



CARONDELET CATHOLIC SCHOOL 2022-2029 STRATEGIC PLAN

(OBJECTIVE 1) CARONDELET CATHOLIC SCHOOL UNDERSTANDS ITS IDENTITY AND LIVES IT OUT IN ACTION.

(STRATEGY 1) EVALUATE AND REFINE PHILOSOPHY STATEMENTS

	Timeline	Responsibility	Progress Report
(Action Step 1) Develop a process and rubric to evaluate the Mission and Vision and our Philosophy statements and carry out the process with stakeholders.	Spring 2023	Administration and Board of Directors	²²⁻²³ The Board of Directors has met Monthly and has included this discussion in their work with a goal of creating a formal policy spring of 2023. We have begun with our discussion of our core values to ensure that they are well represented in our mission and philosophy statements.
(Action Step 2) Draft revised philosophy statements based on evaluation.	Fall 2023	Administration and board of directors	²³⁻²⁴ The faculty committee and board have actively followed the process outlined above to form philosophy statements. Next steps will include bringing both sets of statements together to develop final revised philosophy statements.
(Action Step 3) Share philosophy statements draft with community in town hall setting and revise based on feedback	Spring 2024	Administration and Board of Directors	²⁴⁻²⁵ The final philosophy statements have been agreed upon and finalized. They are posted on the Carondelet website for all stakeholders to review.
(Action Step 4) Adopt philosophy statements and plan for consistent evaluation.	Fall 2024	Board of Directors	²⁴⁻²⁵ The philosophy statements were completed in fall 2024, shared and posted to the website. The team assigned to this portion of the Strategic Plan will continue to review the statements to ensure they remain relevant.

(STRATEGY 2) IDENTIFY CORE COMMUNITY VALUES AND IMPLEMENT USE SCHOOL WIDE

	Timeline	Responsibility	Progress Report
(Action Step 1) Using revised philosophy statements, seek community input into developing and identifying core values through stakeholder meetings.	Spring 2025	Administration and Board of Directors	²³⁻²⁴ The board and faculty have developed core values to integrate into school wide settings. Next step will include seeking community feedback. ²⁴⁻²⁵ The School Culture Team surveyed teachers to identify core values to embed in teaching and practice school-wide. The values align with the school mission and philosophy, thus describing a Carondelet student and graduate. The values identified are: Kindness, Respect, Inclusivity, Teamwork, Acceptance. August teacher workshop week will provide time for the 2024-25 team to share these values, along with a behavior matrix and lesson plans with teachers. This will guide the work for the 2025-26 school year.
(Action Step 2) Using identified school values, develop a school prayer and school song	Spring 2025	Administration	²⁴⁻²⁵ The school will continue this action step into the 2025-26 school year. School values were identified, and will be used by students to write the school prayer in the fall.

			<p>²⁵⁻²⁶ A <i>Be Your Best</i> Matrix checklist was created for teachers' lesson completion. The matrix promotes school values.</p> <p>Teachers were encouraged to embed these lessons throughout the school year with calendar reminders to do so.</p> <p>For next year: a <i>weekly</i> reminder on Caronde-Cast about expectations for all spaces.</p> <p>A school prayer was developed in August of this school year. It is a prayer that reflects the 5 school values identified by teachers and staff. This prayer is a daily part of the morning announcements.</p>
(Action Step 3) Implement morning announcements across both campuses and utilize morning prayer.	Fall 2025	Administration	<p>²²⁻²³ The Administration implemented google meet announcements at both campuses, including prayer, special events, pledge, lunch, birthdays, mindful movement, and a joke of the day. These announcements will continue into next year with some modifications.</p> <p>²³⁻²⁴ Announcements continue, and we have involved the broader community by having classrooms and individual students lead announcements daily as well as participate in selecting the jokes of the day.</p> <p>²²⁵⁻²⁶ A common morning announcement continues, with a prayer of the Carondelet values/attributes a highlight of the announcements.</p>

CARONDELET CATHOLIC SCHOOL 2022-2029 STRATEGIC PLAN

(OBJECTIVE 2) CARONDELET CATHOLIC SCHOOL MEETS THE ACADEMIC NEEDS OF ITS LEARNERS.			
(STRATEGY 1) DEVELOP AND PROVIDE OPPORTUNITIES FOR DEEP CONNECTION TO LEARNING THROUGH RELEVANT APPLICATION AND OWNERSHIP FOR ALL LEARNERS.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Identify areas of learning where students can make deep connections to their academics, community, and faith.	Spring 2024	All Teachers	<p>²²⁻²³ Strategic planning committees have been meeting monthly to develop clear philosophy statements to help guide direction for every content to prepare for implementation. Completed philosophies will be available at end of 22-23 school year.</p> <p>²³⁻²⁴ Our strategic planning committees have begun the process of identifying areas of need in professional development, and we have implemented programs like Daily 5 to aid in developing deep literacy skill and connections.</p> <p>²⁴⁻²⁵ A team of 6 teachers will continue this work with the learning and development of PBL units in June. Additional time will be provided to these teachers to conduct PD with their peers during the 2025-26 school year. Connections to academics, community and faith will be integrated.</p>

			<p>Additionally, the Student Experience Team integrated the community in the projects and experiences of Catholic Schools Week. Middle school students worked with a women's shelter, grades 3-5 worked with the Hennepin County Foster Care System, and PreK-2 worked with the Golden Valley Animal Humane Society. The focus on service and prioritization of service learning is foundational to Carondelet, and will continue in 2025-26.</p>
<p>(Action Step 2) Provide robust professional development around project-based learning and hands-on learning experiences for students in all grade levels.</p>	<p>2025-2026 school year and when new staff begin</p>	<p>Administrative team</p>	<p>²⁴⁻²⁵ As noted above, a team of 6 teachers is being formally trained in PBL practices, will prepare PD following their training in June and will then lead PD opportunities for all staff in the 2025-26 school year.</p> <p>²⁵⁻²⁶ Ongoing robust professional development was provided to the entire teaching team at multiple times throughout the year. This allowed us to stagger the steps of the PBL process to provide for greater confidence in implementation. This scaffolding gave the team of 6 trained teachers coaching time with grade-level team members. The process also allowed each staff member or grade-level team to create and implement their own projects using the PBL methods taught by the team.</p>
<p>(Action Step 3) Develop a scope and sequence of project-based curriculum for all grade levels, a rubric to evaluate implementation, and a resource pool of funding, ideas, and materials.</p>	<p>Fall 2026 and spring 2027</p>	<p>All teachers</p>	<p>²²⁻²³ Middle school has implemented project based experiences for the Wednesday hands-on learning program in the afternoons and with all day field trips. This model has been refined from last year and we continue to refine the model and seek professional development to be able to bring to the younger grade levels.</p> <p>²³⁻²⁴ Middle school Experiential Learning Program has continued to develop by locating local partners such as Prior to the Plate, Medtronic and other industry partners for service and exploration. This has added depth to our project based learning program.</p> <p>²⁴⁻²⁵ The groundwork for developing a scope and sequence for PBL is set with the training of 6 classroom teachers in Louisville in June. <i>Thought Stretchers</i> was chosen for this professional learning due to their thoughtful, organized structure. It is a 3-day training that uses content standards as a foundation for creating a framework for units. This work will be used to guide further work in PBL during the 2025-26 school year.</p> <p>²⁵⁻²⁶ Through professional development, the team of PBL-trained teachers provided instruction and steps on how to implement a PBL unit into all grade-level classrooms. A shared drive was created where teachers are able to submit their units to ensure consistent feedback is given throughout the process of implementation. This is the beginning of the scope and sequence. We also offered mentoring and coaching as teachers were in the beginning process of developing and implementing them.</p>

