

2024-2029

St. Stephen the Martyr Catholic School

Strategic Plan



Welcome to St. Stephen the Martyr Catholic School!

As an accredited school within the Archdiocese of Omaha School system, St. Stephen the Martyr Catholic School works to ensure an excellent education from a faith filled perspective. Because we are rooted in Christ, we are filled with joy! We want all children who enter our doors to experience the joy and wonder of coming to know God through learning. We want every student to experience a positive, warm, safe environment where they can realize their potential and joyfully follow God's will for their lives.

St. Stephen the Martyr School offers Pre-school through 8th grade. We are accredited by the Nebraska Department of Education. We offer a rigorous curriculum with the benefit of a 18:1 ratio to ensure adequate individual help is offered. Through smart use of technology, music/art education, Spanish instruction, extracurricular activities and a plethora of leadership/service opportunities, we inspire students to reach their greatest potential! Our full-time teachers average 12 years in the classroom. Expansion of our preschool program with additional transitional kindergarten sessions began in the 2019-2020 school year.

St. Stephen the Martyr school's curriculum is developed based on the Omaha Archdiocese content standards and skills. It aligns with both state and national standards and grade level skills. Teachers have been trained to use the Gradual Release of Responsibility as their instructional framework. Instructional materials are carefully selected based on grade level standards, skills, and student learning styles and individualized needs. Teachers have created curriculum maps for content areas, and these maps are reviewed quarterly. Staff have been participating in professional development as well as taking college courses to fulfill the Science of Reading/literacy state requirements. Throughout the past five years, teacher training and professional development has also focused on the MTSS process. The school has restructured its student services team to include a student services director, two full-time resource teachers, two interventionists, two counselors, and two special education paraprofessionals. The student services team works with staff and students to target instructional and social emotional needs of our students. As part of our MTSS framework, the school has adopted a positive behavior approach that includes Restorative Practices and Love and Logic.

St. Stephen the Martyr School recognizes the importance of using technology to enhance the curriculum. Technology increased in 2017 by adding two 3-D printers to the technology lab. In 2018-2019 the school purchased 100 Ipads. During the spring of 2020, the school moved to remote learning as a result of COVID19. Staff was trained immediately on digital platforms and began teaching students online using Google classroom, Zoom, and SeeSaw. The response to this new instruction was overwhelmingly positive considering the quick transition. St. Stephen the Martyr School used CARES funding to add 100 more Ipads for the 2020-2021 school year. The school also uses digital subscriptions for Guided Readers, Mystery Science, Brainpop, and IXL to enhance the curriculum and align with individual student progress. The school continues to subscribe to these programs yearly. Professional development continues throughout the year and aligns with our school goals and strategic planning. Professional development is offered for technology use and for learning about how to use our

digital subscriptions to enhance learning. Most recently we were granted a generous charitable donation to purchase 20 new Ipads. The school also maintains five chromebook carts and two Macbook carts. In 2019, the technology lab began its conversion to a STEM lab including a maker-space. In 2019-2020, St. Stephen the Martyr School adopted a 1-1 technology program for grades 6-8 with a “rent-to-own” Chromebook program. In 2021 Eans money was used to replace teacher laptops with Macbooks, replace classroom projectors, add Apple TV, and update wiring for better connectivity. Last year (2023) our technology/STEM lab added a “green screen” and began producing and publishing news segments created by and starring our students. This past summer we used Title money to purchase a new 3D printer as well as more bots. The school has an Academic Excellence Team that serves as a continuous improvement team to ensure curriculum is mapped and aligned with district and state standards. The Academic Team reviews the technology needs and makes recommendations accordingly.

St. Stephen the Martyr School participated in Cognia Accreditation Review on November 17, 2020. The final report included commendations and recommendations:

- The school is mission-guided, with stakeholders sharing a strong sense of commitment and passion through a shared vision and core values.
- The leadership provides a level of unprecedented support to the school community
- The staff is dedicated and engaged in the mission of the school
- The school has a continuous improvement process; however, the school should increase efforts and collection of longitudinal data

As a result, the Strategic Plan was updated to include action steps focusing on student data, MTSS process, Professional Learning Communities (PLCs), demographics, and student and family engagement. St. Stephen the Martyr School is proud of our commitment and dedication to the continuous improvement process.

