once again the Schulze Foundation gave Archdiocesan schools a \$10,000 grant to retain high performing teachers. This will be dispersed over two the next two years to the qualifying teachers. All full-time teachers received a \$1,000 raise.</p>
(Action Step 2) Explore a variety of benefits for teachers beyond salaries and benefits.	March 2018	Principal, School Advisory Council	<p>(2016-2017) All teachers attended the PLC at Work Institute in July and received stipend pay.</p> <p>(2017-2018) St. Helena teachers will receive a 30% reduction in preschool tuition if they attend LADC at St. Helena. They have been able to attend many professional development activities and will receive \$25 per hour stipend pay for their professional development work this summer.</p>
(Action Step 3) Explore daycare options for teachers with babies and reduction in cost for preschool.	March 2019	Principal, Building Committee, Teachers	(2018-2019) I have discussed this issue with both the St. Helena pastor and LADC director. We are waiting on LADC to make a decision about who pays the discount when. We expect this to be resolved in the summer of 2019.
(Action Step 4) Continue to support teachers working on advanced degrees with Title II funds.	Fall 2016 Spring 2018	Title Funds Coordinator, Principal	<p>(2016-2017) This fall a teacher entered the Murray Catechetical Leadership Program.</p> <p>(2017-2018) Our science teacher graduated from the Archbishop Flynn Catechetical Leadership Institute. Another teacher began work this past</p>

	Spring 2019		fall on a principal licensure program through the St. Thomas Murray Leadership Cohort. Both programs are tuition free. (2018-2019)) This spring a teacher was accepted into the Murray Math concentration cohort. Another was accepted into the 3M summer twist program.
(STRATEGY 4) Explore creative and innovative ways to market the school and keep it viable.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Continue to apply for marketing grants and to attend professional development opportunities for new marketing strategies.	Spring 2017	Principal, Marketing Committee	(2016-2017) I did well attending CSCOE Marketing Meetings along with a parent representative. With her help we wrote a plan, and St. Helena received a \$20,000 marketing grant for the year. Our efforts paid off as we had a record increase in enrollment. (2017-2018) We had almost perfect attendance at the CSCOE Marketing meeting in English as well as the group in Spanish. We receive \$5,000 for the Spanish Marketing Grant and \$13,000 for the regular grant for this school year.
(Action Step 2) Involve current preschool families in the school to build retention rate of preschoolers.	Fall 2018	Principal, School Advisory Council, Marketing Committee	(2018-2019) We held a Radzoo event to involve preschool families with K-3 families. This event was hosted by a number of our teachers and involved a visiting reptile exhibit. We also invited preschool families to come to our Spaghetti dinner at no charge and a number of preschool and prospective families attended. We also included our preschool families on school communication including our new monthly newsletter.
(Action Step 3) Take advantage of all the marketing help provided by CSCOE.	Fall 2018	Principal, Marketing Committee	(2018-2019) Marketing representative attended all of the meetings this year and applied successfully for marketing grants including the Latino grant. CSCOE helped with an Ice Cream Social that was held in August to help solidify the return of present families and to include recent prospective families. It was successful and well attended. CSCOE helped with photo shoot and video for marketing materials.
(Action Step 4) Establish class representatives from each graduation class to help engage in marketing and fundraising events for the school.	Fall 2019	Principal, Alumni	
(Action Step 5) Keep Marketing Committee vital and innovative.	Fall 2020	Principal, Marketing Committee	

(STRATEGY 5) Find ways to engage and involve students and families with the greater St. Helena community to promote opportunities for children.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Utilize resources from the City Connects Program for individual students.	Fall 2016-Spring 2018 Spring 2019	City Connects Counselor, Teachers	<p>(2016-2017) Last year the City Connects counselor quit in January. A new one was hired in April and quit in July. A new City Connects counselor was hired in August. The program continued in a limited way for the students but not for bringing in new resources. This will continue to be a goal.</p> <p>(2017-2018) St. Helena's counselor turned out to be a good fit for our school. She did well in learning the Boston College model for the City Connects Program. She used current resources well but needs to continue to develop more contacts. The program has been renewed for the next three years.</p> <p>(2018-2019)) St. Helena again needed a new city connects coordinator who also seems like a good fit for our community. He has gotten a number of students involved in programs outside of school.</p>
(Action Step 2) Build relationships with community organizations that promote outside opportunities for children to learn and be engaged.	Fall 2017	City Connects Counselor, Teachers, Parent Volunteers	(2017-2018) St. Helena takes students to neighboring nursing homes to sing and play instruments. The Audubon Society took our sixth graders bird watching. We used DeLaSalle students as Science Fair Judges, and Holy Angels did a religious retreat for our students in grades 5-8. A parishioner who works for 3M spoke to our students in grades 6-8 about careers in engineering.
(Action Step 3) Increase parent involvement through currently involved parents' outreach especially to non-English speaking families.	Fall 2019	Volunteer Network	(2018-2019)) We did not increase parent involvement this year. Our volunteer and donation numbers are both down. We did discuss options for increasing volunteer hours during volunteer network and school advisory council meetings. Further discussion will continue in the Fall of 2019.
(Action Step 4) Continue to promote relationships with the Knights of Columbus.	Spring 2020	Advancement Team	(2018-2019) This was not done this school year. We will continue to pursue this step in 2020.
(STRATEGY 6) Secure technology and the infrastructure to support it to maximize learning.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Implement a 1:1 ChromeBook program for middle school students.	Fall 2016	Technology Teachers, Tech Support, Principal	(2016-2017) With the donation from a parishioner of \$13,000 St. Helena purchased Chromebooks for our sixth through eighth graders. The program ran smoothly with few complications.