			<p>A recommendation for the future is to create a spreadsheet that includes all the PBL experiences with our outside contacts & what they presented to reinforce the learning objectives.</p> <p>Moving forward, a goal is to develop long-term expectations for teachers. For example, will the goal be to refine the projects launched this year, or will the goal be to implement a second PBL unit?</p>
(Action Step 4) Implement project-based learning experiences at all grade levels.	Summer 2027	Administrative team	<p>²⁴⁻²⁵ The team of 6 teachers is beginning this process already with their summer training. They will engage in the learning and training with the goal in mind to have ALL teachers trained and implementing PBL by 2027.</p> <p>²⁵⁻²⁶ All teachers were provided professional development and subsequent time to create their own grade-level PBL units. Teachers were given time to develop PBL units based on current projects already implemented in the classroom. Through this process, teachers have received mentorship and coaching as they created meaningful PBL units. Moving forward, we recommend that teachers be able to provide ongoing coaching and mentorship along with observing classrooms. We already have three days with planned PBL PD for the 2026-27 school year.</p>

(STRATEGY 2) EVALUATE AND IMPROVE ACCESS TO ACADEMIC SUPPORT FOR LEARNERS.

	Timeline	Responsibility	Progress Report
(Action Step 1) Evaluate and modify current systems for identifying and addressing student needs through assessments, accommodations and tracking progress	Summer 2022- Spring 2023	Principals and special needs coordinator	<p>²²⁻²³ Administration procured funding to hire a consultant to help us evaluate our services and assessments in summer of 2022. This consultant has a one year agreement and has begun a root cause analysis of our current systems. She has interviewed teachers, students and parents and has begun the process of analyzing that data with our student needs strategic committee. Evidence of this work is located in our strategic committee drive.</p> <p>²³⁻²⁴ Administration utilized EANS funding to support a second year of redevelopment of our special services program. We sought feedback from families as to whether they are feeling like they are receiving improved services. We also evaluated our Child Study that we implemented to determine whether the new system has been supporting both students, teachers and parents. One area of growth that needs to be attended to is to develop a systemic method to communicate with parents to keep everyone on the same page.</p> <p>²⁴⁻²⁵ Carondelet continues to evaluate and improve the practices created in the past 3 years in this area. The Student Needs Team conducted a survey of teaching staff, asking for their input to evaluate how our current staff uses data to inform instruction, and how they would like to receive</p>

			<p>additional support in this area going forward. Teacher input will continue to be solicited to guide future work.</p> <p>²⁵⁻²⁶ A plan for Middle School data meetings for 2026-27 was created as well as a protocol for students to receive academic intervention from the Middle School interventionist, to begin the 2026-27 school year. We reviewed our progress on opportunities for gifted and talented students. It was determined that this will be a focus next school year. A new protocol of formal sign-up for standardized testing in the WIN room created a more optimal testing environment and reduced overcrowding. We continue to work at addressing noise levels in the building during testing. An annual survey provided feedback on our <i>Child Study</i> process so that we may continue to improve our best practices. Our special service director, attended one of our mentor meetings for new teachers to review our child study process and answer questions. The director also meets once/week with the Middle School Academic Dean for a check-in.</p>
(Action Step 2) Develop and provide high-quality professional development for all staff on addressing student needs	Fall 2023- Spring 2024	Principals and special needs coordinator	<p>²²⁻²³ Carondelet has contracted with Chris Hagedorn on developing behavioral interventions for fall of 23-24.</p> <p>²³⁻²⁴ Chris Hagedorn has continued to support our school through professional development around responsive classroom, behavioral interventions, PBIS and coached teachers directly in achieving their personal goals regarding these areas.</p> <p>²⁴⁻²⁵ Tierney Brothers came to conduct a Professional Development in October and January. Both PD opportunities were focused on using assessment data to inform instruction. Follow up with teachers occurred during data meetings, led by the Reading Interventionist and Asst. Principal. The assessment calendar for 2025-26 already contains these meetings as part of our continued work toward using data to inform instruction.</p> <p>²⁵⁻²⁶ This year, grade level meeting time was increased, allowing for updates on any new information on student progress. The Carondelet Special Services Google Site will be revisited during professional development time next year, and throughout the year to review this dynamic site and keep teachers up-to-date on site offerings and improvements. The Strategic WIN Team will continue to update and evaluate the Google Site so that it remains relevant.</p>
(Action Step 3) Enhance opportunities for students to accelerate their learning in Math and Reading	Ongoing	All Faculty	<p>²⁴⁻²⁵ Carondelet has an accelerated math program where students beginning in grade 3 are allowed to move to the next grade level for math instruction. Criteria must be met, and teachers monitor this process to ensure readiness. Every year we have a student or two who move up a grade</p>

			<p>level for math instruction. Reading acceleration takes place within the classroom through grouping and differentiation.</p> <p>²⁵⁻²⁶ Interventionists will continue to examine data for reading and math. They will use the data for informed instruction. The committee will continue to look at how we are addressing differentiated instruction in math based on data. In our classrooms, differentiation happens regularly. For example, in the 5th grade math class, each student has the opportunity to work on enrichment, based on areas of growth found in data. As they complete an enrichment, students are provided a new opportunity.</p>
(Action Step 4) Develop and evaluate intervention programs for Math and Reading Learners, with intent to create an interventionist position in both content areas	Fall 2023- Spring 2024	Principals and special needs coordinator	<p>²³⁻²³ Principal purchased an intervention program from Bridges in Mathematics as a starting point for developing this program in fall of 2022. Additionally we hired a full time Reading specialist and instructional literacy coach. She has established data meetings to aid in identifying the needs of our students in literacy.</p> <p>²³⁻²⁴ Special services department added a .8 FTE Reading/Math interventionist for Middle school to help meet the needs of unserved SPED students at the Middle School level. She works with students 4 days a week to help build skills for students with need at that level.</p> <p>²⁴⁻²⁵ Evaluation of systems development continues to take place every year in an effort to engage in continuous improvement. A math interventionist, in the capacity we currently have for reading has not been fiscally possible yet. It is still the hope of CCS to provide more intervention in math. Currently students have access to tutoring and teachers often provide pro bono support. While this is helpful, it is not the aim of the school to provide support in this way only.</p> <p>²⁵⁻²⁶ Classroom teachers conduct flexible, small group instruction as well as intervention and/or enhancement as necessary based on data. Discussion continues about the need for a math interventionist or additional ways to provide support. Next year, we will pilot our plan to implement guidelines for receiving service from the Middle School Reading Interventionist.</p>
(STRATEGY 3) USE ASSESSMENT DATA TO INFORM INSTRUCTION			
	Timeline	Responsibility	Progress Report
(Action Step 1) Analyze effectiveness of current assessment practices and evaluate tools to determine next steps	Summer 2022- Spring 2023	Leadership team and administration	<p>²²⁻²³ Our Special Services consultant has developed a list of all assessments used. Our next steps will be to evaluate their effectiveness and determine which we keep or forgo (if at all).</p> <p>²³⁻²⁴ Students needs team have been evaluating the data sources, what story these sources tell about our students in an effort to ensure all students are receiving what they need and to inform our practices as a school regarding differentiation and needs assessments. We are looking at</p>