St Stephen the Martyr is proud of its unique identity as a faith-based Catholic school. Our education provides the competencies necessary for knowledgeable and excelling Christian servant leaders who impact the world. We invoke God’s name in prayer first thing in the morning, throughout our day and it’s the last thing we do at the end of the day. Each class attends Mass twice weekly and participates in Catholic devotions such as Adoration, Benediction, and The Stations of the Cross. Students also have the opportunity to receive the Sacrament of Reconciliation throughout the year. They learn their faith in the classrooms and are taught by our priests, who regularly visit the classrooms. In the fall of 2019, the preschool students began participating in “Catechesis of the Good Shepherd”. This program began with funding through the Omaha Archdiocese Ignite the Faith Grant. Our Catholic Identity Committee meets quarterly to review Catholic Identity goals. The committee also focuses on creating opportunities for students to participate in service projects. All classes will include a service related field trip or a service project as part of the curriculum. In 2020, The Home and School funded “Theology of the Body” as an addition to the religion curriculum. This program began in 2020 and continues to be an important part of our faith education.. Our teachers participate in 18 hours of faith formation

every year. The program previously led by the Evangelium Institute is now led by the Catholic Identity team leaders. The Faith Formation hours include book studies, scripture studies, adoration, retreats, prayer services, masses, small group discussions and sharing, and community service. Our Catholic Identity team and Brooke Keller (Director of Evangelization) collaborate to create curriculum plans that will align with the parish vision and mission as well as the school's.

St. Stephen the Martyr faculty and staff see it as a privilege to accompany our students and families in a faith-based educational journey.

St. Stephen the Martyr Catholic School Mission Statement

St. Stephen the Martyr School is united in Christ to ignite the joy of faith, community, and learning!

Vision of St. Stephen the Martyr Catholic School

St. Stephen the Martyr School will provide a Christ-centered education that empowers students to reach their full potential- spiritually, intellectually, and behaviorally. Through collaboration among all stakeholders, the mission is accomplished through accountable leadership at all levels, ongoing strategic planning, and financial sustainability.

Core Values

- Every Student Matters
- Faith knowledge and virtues are demonstrated and practiced daily
- An environment exists where students can grow in their relationship with God
- Staff encourage students to develop their unique gifts and talents
- Instruction is based on educational research
- Instruction and interactions encourage the development of critical thinking skills and create life-long learners
- Relationships and interactions focus on honesty, compassion, and responsibility.
- The school culture demonstrates a support that nurtures self esteem and social emotional health
- The partnership between staff and parents creates a positive and supportive atmosphere that benefits the students and the overall school community.

The Faculty and Staff at St. Stephen the Martyr School Pledge:

- To acknowledge each student as uniquely created in the image and likeness of God
- To maintain consistent, positive communication with parents, peers, and administration
- To always come to school prepared to teach
- To create a safe, positive learning environment, and to encourage students to become independent, lifelong learners

- To share the mission of St. Stephen the Martyr school, by being united in Christ to ignite the joy of faith, community, and learning.

Continuous Improvement Planning Process

In the interest of maintaining and increasing standards of excellence, a Continuous Improvement Committee was formed to document the direction and vision for the future of St. Stephen the Martyr School. St. Stephen the Martyr classroom teachers, School Advisory Board, and administrative leadership are included as members of the subcommittees.. These four sub committees align with the NCEA National Standards and Benchmarks for Effective Catholic Elementary Schools (NSBECS): Academic Excellence, Catholic Identity, Operational Vitality, and Governance and Leadership.