			(2017-2018) This year as part of our Spring Extravaganza we raised \$20,000 for technology. This effort will replace worn Chromebooks and provide classroom sets for students in grades 4 & 5.
(Action Step 2) Secure newer computers for the teachers.	Spring 2017	Faculty, Technology Committee	(2016-2017) The Schultze Foundation gave a \$10,000 technology grant to archdiocesan elementary schools. Ten new MacBook Air computers were purchased for the teachers for the beginning of the school year.
(Action Step 3) Develop a new technology plan in light of CSCOE's technology support	Spring 2018	Faculty, Technology Committee	(2017-2018) A new plan has not been developed. As part of our professional development plan, this summer's professional development group will give consideration to a new technology plan and help facilitate some direction for it for next year.
(Action Step 4) Enhance classroom technology capabilities.	Fall 2019	Faculty, Technology Committee	(2018-2019) We received a donation of five television screens to use at St. Helena. We also hired a technology consultant who helped us update the operating system and applications on our Ipads which resulted in our ipads being used in K-3 classrooms for the first time in a few years. We also raised \$8,505 during our spring extravaganza fund a need which has been earmarked for classroom technology.
(STRATEGY 7) Provide professional development for technology training for all teachers to enhance instruction.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Provide technology training for the entire staff.	Spring 2017	Teachers, Principal, Tech Support	(2016-2017) Three teachers attended the CSCOE technology classes. Five teachers and the principal attended NWEA training. Tierney provided Chromebook training for the middle school teachers.
(Action Step 2) Prioritize what it is that the teachers need to know to help increase student learning.	Fall 2017	Faculty	(2017-2018) St. Helena sent a teacher to the CSCOE training provided by Tierney to help manage our Chromebooks. We had training on how to use assessment results to increase learning for all students. We had training to help with our teaching of English language learners. This summer's professional development is centering on the use of technology to build skills that will reach across curriculums and help to integrate technology for learning.
(STRATEGY 8) Continue to find new advancement opportunities to help balance the budget and keep parish subsidy affordable.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Continue to grow relationships with foundations.	Spring 2017	Principal	(2016-2017) This year the MacMillan Foundation and Two Eagle's Foundation were added to St. Helena's list of generous benefactors.

(Action Step 2) Keep fundraising events refreshing and well supported.	Spring 2018	Principal, Volunteer Network	(2017-2018) St. Helena struggled with the Marathon this year as we lost our space for the Marathon Store to the preschool. It still made \$44,000 but it was very difficult to reach our goal. Our Spring Extravaganza was headed by virtually all new leads this spring, and it turned out to be the most profitable Spring Extravaganza ever. Give to the Max Day was not nearly as profitable as it had been last year. In spite of this, the final financial statement for the year should prove this to be the best fundraising year to date.
(Action Step 3) Create more extensive summer camps for longer periods throughout the summer.	March 2018	Teachers	(2017-2018) St. Helena did not have any interest from teachers to offer camps this year. It had good impetus behind it, but the desire from the teachers was not there.
(STRATEGY 9) Increase outreach to alumni and friends of St. Helena Catholic School.			
	Timeline	Responsibility	Progress Report
(Action Step 1) A person is needed who will be dedicated to building the alumni database and keeping information current.	Fall 2017	Pastor, School Advisory Council	(2017-2018) St. Helena will be adding a Development/Marketing Position this fall who will be dedicated to building the alumni base using the CSCOE provide Salesforce software and increasing enrollment.
(Action Step 2) Make appeals to alumni and their families during major religious holidays to gather more alumni data.	Christmas 2018	Principal, Development Person	(2018-2019) We had an Alumni signup booth at Autumn Daze with the goal of collecting Alumni data to use for appeals. We collected data on 160 St. Helena Alumni.
(Action Step 3) Increase <i>Across the Generations</i> to at least two mailings a year.	Fall 2018	Principal	(2018-2019) We only sent one across the generations this year. We are planning on continuing to send one across the generations for now and will not seek to continue this action step.
(STRATEGY 10) Make the work and role of the School Advisory Council known to the community.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Publish the roles and responsibilities of the School Advisory Council members and their names.	Fall 2018	Principal	(2018-2019) The school advisory council's names were published in the crusader newsletter, our e-newsletter, and the annual report. They do not have specific roles.
(Action Step 2) Update School Advisory Council bylaws to reflect the reality of the council.	Fall 2019	Principal, School	

		Advisory Council	
(Action Step 3) Put updates about the School Advisory Council's work in the bulletin and in the <i>Crusader</i> .	Spring 2019	School Advisory Council	
(Action Step 4) Provide a direct link on the website to a School Advisory Council page.	Fall 2020	School Advisory Council, Web Master	
(Action Step 5) Find ways to help stakeholders feel empowered to provide feedback on the strategic plan.	Fall 2021	School Advisory Council	