			<p>the intersection of our classroom based monitoring, ORF, and standardized testing for progress monitoring.</p> <p>²⁴⁻²⁵ The Student Needs Team continues to analyze current practice and discuss ways to improve current practice in using assessment data to best serve students. Part of our school system is continuous self-evaluation.</p>
<p>(Action Step 2) Provide professional development on data analysis and use in planning for instruction and intervention with standardized tests and formative and summative assessments</p>	<p>Fall and spring 2022-2023 and ongoing</p>	<p>Leadership team and administration</p>	<p>²²⁻²³ As part of our PLCs (see professional development plan), our teachers have reviewed early fall data and have been trained on its use. This will be an ongoing process throughout the year as teachers meet in PLCs. Their first step was to use the data to determine small groups in Math and Reading and then to plan instruction. This process continued throughout the school year.</p> <p>²³⁻²⁴ Teachers meet with the Reading interventionist and assistant principal 6 times yearly to review data regarding reading and plan instruction tailored to individual students needs. This has been helpful in targeting small group instruction in Reading particularly.</p> <p>²⁴⁻²⁵ The frequency of data meetings was increased in 2024-25. Additionally, Tierney Bros. provided 2 PD trainings specifically in the area of using assessment data to inform reading instruction, particularly in forming and instructing reading groups. These practices will continue to be nurtured and evaluated in coming years.</p> <p>²⁵⁻²⁶ Faculty meetings included 5 minute data PD from teachers of the data committee. This provided teachers with a consistent reminder to use data to inform instruction, while including a colleague exemplar.</p>
<p>(Action Step 3) Provide professional development on utilizing data to assess current curriculum and its effectiveness in meeting the needs of our students.</p>	<p>Fall and spring 2022-2023 and ongoing</p>	<p>Leadership team and administration</p>	<p>²⁴⁻²⁵ A portion of the January PD with Dr. Katy Swalwell focused on reviewing curriculum for bias and inclusion. Dr. Swalwell also provided additional resources for use in curriculum review. This will be used on an administrative level and with teacher content review teams. Her training was well-received and she will be contracted again for PD in 2025-26.</p> <p>²⁵⁻²⁶ The data committee researched best practice curricula for phonics due to questions that arose in regard to our current reading curriculum. A first grade teacher is piloting a new curriculum next school year.</p>
<p>(Action Step 4) Create a clear and consistent method and philosophy for sharing data with families including grading practices and report cards</p>	<p>Summer 2022</p>	<p>Leadership team and administration</p>	<p>²²⁻²³ Faculty began the process of evaluating and determining reporting styles and information. We determined a timeline for implementing standards based grading for K-5 and redeveloped our report cards to begin the mind shift for families. New report cards were developed in fall of 2022.</p> <p>²³⁻²⁴ We have created an assessment calendar so that all students are assessed for progress monitoring in a systemic way including Star 360, NWEA, Aimsweb, Dibels, Fountas and Pinell reading leveling. This allows us to have a clearer direction as to how and when we report to families. One area of concern is that middle school has fewer touch points for assessment outside of curricular based work, creating more room to miss communication with parents outside of conferences. We need to</p>

			<p>develop a set of expectations as to when teachers MUST reach out to parents about concerns in the middle school (outside of parent teacher conferences).</p> <p>²⁴⁻²⁵ The school continued the established practices. An Academic Dean was hired to help with the communication of Middle School.</p>
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(STRATEGY 4) UTILIZE EDUCATIONAL TECHNOLOGY TO MEET THE NEEDS OF ALL STUDENTS			
	Timeline	Responsibility	Progress Report
(Action Step 1) Provide Technology Professional development on existing and new systems	Fall of 2024	Technology director and leadership team	<p>When and what happened?</p> <p>²³⁻²⁴ We have provided several trainings and tutorials on our SIS system which is now two years old. Teachers seem to be navigating it well. We do need to ensure that parents are more apt to use the system as they do not seem to use it at all.</p> <p>²⁴⁻²⁵ Two teachers presented the use of AI in the classroom as a Professional Development training.(MagicSchool AI)</p> <p>²⁵⁻²⁶ Trainings were given on Renaissance functions, Plickers, and other systems.</p>
(Action Step 2) Develop a robust technology training program for students that includes tools in use, internet safety, and acceptable use policies.	Fall 2025 and ongoing	Technology director and leadership team	<p>²⁴⁻²⁵ The team assigned to technology improvement worked on many other action steps prior to 2025. Actions 2-4 were postponed from its original goal date of 2024. In revamping Strategic Plan Teams for 2025-26, technology will be a committee unto itself, thus prioritizing this work.</p> <p>²⁵⁻²⁶ Discussed current technology training programming. In '26-'27, the technology team will work to standardize programming across the school.</p>
(Action Step 3) Develop a continuity plan for all devices that includes who uses what devices, when and why, and an evaluation process for determining upgrades and effectiveness	Spring 2024-Spring 2026	Technology director and leadership team	<p>²⁴⁻²⁵ The team assigned to the technology portion of the Strategic Plan will be addressing these strategies beginning in fall of 2025. The first steps in addressing technology action steps has been a reorganization of our SP teams, to ensure team members are placed where their passions lie. This was done in the spring of 2024.</p> <p>²⁵⁻²⁶ All devices, and staff and students' upgrades are on a replacement schedule that the technology director implements to ensure devices operate optimally.</p>
(Action Step 4) Develop a scope and sequence of technology skills and tools for all grade levels (who uses what, when and why?)	Spring 2024-2025	Technology director and leadership team	<p>²⁴⁻²⁵ See above</p> <p>²⁵⁻²⁶ The team developed and completed a new scope and sequence of technology skills based on ISTE standards for all grade levels.</p>

CARONDELET CATHOLIC SCHOOL 2022-2029 STRATEGIC PLAN

(OBJECTIVE 3) CARONDELET CATHOLIC SCHOOL PROVIDES A RICH STUDENT EXPERIENCE.

(STRATEGY 1) PROVIDE RICH LEARNING EXPERIENCES THAT ENHANCE WELL-ROUNDED, WHOLE CHILD FORMATION

	Timeline	Responsibility	Progress Report
<p>(Action Step 1) Develop programming that supports student leadership opportunities across all grade levels.</p>	<p>Fall 2023 and ongoing</p>	<p>All teachers</p>	<p>²²⁻²³ Middle School students have been able to begin leadership training with a leadership retreat at Base Camp and practice these skills in their multi-age advisories.</p> <p>²³⁻²⁴ We have worked to embed other opportunities to lead within our middle school structure. Students given leadership opportunities within their houses (advisories) where they are expected to mentor the younger students in their advisory as well as to lead the broader school in their service work.</p> <p>²⁴⁻²⁵ One of the goals for the Student Experience Team this year was to have more cross campus activities and events to promote our unified Carondelet community. Because of the success of these events, we plan to implement more events next year. Examples of cross campus events: All School Masses, K/8 Activities, Move Up Day for 2nd & 3rd Grade, Raptor Center In House Field Trip for PK-5.</p> <p>The team also promoted events within and across grade levels and campuses. Examples of this include: Grade Level parties and gatherings, PreK/2nd grade buddies, 5th Grade Move Up Event, cross grades STEM Activity, 3rd-5th collaborative themed enrichment, hallway displays, Middle School Experiential Learning Events (every Wednesday), including canoe building, The Amazing Shake, and field trips to Feed My Starving Children, Russian Museum of Art, Medtronic, Justice & Democracy Center, Bell Museum.</p> <p>The school continues providing cross grade level <i>buddy</i> experiences to build leadership in the 8th grade and 2nd grade <i>buddies</i>.</p> <p>²⁵⁻²⁶ Teachers continue to find ways to bring additional leadership opportunities to Carondelet students. In Spanish class, 8th graders made Spanish games that they shared with their kindergarten buddies. This opportunity had not happened before.</p>
<p>(Action Step 2) Develop a clear scope and sequence of field trips tied directly to learning targets.</p>	<p>Summer 2022 and ongoing</p>	<p>All teachers</p>	<p>²²⁻²³ The strategic planning committees have collected information on what field trips are taken and when.</p> <p>²³⁻²⁴ The Student experience committee has been working to develop a scope and sequence with links to the curricular objectives for each grade level regarding field trips and field experiences. This has been largely</p>