Academic Excellence Team

Missy Delaney, Dawn Schweers, Sarah Valasek, MaryroseMickens, Mary Gill, Sarah O’Leary, Sarah Mancilla, Diane Haack, Jennifer Jensen, Jackie Torczon, Joe Connolly, Benjamin Fast, Myah Brown, Kristin Koubsky, Emily Pennings, Greg Verraneault, Julie Perrault

School Advisory Members: Nicole Pause, Frannie Schneider, Melissa Fischer

Catholic Identity Team

Jeanna Pestel, Sandy Watson, Jennifer Trevett, Carrie Gentile, Ashley Hoff, Rose Fitch, Adam Daymut, Elizabeth Chu, Shelisa Mabeus, Nicole Verraneault, Jessica Tucksen, Madeline Nordstrom, Mary Wolff, Karissa Nichols, Sam Jizba, Father John Norman

School Advisory Board Members: Jarred Roy, Jen Ross, Patrick Cooley, Jeremy Belsky

Operational Vitality

Father Dave Belt, Finance Council, Juli Han (finance director), Christopher Osterloh (director of operations), Julie Perrault, Greg Verraneault

School Advisory Members: Charles Cooper, Jeremy Mace, Scott Sanderson

Governance and Leadership (School Advisory Board)

Scott Sanderson, Charles Cooper, Nicole Paus, Jen Ross, Jarred Roy, Jeremy Belsky, Jeremy Mace, Frannie Schneider, Patrick Cooley, Melissa Fischer

Greg Verraneault, Julie Perrault

The Continuous Improvement Committee meets to review the current Mission, Vision, and Beliefs of St. Stephen the Martyr School; review and analyze environmental and academic indicators relevant to St. Stephen the Martyr; and to identify and summarize the key focus areas. Over the next 5 years the St. Stephen the Martyr faculty,staff, and advisory board members will focus on the key areas noted below.

Focus Areas

- I. Academic Excellence
- II. Catholic Identity

- III. Operational Vitality
- IV. Governance and Leadership

Goals

Goal I: Academic Excellence (NCBECS Standards 7,8,9)

<https://catholicschoolstandards.org/standards/academic-excellence>

Overall Goal: To enable every student to achieve his or her full academic potential in a high performing school.

1. By May of 2029 St. Stephen the Martyr School will implement strategies to support the staff in order to strengthen academic programs measured by performance objectives aligned with *The National Standards and Benchmarks for Effective Catholic Elementary Schools* rubric (Standard 7.6) and student engagement inventories.

2.

By May of 2029 students will improve literacy (reading, language arts, and writing) and math skills (computation and problem solving) as measured by:

- 65% Student Growth Progress in Reading as evidenced by Reading Star Test from fall to spring
- 65% Student Growth Progress in Math as evidenced by Math Star Test from fall to spring
- 90% of students will show proficiency in writing assessments (grades 1-8) in the spring
- 95% of 3rd grade students will pass the reading proficiency test by May

3.

By May of 2029 the MTSS process will be fully integrated as a framework to support student learning, restorative practices, and increase an awareness of social-emotional learning as evidenced by documented Tier 1, Tier 2, and Tier 3 interventions, modifications, and accommodations.

Goal II: Mission & Catholic Identity

(NCBECS Standards 1,2,3,4)

<https://catholicschoolstandards.org/standards/mission-and-catholic-identity>

Overall Goal: To fully form the minds and hearts of Catholic children in their faith, promote family engagement and practice of the faith, and instill virtues essential to responsible participation in society in all students regardless of their religious background.

1. By May of 2029 students' Catholic identity will improve as measured by an increase in the percent of students strongly agreeing to items on the Catholic Identity Program Effectiveness Survey.

2. St. Stephen the Martyr School will Increase the collaboration and connection among parish, school, and home as measured by an increase in family engagement opportunities and the number of participants and volunteers.

Goal III: Operational Vitality

(NCBECS Standards 10,11,12,13)

<https://catholicschoolstandards.org/standards/operational-vitality>

Overall Goal: To create an economically sustainable system by (1) working to implement best practices proven to keep schools viable and by (2) making use of infrastructure

By May of 2029, the school will see an increase in enrollment and diversity of enrollment, increase in money raised to assist with operating budget and financial assistance, and enhanced parent engagement with the parish as measured by:

- Number of students in each grade increasing to reach 65+ students per grade with 20% representing diverse racial and ethnic backgrounds
 - Money raised through fundraising to increase each year to reach 10% of school operating budget
 - Increase family participation in parish masses, parish activities, and donations by 10% each year
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Goal IV: Governance and Leadership

Goal: NCBECS Standards 5,6 <https://catholicschoolstandards.org/standards/governance-and-leadership>

Overall Goal: St. Stephen the Martyr School will create a supportive process to assist and nurture leadership in order to empower the leadership team to oversee and develop the school's fidelity to mission, academic excellence, and operational vitality.