			<p>successful for the Middle School in context of the ELP program. All Trips in MS are tied to a curricular goal, leadership or team building experience. For example, 6th grade took a canoe trip with Wilderness inquiries that build teamwork AND addressed Native American History tied to our Minnesota History curriculum.</p> <p>24-25 The newly developed field trip form has been implemented. A scope and sequence to support it is still in development, and should be complete in fall of 2025.</p> <p>²⁵⁻²⁶ A draft scope and sequence of field trips has been started and will continue to be developed.</p>

(STRATEGY 2) DEVELOP COMMUNITY PARTNERSHIPS THAT ENHANCE EXPERIENTIAL LEARNING AND SERVICE-LEARNING ACROSS ALL GRADE LEVELS

	Timeline	Responsibility	Progress Report
(Action Step 1) Develop a bank of experts that teachers can utilize to provide deep, relevant learning opportunities in the classroom beyond traditional curriculum at all grade levels that can be sustained	Ongoing beginning Fall 2023 to support pilot program	Middle school team and other teacher resources	<p>²³⁻²⁴ We began a new relationship with Medtronic and Federal District Courts with visits to their facilities tied to life science and Civics objectives. We have several other aspects of our experiences where we are working to develop additional relationships, such as our partnership with Waite House, a local food shelf, and the parish community as well.</p> <p>²⁴⁻²⁵ Neighborhood relationships and community involvement grew this year due to additional field trips and events at school. Field trips this year are attached to a subject standard or through the lens of a different culture.</p> <p>⁵⁻²⁶ The MS music teacher has partnered with various entities to provide performance opportunities for students. This spring it included The Waters senior living, Valley Fair, and more.</p>
(Action Step 2) Create a sustainability plan for current and new community partnerships and delegate responsibility for fostering the partnership	Spring 2026	Middle School team	<p>²³⁻²⁴ We assigned a staff person to aid in developing the continuity of the ELP program. She has shepherded the program well, adding in multiple partners and programming.</p> <p>²⁴⁻²⁵ The middle school dean of students has begun work on community partnerships for the Wednesday Experiential Learning day. This work will continue and be refined going forward. There is also work being done to hire a Development Director who will also work in community partnerships on a broader level.</p>

(STRATEGY 3) DEVELOP PROGRAMMING THAT SUPPORTS STUDENT INTERESTS IN ACTIVITIES AND ATHLETICS

	Timeline	Responsibility	Progress Report
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(Action Step 1) Evaluate Pre Covid Student Activities and Athletic Offerings to determine what activities we can sustain and have student interest and implement resulting new programming	Spring 2023	Athletic director and administration	When and what happened? ²³⁻²⁴ We have not completed a full review of these activities as yet; however, the athletic league is currently involved in a similar action since baseball and softball have been closed due to low participation each of the last two years. We are offering other opportunities like an intramural volleyball league for 4th and 5th grade students in the spring. This area needs additional attention. ²⁴⁻²⁵ Boys volleyball was added this year as an option for boys to participate in extracurricular activities. ²⁴⁻²⁵ Offerings were reviewed and Jazz Band and Spanish were added in 2025-26
(Action Step 2) Develop additional and meaningful activities, athletics and clubs to provide a well-rounded extracurricular program	Fall 2022- Spring 2029	Athletic Director and administration	²²⁻²³ Carondelet started a Robotics Club for competition and established a Zooms club this fall, and brought back sewing, chess, karate, and theater. This was somewhat haphazard so we will be creating a cohesive plan with our activities outside of athletics. Additionally, we added our theater program back into our school rotation as well as an intramural spring volleyball league for grades 4 and 5. ²³⁻²⁴ We have continued to develop plans and programs in this area including a pilot year of Vacation Bible School, which did not garner enough attendance. However, we have already set the date for next year. ²⁵⁻²⁶ Jazz Band was offered to band students. In addition to NJHS (8th only), students in grades 5-8 will have an opportunity to be part of Student Council in the 2026-2027 school year. A Spanish Club has been added this school year.
(Action Step 3) Develop and implement a marketing plan for student activities to ensure high participation	Ongoing	Athletic director and Marketing Team	²⁵⁻²⁶ We have continued to support our extracurricular activities by promoting them using our school website, social media, parish websites and bulletins, and within the school with posters, banners, and weekly announcements.

CARONDELET CATHOLIC SCHOOL 2022-2029 STRATEGIC PLAN

(OBJECTIVE 4) CARONDELET CATHOLIC SCHOOL PROVIDES A SAFE AND PRODUCTIVE SCHOOL CULTURE.			
(STRATEGY 1) ESTABLISH A DISCIPLINE PHILOSOPHY AND IMPLEMENT A CLEAR PLAN TO SUPPORT STUDENT BEHAVIOR.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Investigate potential discipline philosophy and programs that would best meet	Spring 2022	Administrative team and	²²⁻²³ The School Culture strategic planning committee investigated and evaluated discipline and culture programs including PBIS, responsive classroom, restorative justice, conscious discipline, and responsive

<p>the needs of students and teachers AND create a rubric to determine best option for our community.</p>		<p>Leadership team</p>	<p>classroom. They have determined that using a modified version of PBIS and responsive classroom will best address and blend our strengths and our needs. We have also contracted with Chris Hagedorn to help us develop our philosophy and begin melding these two culture and discipline methods into a cohesive whole for implementation in the next school year.</p> <p>²³⁻²⁴ This year we invited Chris Hagedorn to school at the beginning of the year to retrain and train teachers on the concepts of Responsive Classroom, utilizing community builders as a way of setting classroom culture. We also finalized our discipline philosophy around PBIS and responsive classroom techniques. Chris spent significant time observing students and teachers in their classrooms, and coached teachers on potential additional techniques for building relationship and culture with students.</p> <p>²⁴⁻²⁵ A matrix entitled BEST was created in alignment with the PD received the past 3 years. It is supported by identified school values and lesson plans, and is aligned with the recently-created school norms. The School Culture Team created each of these components over the past two years. Introduction to teachers will occur in August, 2025, and full implementation during the 2025-26 school year.</p>
<p>(Action Step 2) Select and develop school wide discipline philosophy taking into account primary, intermediate and middle school needs, creating consistency across all grade levels</p>	<p>Summer and Fall 2023</p>	<p>Leadership team</p>	<p>²³⁻²⁴ We have elected PBIS for our common areas, developed a matrix of expectations and embedded Responsive Classroom techniques through professional development and coaching. Additionally our team has put together lesson plans to help establish the common language of the matrix for common areas that all teachers will implement in the fall of 24-25 school year.</p> <p>²⁴⁻²⁵ The BEST matrix was used to create lesson plans for all teachers to use. Teachers were surveyed to identify 5 core values shared by the CCS community, to embed in the matrix and lessons. These tools support the school philosophy and mission.</p> <p>⁵⁻²⁶ The BEST Matrix (mentioned above) was introduced to staff workshop week, and implemented school wide.</p>
<p>(Action Step 3) Provide faculty and Staff with High Quality Professional Development around chosen Discipline Philosophy and reintegrate Responsive Classroom management techniques if determined appropriate</p>	<p>Fall 2023- Spring 2024</p>	<p>Leadership team</p>	<p>²²⁻²³ This is scheduled to begin in fall of 2023 with Chris Hagedorn. We will be presenting a final matrix and training on implementation.</p> <p>²⁴⁻²⁵ Chris Hagedorn provided four days of professional development and four days of direct coaching with our teachers this year to implement both PBIS and responsive classroom techniques. We will continue this relationship next year in some capacity.</p> <p>²⁴⁻²⁵ Mr. Hagedorn returned a final time to not only tie up our work with students, but also to empower teachers in decision-making and</p>

			innovative change. This final step in our training with Chris will empower teachers to implement the designed programs with fidelity going forward.
(Action Step 4) Communicate plan to stakeholders and implement program in all grade levels.	Spring 2023	Administrative team	²³⁻²⁴ Administration is working to develop language around our philosophies to publish to parents. It is currently still under construction. ²⁴⁻²⁵ 2024-25 Update in News Notes will inform parents. August workshop week training will bring all staff on the same page in terms of student behavior expectations, discipline and restorative practices.
(STRATEGY 2) CONNECT OUR SCHOOL CULTURE TO OUR CATHOLIC IDENTITY THROUGH PRAYER, TEACHING AND SERVICE.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Review liturgy and prayer service calendars to ensure access for all students	Summer 2022	Leadership team and Administration	²²⁻²³ Admin evaluated the calendars in summer of 2022 and determined that UC students have great access but LC students do not. It was decided that LC will begin having a weekly prayer service in lieu of Mass (since they cannot receive communion). This was implemented in Fall of 2022. ²³⁻²⁴ Weekly liturgy continues to develop, with teachers supporting students in the planning of prayer services. We also have added additional all school opportunities for liturgy. ²⁴⁻²⁵ Hired a liturgist to help plan and streamline services. Living stations were also included during the Lenten season.
(Action Step 2) Develop a resource for prayer in the classroom including school-wide routines	Fall of 2023 and ongoing	All Teachers	²⁵⁻²⁶ School-wide prayer during the morning announcements is a daily routine in our school.
(Action Step 3) Develop a service-learning scope and sequence across all grade levels, and an arc of focused service projects that tie to Catholic Social teachings, curriculum, and real life connections within the community for each grade band	Fall 2022- Spring 2024	Catholic Identity and Service Learning Committee	²²⁻²³ The strategic planning committee has begun evaluating the service learning program to determine what is currently being done at all grade levels. Our AP at lower campus is managing the service learning program and tying it to our parishioner interaction initiative as well. ²³⁻²⁴ Due to a change in administration structure, this action step stymied a bit. We continued on our trajectory that we had set, but did not make major shifts beyond the work that was done last year. We intend to reengage here this upcoming school year. ²⁵⁻²⁶ We created a template to track service learning and projects for each grade level and collected data through surveys. All data that was received has been added into the document, to be added to and edited next year as needed. Focus for next year will be gathering more data (filling in gaps) and focusing on education during service projects.
(STRATEGY 3) DEVELOP A FOCUSED STUDENT AND STAFF WELLNESS PROGRAM.			
	Timeline	Responsibility	Progress Report

<p>(Action Step 1) Evaluate our pre-covid use of Top 20, and reimplement the program as a social emotional learning program if determined best option or identify and implement alternative</p>	<p>Summer 2023 through fall of 2024</p>	<p>Leadership team</p>	<p>²⁴⁻²⁵ In previous years, the school reviewed student needs and made the determination to move beyond Top 20 and specifically address SEL needs of students and staff. A focus on PBIS and Responsive Classroom led to a couple years of training with Chris Hagedorn and the Culture Piece. Chris worked with Carondelet teachers again on 2 occasions during the 2024-25 school year. This past March, he included work with teachers on teacher leadership to strengthen the work to date and encourage team work.</p> <p>Second Step SEL curriculum was piloted in the 2024-25 school year and purchased for 2025-26 and beyond.</p>
<p>(Action Step 2) Provide ongoing training in Top 20 or alternative to all teachers and staff members</p>	<p>Ongoing</p>	<p>Leadership team</p>	<p>²⁴⁻²⁵ The alternative to Top 20 is the PBIS/Responsive Classroom training with Chris Hagedorn and The Culture Piece, as well as the new Second Step curriculum. The former was continued this school year, and the latter was piloted and implemented.</p> <p>²⁵⁻²⁶We continue to train with PBIS/Responsive Classroom. We introduced a new K-8, SEL curriculum this year, Second Step.</p>
<p>(Action Step 3) Provide ongoing training in Mindful Movement practices in the classroom</p>	<p>2022-2023 school year</p>	<p>Administrative team</p>	<p>²²⁻²³ Staff was retrained in August workshops and will have additional training in the spring. We engaged Mindful movement for more training in the spring of 2023 and trained some Middle School students as well in order to help them feel empowered to lead movement throughout the day.</p> <p>²³⁻²⁴ Mindful Movement continues to be integrated into classrooms. Teachers post the movement cards, and we begin each day with a mindful movement moment during morning announcements. There are specific classrooms that have been more successful at integration, and Middle school continues to choose not to integrate this concept. The Administration uses it frequently during interactions with student discipline and student support.</p> <p>²⁵⁻²⁶We created a scope and sequence per grade level for <i>Second Step</i>. We also began to look at <i>Mindful Movement</i>. Next steps will be to create a scope and sequence for <i>Mindful Movement</i> and look at how to incorporate BEST practices into our SEL lessons.</p>
<p>(Action Step 4) Develop a robust plan for onsite counseling for lower grades</p>	<p>2023-2024</p>	<p>Administrative team</p>	<p>²²⁻²³ Carondelet was admitted into the CSCOE Peace of Mind initiative. We now have access to Curriculum and a counselor around student wellness. We have yet to develop a plan for sustainability. While we are adding a second day of counseling for our counselor, we are reevaluating our relationship with the SEL education portion of this partnership.</p> <p>²³⁻²⁴ Peace of Mind counseling has been largely successful with many teachers and parents referring students to the program. We also participated in 4 hours of Profession Development around mental health of students and brain development so that we can have more informed responses to student behavior and needs.</p>

			<p>²⁴⁻²⁵ The admin team reflected on the current contracted services for counseling, and the school needs. This is a continuation of a plan for services. It has been determined, through our Child Study process that many students can be best served through counselor small groups, including lunch bunch and other skill-development services.</p> <p>²⁵⁻²⁶We continued counseling service one day a week for elementary grades this year. This seems to adequately serve our needs for the time being.</p>
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(STRATEGY 4) DEVELOP OPPORTUNITIES FOR FACULTY COLLABORATION ACROSS ALL GRADES, DISCIPLINES, AND CAMPUSES

	Timeline	Responsibility	Progress Report
(Action Step 1) Create a cohesive meeting and professional development schedule that meets the needs of all faculty AND offers more collaboration with each other	Summer 2022 and ongoing	Administration	<p>²²⁻²³ Administration has a professional development plan for this year. All faculty gather together at least twice per month as strategic planning meetings are hosted together during our regular meeting times. We also use this time to build community and culture as well. Our culture team has developed a plan to celebrate birthdays at our monthly meeting.</p> <p>²³⁻²⁴ We have pinpointed several areas that are key for developing our teachers including small group work in literacy and targeted development for our behavioral plans. We split our full faculty up into smaller groups to more directly address individual teacher needs. We will consider this approach wherever appropriate for the topics at hand.</p> <p>²⁴⁻²⁵ The PD schedule created for 2024-25 was created by the recommendations of the Strategic Planning Teams from the 2023-24 school year. We also designed a PD calendar based on additional teacher input. Much of the PD for 2025-26 will be a continuation of work we began this year. Examples of this are school-wide behavior-discipline and school philosophy, Project-Based Learning, and diversity.</p> <p>²⁵⁻²⁶ The PBL team, made up of teachers who have received formal PBL training, was instrumental in designing PD for the wider teaching community this school year. This plan will continue next year, with teacher leaders modeling for colleagues in a variety of areas.</p>
(Action Step 2) Create more opportunities for Faculty to socialize across both campuses.	Fall of 2022 and ongoing	Teacher led committee	<p>²²⁻²³ Our strategic planning committee for faculty culture created a schedule of faculty social events throughout this past spring. We also worked to celebrate birthdays as a cohesive staff. We planned a holiday party and a spring send off for faculty appreciation. This is a work in progress.</p> <p>²³⁻²⁴ Administration has also planned and executed several team based faculty morale builders across both campuses. Some of these occur at</p>