1. Establish and support collaboration at all levels within the school community to advance excellence
2. Build and sustain a positive culture where all stakeholders have an enthusiasm and an invested interest in the school and parish community

Goal I: Academic Excellence

Goal I: Academic Excellence (NCBECS Standards 7,8,9)

<https://catholicschoolstandards.org/standards/academic-excellence>

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Strategies

Strategy A	St. Stephen the Martyr School will define what instruction should look like at SSM and implement the Gradual Release of Responsibility framework
Evidence of Strategy Implementation:	
Best practices “look for snapshot” produced that outline clear expectations for the use of GRR in all content areas	
PLC time focuses on GRR and Alignment	
Data has been collected to show evidence that GRR is present in all classrooms through admin observation plan	
Improvement in student achievement as identified by annual yearly progress in assessment scores	
Improved instruction through the implementation of a professional development plan	
Data from admin observation plans show that GRR instructional practices are present in all classrooms as provided through the SSM professional development plan	

Strategy B	St. Stephen the Martyr School will Implement a Positive Behavior Interventions and Support (MTSS) and restorative justice model of discipline and building relationships for understanding why challenges occur, appropriately addressing challenging behaviors and academic shortfalls, and providing positive support and encouragement for students to learn in a positive environment.
Evidence of Strategy Implementation:	
Clear expectations have been identified for the use of MTSS and is accessible to all constituents	
Professional development time and training plan with clear scope and sequence	
MTSS will have identified roles and processes	
Progress in effectively implementing MTSS is observable throughout the school evidenced by student academic and behavior progress and staff/student relationships	

Strategy C	St. Stephen the Martyr School will implement school wide vertical and horizontal curriculum mapping create data wall; Align PLCs with school goals and collect longitudinal data
Evidence of Strategy Implementation:	
There is an accessible, completed curriculum maps and scope/sequence for each grade level.	
Lesson Plans and Ongoing Instructional Evaluations will show alignment reflecting Archdiocese standards	
PLC time will focus on school goals and alignment	

Strategy D	St. Stephen the Martyr School will use data to document student learning and curriculum effectiveness and to make informed decisions to improve instructional practices and differentiate learning.
Evidence of Strategy Implementation	
Student progress will be evident and easy to identify through STAR testing, classroom assessments, formative assessment, phonics screening, and school-wide assessments. Students will be involved in creating individual goals.	
Differentiated instruction will reflect data	
MTSS tiered framework will be used to identify student needs	
Guided Instruction will be used in all classrooms	

Strategy E	St. Stephen the Martyr School will provide and improve opportunities for technology use and Blended Learning
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Evidence of Strategy Implementation:
All teachers will use and integrate technology into their daily lesson plans to customize student learning.
Students will demonstrate control over some of their own learning controlling time, pace, and place
STEM activities as part of the curriculum

Strategy F	St. Stephen the Martyr School will recruit, develop, and retain teachers and staff who will work collaboratively with stakeholders to continue moving the school in a positive direction aligning with our mission and vision
Evidence of Strategy Implementation:	
Mentor Program	
Personal Development and Growth Plans	
Hiring Protocols	
Exit Interviews	

Action Steps

Strategy A: Define what instruction should look like at SSM and implement SSM Instructional model based on that definition

KEY: I = Initiate (date) P= Progressing, M= Met (date), C= Canceled (reason)

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1	Implement professional development opportunities based on Gradual Release of Responsibility (GRR), Science of Reading, guided math, MTSS	Administration and faculty	Aug 2020	April 2023	ongoing	
2	Implement systematic classroom evaluation plan based on walkthroughs and mini observations of all teachers focusing on GRR	Administration	Aug 2023	ongoing		
3	Implement systematic model for peer based observations within SSM	Administration, Academic	Spring 2025	Spring of 2026		