			meetings and some are school day builders. Teachers seem to enjoy the fun! ²⁴⁻²⁵ The Faculty Culture Team of the Strategic Plan has planned a number of cross-campus events. Two full-staff events took place in January and June. Other, smaller activities occurred as well. Additionally, admin continued team-based morale builders, as took place last year.
(Action Step 3) Evaluate feasibility of cross-curricular and grade-level teaming, including specialists and implement peer observations	Spring 2024	Leadership Team and Administration	²⁴⁻²⁵ Peer observations occurred for all new hire teachers. Planning will take place in the summer to continue this practice, and expand on it. ²⁵⁻²⁶ Probationary teachers were all provided the opportunity to observe a colleague 1-2 times this past school year.
(Action Step 4) Create and develop a plan for vertical teaming in all discipline areas to ensure meeting curriculum targets and vertical alignment.	Fall of 2024- Spring 2025	Leadership Team and Administration	²⁴⁻²⁵ Vertical teaming will begin with the June (2025) training teachers receive in Project-Based Learning. From there, it will be an integral part of expanding PBL units and lessons across all grade levels. ²⁵⁻²⁶ The above plan was executed during the 2025-26 school year and will continue during the upcoming school year.

(STRATEGY 5) REDEVELOP AND PROVIDE OPPORTUNITIES FOR MEANINGFUL PARENT ENGAGEMENT			
	Timeline	Responsibility	Progress Report
(Action Step 1) Evaluate current family engagement events to ensure each event provides valuable community opportunities for all families	Spring and Summer 2024	Home and School Committee and Administration	²³⁻²⁴ Home and school chairs have worked with the Administration to evaluate and determine the value of each school community event. They have subtracted, added and moved events to better meet the needs of the school community. We will evaluate again next year to determine if we have sufficient community builders based on these changes. ²³⁻²⁴ Home and School continues to work with administration to ensure that all activities meet the mission of the school and the mission of our community building activities. They have instituted a survey to solicit feedback from parents as to the success of the activities they sponsor. So far, they have implemented changes according to the needs of families. ²⁴⁻²⁵ Home and School and the administration implemented an annual survey to parents to receive feedback on existing and prospective events. Events have been modified based on the feedback related to the value to all community members.
(Action Step 2) Plan and offer more family engagement events centered around community building opportunities	Ongoing	Home and School Committee and Administration	²²⁻²³ Our Home and School and Admin team added a back to school BBQ event to kick off the school year as well as reinstated Family Bingo night and several other events. ²⁴⁻²⁵ Completed. Currently offering programs like our Back-to-School BBQ, Bingo nights, grade-level parent parties, new family welcome

events, worship opportunities, Family STEM Night, speaker nights, Day of Service, Middle School play, etc. Art Walk was added in the 2024-25 school year.

CARONDELET CATHOLIC SCHOOL 2022-2029 STRATEGIC PLAN

(OBJECTIVE 5) CARONDELET CATHOLIC SCHOOL PROVIDES A SAFE PHYSICAL LEARNING ENVIRONMENT.

(STRATEGY 1) DEVELOP MAINTENANCE PLANS WITH PARISHES FOR CARE AND CLEANING OF THE BUILDINGS TO ENHANCE STUDENT HEALTH AND SAFETY.

	Timeline	Responsibility	Progress Report
(Action Step 1) Implement monthly meetings with the maintenance staff at both campuses to ensure school and parish needs are met	Spring 2022 and ongoing	Board facilities committee, parish leadership and maintenance staff, and Principal	<p>²²⁻²³ Carondelet has requested and initiated this meeting; however, we have been met with road blocks from the parishes. They don't feel we have right to weigh in, and so we have determined that we need to approach this concern differently through charitable acts of goodwill and teaming in other ways. Eventually we will make headway here, but it will take additional time.</p> <p>²³⁻²⁴ No progress has been made, but turnover in maintenance staff has been difficult to establish this opportunity</p> <p>²⁴⁻²⁵ Created a written communication, written by the principal and tracked by the church, to better maintain communication with maintenance and school.</p> <p>²⁵⁻²⁶ A new head custodian for both buildings was hired in the spring of 2026. The Carondelet principal has met with that person to ensure open communication going forward. To date, the communication of problem issues has been good.</p>
(Action Step 2) Create a prioritized list of regular maintenance and cleaning projects and assign responsibility	Summer 2023	Board facilities committee, parish leadership and maintenance staff, and Principal	<p>²⁴⁻²⁵ The Principal met with the Facilities Committee from each parish twice this school year to discuss how we can collaborate on the work of maintenance of the shared facility.</p> <p>⁵⁻²⁶ New hiring took place this spring at both campuses. A new system for communication and accountability will be created next fall.</p>
(Action Step 3) Create a prioritized list of required summer projects and assign responsibility	Fall 2023	Board facilities committee, parish leadership and maintenance	<p>²³⁻²⁴ Turnover in personnel in the pastor and maintenance has delayed this project.</p> <p>²⁵⁻²⁶ As mentioned above, the Safety and Security Committee has multiple projects that are taking place this summer (2026), some of which have already begun.</p>

		staff, and Principal	
(Action Step 4) Create and maintain a system to track progress on projects	Ongoing	Board facilities committee, parish leadership and maintenance staff, and Principal	<p>²⁴⁻²⁵ The Principal met with the Facilities Committee from each parish twice this school year to discuss how we can collaborate on the work of maintenance of the shared facility.</p> <p>²⁵⁻²⁶ The system used the past few years of competing work requests in the form of requisitions is currently working.</p>
(STRATEGY 2) DEVELOP AND IMPLEMENT A PLAN FOR UPDATING AND UPGRADING THE PHYSICAL PLANT TO ENSURE STUDENT SAFETY.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Develop a robust list of projects needed to update and upgrade our campuses	Spring 2022	Board facilities committee and Principal	<p>²²⁻²³ The Board and Principal have worked together to have the buildings assessed by an outside firm (Maertens-Brenny). They have determined a list of deferred maintenance projects that need immediate, moderate, or postponed attention for our review. We are currently in the process of prioritizing and procuring cost assessments so we can make decisions on next steps.</p> <p>²³⁻²⁴ We are working with Maertens-Brenny on the first step of reroofing our building at CTK and tuckpointing and repairing failing masonry. This project will be completed by fall of 2024.</p> <p>²⁵⁻²⁶ The Safety and Security Committee has been actively approving projects to improve facility security all year. A new door between the church and school was installed in October of 2025, securing the school during church events like funerals. The Fund A Need at the 2026 Gala was a specific ask to fund school safety measures. From those funds, the school has already updated new door locks and a security camera system. Additionally, all new doors are being installed during the summer of 2026.</p>
(Action Step 2) Seek a feasibility study to assess our facilities and capacity for fundraising to complete update projects	Fall 2022	Board facilities committee and principal	<p>²²⁻²³ We have begun the process of seeking out firms to help us evaluate our capacity to fundraise for capital projects. We hope to have more answers in a month or two.</p> <p>²³⁻²⁴ Due to the Moratorium on capital campaign projects from the Archdiocese, our plan to implement a capital campaign for building projects has been deferred until further notice.</p>
(Action Step 3) If possible, implement a capital campaign.	2027	Board Facilities committee and principal	<p>²⁴⁻²⁵ The Archdiocese has directed the school to wait until 2027 to begin the capital campaign. The timeline on this action step will change to 2027.</p>

			<p>25-26 A Fund-A-Need took place at the annual GoGo Gala in March was very successful, and has already resulted in the completion of numerous projects related to school safety as outlined above.</p>
<p>(Action Step 4) Create a plan for implementing upgrades at each campus based on feasibility and funding campaign.</p>	<p>Spring 2024-Fall Spring 2026</p>	<p>Board Facilities committee, parish leadership and principal</p>	<p>23-24 We have completed a site evaluation with Maertens-Brenny, including a long range facilities vision that extends into the next 15 years. This plan includes many updates to both student access areas and the exterior of the building. The plan also includes potential additions. Due to the Moratorium, we are only executing a reroof and tuckpointing project at Upper Campus.</p> <p>24-25 We will send a survey home to families this summer, asking about facility needs. A monthly giving option will be created to fund this project, since we cannot begin the capitol campaign yet.</p> <p>25-26 Our tracking system of the multiphase safety projects is located in a shared document entitled <i>School Safety Updates 2025-26</i>.</p>

CARONDELET CATHOLIC SCHOOL 2022-2029 STRATEGIC PLAN

<p>(OBJECTIVE 6) CARONDELET CATHOLIC SCHOOL UNDERSTANDS AND EMBRACES ITS POSITION WITHIN A GLOBAL COMMUNITY.</p>			
<p>(STRATEGY 1) EVALUATE CURRICULUM, MATERIALS AND EXPERIENCES FROM MULTIPLE PERSPECTIVES TO ENSURE THAT DIVERSE COMMUNITIES ARE REPRESENTED APPROPRIATELY ACCORDING TO THE CATHOLIC SOCIAL TEACHINGS.</p>			
	Timeline	Responsibility	Progress Report
<p>(Action Step 1) Provide Professional development around the intersection of diverse communities and the catholic social teachings</p>	<p>Spring of 2024</p>	<p>Administration and Leadership team</p>	<p>23-24 Our global position strategic committee is currently vetting potential professional development opportunities for our community. Locating someone who both meets our needs and can honor our unique position within the catholic community.</p> <p>24-25 The Global Diversity team proposed the creation of a universal classroom rules list (to complement the values identified by the School Culture Team) to be used to enhance student understanding of multiple perspectives, and diverse communities, in harmony with Catholic teachings.</p> <p>Our January PD day was dedicated to having Dr. Katy Swalwell from Equity Institute present to the entire staff. Her presentation focused on a number of areas, including bias in curriculum. She shared a Curriculum Scorecard, as well as curriculum review rubrics for us to make our own.</p>

			<p>²⁵⁻²⁶ The Diversity Team had Dr. Katy Swalwell come in for an October PD day. Her presentation was a follow up to the January 2025 presentation. Her presentation focused on evaluating curriculum.</p>
<p>(Action Step 2) Provide Professional development that offers tools and strategies for evaluating curriculum and materials from the perspective of diverse communities within the framework of the Catholic Social teachings</p>	<p>Fall of 2025</p>	<p>Administration and Leadership Team</p>	<p>²³⁻²⁴ The Global position committee sought out feedback from teachers through a survey regarding what resources and curriculums currently present diverse perspectives. They are in the process of evaluating those results.</p> <p>²⁴⁻²⁵ The Global Diversity team read the book Start Here. Start Now and discussed its application with the full staff. The book will be introduced staff-wide in August, 2025 to read and guide collaboration with curriculum and instruction.</p> <p>Our January PD day was dedicated to having Dr. Katy Swalwell from Equity Institute present to the entire staff. Her presentation focused on a number of areas, including bias in curriculum. She shared a Curriculum Scorecard, as well as curriculum review rubrics for us to make our own.</p> <p>²⁵⁻²⁶ The Diversity Team had Dr. Katy Swalwell join us for an October PD day. We practiced reviewing curriculum quality for the elements of meaningful and equitable curriculum, rigor, accessibility, cultural sustainability, and pitfalls to look out for. She also provided us with rubrics to evaluate if a curriculum is culturally sustaining and if a curriculum has pitfalls present. October 2025</p>
<p>(Action Step 3) Create a rubric and process for evaluating curriculum and resources and provide resources and time to allow teachers to better evaluate materials and curriculum.</p>	<p>Spring 2027</p>	<p>Administration and Leadership Team</p>	<p>²⁴⁻²⁵ A tool for evaluating curriculum was created and used for the Social Studies review that took place this year. That model will be used to create a more permanent and comprehensive tool going forward. The templates and models Dr. Katy Swalwell shared will also be used in the enhancement of the Carondelet tool.</p> <p>A new service project was introduced: Foster Adopt Minnesota. This training will occur earlier in the year in the 2025-26 school year.</p> <p>²⁵⁻²⁶ The Diversity Committee invited Dr. Swalwell back to focus specifically on reviewing and evaluating curriculum for inclusion.</p>
<p>(STRATEGY 2) DEVELOP AND OFFER PROGRAMMING THAT APPEALS TO AND PARTNERS WITH THE LARGER COMMUNITY.</p>			
	<p>Timeline</p>	<p>Responsibility</p>	<p>Progress Report</p>
<p>(Action Step 1) Identify points in our curriculum that could be supported by community resources beyond opportunities for service</p>	<p>Fall 2025</p>	<p>Administration and Leadership Team</p>	<p>²⁴⁻²⁵ Middle School curriculum was augmented with a Wednesday Experiential Learning event called the <i>Amazing Shake</i>. In partnership with Huntington Bank, students learned valuable life skills, including professional conduct, leadership, and effective communication - all from the Ron Clark Academy.</p>

(Action Step 2) Identify more service groups and establish sustainable relationships with them	Fall 2025	Service Learning Committee	²⁵⁻²⁶ A new middle school elective was created this year in collaboration with Christ the King Church, and taught by church staff. Some service projects included making sandwiches and tie blankets for the unhoused, having a winter gear drive, making cards for the elderly and visiting residents of The Waters home.
(Action Step 3) Develop and strengthen parish relationships to support this area of programming.	Fall 2026	Service Learning committee	²⁵⁻²⁶ The parish and school collaborated on Vacation Bible School this summer of 2026.
(STRATEGY 3) DEVELOP AND IMPLEMENT HIGH QUALITY PROFESSIONAL DEVELOPMENT AND PARENT OUTREACH AROUND INCLUSIVE, EQUITABLE, AND GLOBALLY RELEVANT EDUCATION TIED TO CATHOLIC SOCIAL TEACHINGS.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Develop professional development for teachers to implement more cultural learning experiences that align with the Catholic Social teachings.	Fall 2027	Diversity Team	²⁵⁻²⁶ The Diversity team purchased books (<u>Start Here, Start Now</u>). The Diversity team will read the book and create professional development presentations for school staff on days of professional development. Based on our reading and collaboration with each other, we will decide which chapters should be read by all staff, which to present on, what to focus on, etc. We will be intentional about connecting what we read to the Catholic Social Teachings and how we can apply our learning to our diverse world. This will consist of four presentations over the course of two years; each presentation will focus on two chapters. Presentations would be around 30-45 minutes. Next year, we plan to focus on the first four chapters.
(Action Step 2) Plan and provide speaker and family engagement nights for parents and students around belonging, inclusion, equity, and the Catholic Social Teachings.	Spring 2028	Diversity Team	²⁵⁻²⁶ At this point for next year we are likely unable to plan for an outside speaker due to budgeting. The training would be provided by the team, combining the book " <u>Start Here Start Now</u> " and Catholic social teachings. Dates will be scheduled in the fall.

CARONDELET CATHOLIC SCHOOL 2022-2029 STRATEGIC PLAN

(OBJECTIVE 7) CARONDELET CATHOLIC SCHOOL WILL REMAIN VITAL AND VIABLE INTO THE FUTURE.			
(STRATEGY 1) DEVELOP HEALTHY PARISH RELATIONSHIPS AT BOTH CHRIST THE KING AND ST. THOMAS THE APOSTLE TO ENABLE GROWTH AT ALL THREE INSTITUTIONS.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Seek understanding of past relationships between the two parishes and the school.	Fall 2022 and Spring 2023	Board of Directors and Principal	²²⁻²³ The principal has met with several key players in both parishes to understand the relationship between all players in the three communities. Much information has been learned, but more must be gained. The

			<p>principal will be meeting with additional stakeholders over the next 6 months to learn more.</p> <p>²³⁻²⁴ The principal has met with the new pastor and the two business admins regarding some of our financial relationships ahead of the reroofing project. We are working to formalize the existing financial relationship.</p> <p>²⁴⁻²⁵ The Enrollment Director has worked all year in partnership with both parishes to plan and implement a big 100 year anniversary event to celebrate both parishes. This involved research on the past 100 years at each site. The historical information helped inform the planning of the event.</p>
(Action Step 2) Rebuild joint programming and family support through teaming with both parishes	Fall 2023- Spring 2026	Principal, Leadership Team, and Service Learning Committee	<p>²²⁻²³ Assistant principal and the Catholic Identity strategic committee has already begun the process of teaming with the parishes around parish service projects. Our third grade will do their first joint project in December, and we will also visit Feed My Starving Children with parish members and middle school students in December as well. This initiative also grew throughout the spring of 2023 with 6 grade levels participating in service opportunities with the parishes, including knitting prayer shawls, food drives, etc.</p> <p>²³⁻²⁴ We have continued to offer the above programming and to look for new opportunities. We have also begun a pilot program for a VBS this summer. So far that has had limited success, and we had to cancel the program for this summer. We have already set a date for next summer so that we can hit the ground running.</p> <p>²⁵⁻²⁶ VBS will take place this summer, 2026.</p> <p>²⁵⁻²⁶ Sending regular school updates to post in parish bulletins.</p>
(Action Step 3) Integrate school activities into parish life wherever possible	Fall 2023- Spring 2028	Principal, Leadership Team, and Service Learning Committee	<p>²⁴⁻²⁵ Living Stations of the Cross was added this year, implemented by students. Additionally, students do the readings at all masses.</p> <p>²⁵⁻²⁶ Living stations of the cross continued this school year. A middle school elective was taught by CTK staff, and VBS was a collaborative effort by church and school .</p>
(STRATEGY 2) DEVELOP AN EFFECTIVE COMMUNICATIONS AND MARKETING PROCESS FOCUSED ON BUILDING ENROLLMENT, RETAINING CURRENT FAMILIES AND ENGAGING OUR COMMUNITY.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Develop an evaluation process for determining communication philosophies and responsibilities for all staff	Fall 2023- Spring 2024	Administrative team and director of marketing	²⁵⁻²⁶ The Director of Marketing, Principal, and Assistant Principal work together when drafting any school-wide communications.

(Action Step 2) Develop a plan for regular updates to our website, parish communications, and new marketing materials for current parent communication and engagement.	Fall 2024	Administrative team and director of marketing	²⁴⁻²⁵ We prepared an annual marketing plan that outlines these priorities for each school year.
(Action Step 3) Create a plan for marketing Carondelet to potential new families that capitalizes on current strengths and expands reach.	Spring 2025	Administrative team and director of marketing	²⁴⁻²⁵ This is ongoing with plan updates annually, as market changes. ²⁵⁻²⁶ Updated annually, typically prior to the start of the new school year.
(Action Step 4) Create a social media philosophy and work to create a publishing calendar and expand reach.	Spring 2026 and beyond	Administrative team and director of marketing	²⁴⁻²⁵ We post content on average 2-3 times per week with current content. The calendar is based on what is going on in our classrooms and community. DONE ²⁵⁻²⁶ This Action Step was reviewed in spring 2026 and noted it is not needed at this time, but will be reviewed annually.
(STRATEGY 3) CREATE AND IMPLEMENT A DEVELOPMENT PLAN THAT FOCUSES ON MULTIPLE METHODS OF STEWARDSHIP SUPPORT FOR THE SCHOOL.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create an annual fundraising plan that incorporates strategies to grow our philanthropic revenue in each identified funding area (parents, alumni, parishioners, parishes, foundations, corporations, government etc.).	Spring 2024	Board of Directors and Principal	²³⁻²⁴ CCS has approved the hiring of a senior advancement officer to help develop a development program, marketing plan and to aid the director of admissions in building enrollment capacity. We are currently drafting the job description with an eye to hire this summer. ²⁵⁻²⁶ We hired a development director who started in August. We held our 100 year anniversary to reengage our alumni. We saw growth in all of our fundraising due to these two things.
(Action Step 2) Develop and implement an outreach program to connect alumni and their parents to the school.	Spring 2025	Board of Directors and Principal	²²⁻²³ Carondelet hired a former admin assistant to comb our files and begin building a data base of alumni and their parents. She is already completed with the Carondelet (Last 25 years) and will be working on the Christ the King and St. Thomas alumni. ²³⁻²⁴ This work has been completed and now we are focusing on updating the information we have so that when a data base is chosen, we can upload historical and current information to help promote our fundraising models and develop more connection to the school.
(Action Step 3) Identify and implement a CRM (Customer Relationship Management) database to organize, track and store donor and prospect information.	Spring 2026	Board of Directors and Principal	²⁵⁻²⁶ We acquired the use of Facts Giving this year where we are able to track all giving and donor information. We have all of our alumni information in there is well. This has created a space for us to easily track and communicate with all stakeholders.
(Action Step 4) Develop and implement a plan for volunteerism that incorporates parents, community members, and parishioners.	Spring 2026	Board of Directors and Principal	

(STRATEGY 4) DEVELOP SYSTEMS TO ENSURE CONTINUED FINANCIAL VITALITY.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Develop a budgeting process that enables tuition setting in January of each year and work agreements issued in March each year.	Spring 2023	Principal, Business administrator and finance committee	<p>²²⁻²³ Principal outlined procedures to start the budgeting process in early November so tuition and pay scale increases can be determined early enough to be available at the beginning of the enrollment cycle in January. We are currently working on codifying that process.</p> <p>²⁴⁻²⁵ These predetermined processes are still being used.</p>
(Action Step 2) Develop a set of budgeting principles to guide planned spending and use of endowment funds	Spring 2024	Principal, Business administrator and finance committee	<p>²²⁻²³ The principal and finance committee have begun discussions on what this policy might look like and how it might be structured for flexibility. Policies are forthcoming in the next school year.</p> <p>²⁴⁻²⁵ During this school year, the finance committee and new principal began a conversation around creating a policy of putting 50% of profit in endowment.</p> <p>²⁵⁻²⁶ The principal met with the corporate board who set a standard rate of needing approval for spending by the principal.</p>
(Action Step 3) Develop a regular evaluation of financial processes to ensure best practices including refining finance committee roles and responsibilities	Fall 2023 and ongoing	Principal, Business administrator and finance committee	<p>²²⁻²³ The finance committee has begun creating a Standard Operating Procedures to begin the process of regular evaluation.</p> <p>²⁴⁻²⁵ We did not have a finance chair from June- November of 2024. We are currently working through this action step.</p>
(Action Step 4) Develop a clear and consistent purchasing/spending process and policies guiding use of endowed funds, investment goals, and facility use contracts.	Fall 2025	Principal, Business administrator and finance committee	<p>²⁵⁻²⁶ The principal met with the corporate board who set a standard rate of needing approval for spending by the principal.</p>