		Excellence Team, PLCs				
4	Teachers Create Instructional Goals based on Data – based on Data Digs Teachers and students create instructional goals based on STAR data	Administration and teachers, Academic Excellence Team	Oct. 2024	ongoing		
5	Create and implement consistent communication expectations for all teachers and classes	Administration and Continuous Improvement Team	August 2024	ongoing	ongoing	
6.	Develop curriculum guides for parents that include standards addressed at grade level, tutorials on how to use school resources, and opportunities for parent involvement.	Teachers, Administration	Spring 2024			
7.	Training and implementation of phonics instruction for grades k-3- Science of Reading	K-3 teachers	Fall 2023	Ongoing		
8.	All literacy instruction will be based on the Science of Reading	K-8 teachers	Fall 2024-CKLA K	Fall 2025-CKLA K-4		

Strategy B: St. Stephen the Martyr School will Implement a Positive Behavior Interventions and Support (MTSS) and restorative justice model of discipline and building relationships for understanding why challenges occur, appropriately addressing challenging behaviors and academic shortfalls, and providing positive support and encouragement for students to learn in a positive environment.

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1	Cultivate staff buy-in to increase compliance with MTSS and restorative practices and implementations	Administration, teachers TEAM Counselor	Aug 2019	fall 2023		
2	Provide professional development for staff focused on MTSS, Love and Logic, restorative practices and social emotional learning	Administration, Counselors, teachers	April 2020	Fall 2023	ongoing	
3	Establish a systematic system of documenting, classifying and systematically analyzing discipline issues to have evidence based solutions to more efficiently correct behaviors (FACTS)	Administration, MTSS Committee	Fall 2022-FACTS	Ongoing	ongoing	
4	Develop and publicize SSM student behavior expectations for classroom, church, halls, dining room, recess, bathroom, gym/ PE, and office. PRAY model/ Social Skills	Administration, MTSS Committee, Counselor	Fall 2022	Ongoing	Ongoing	
7	Implement Restorative Circles into daily or weekly schedules to foster positive relationships	Administration, PBIS Committee	Fall 2021	ongoing	Ongoing	
8..	Create a Student Services Team with defined roles	Resource, Interventionists,	Fall 2024	Spring 2025	Fall 2024	

		Administration, counseling				
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Strategy C: Implement curriculum mapping for both ELA and Math alignment

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1A	Identify and align the Archdiocese of Omaha Catholic Schools standards with SSM curriculum across all grades in ELA and Math	Administration, Teachers	Sept 2023 (ELA) Spring 2024 (MATH)	Update quarterly		
1B	Identify a common assessment process (e.g. summative, formative, writing, phonics screeners) and create data walls	Staff/ Literacy Committee, Math Committee, Academic Excellence Team	Spring 2023	Update fall/ winter/ spring		
1C	Research and implement accessible screeners to determine academic needs	Student Services Team	Winter 2023	Fall 2024		
2A	Align writing assessments to reflect standards	teachers	May 2022		Spring 2023 (ongoing)	
2C	Develop curriculum resource rotation schedule: 2024 Social Studies, 2025 Reading, 2026 Math	Academic Team	May 2023	Fall 2024		

Strategy D: St. Stephen the Martyr School will use data to document student learning and curriculum effectiveness and make informed decisions to improve instructional practices.

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1.	Review major topics in conjunction with STAR reports and introduce Instructional reports based on student and class for teacher use (moved to STAR Assessments during the fall of 2020)	Technology committee/ teachers/Admin	Fall 2023	Winter 2024/ Spring 2024	Ongoing	
2.	Create data walls quarterly to assess and analyze student progress	Administration/ teachers	winter 2021	updates: winter/spring /fall		
3.	STAR testing conducted 3 times a year in reading/language arts/math	teachers		ongoing	ongoing	

4.	Create Quadrants Based on STAR reports to identify low proficiency/low growth, low proficiency/high growth, high proficiency/high growth	teachers, administration	fall 2024	winter 2025		
5	Create a common writing rubric reflecting 6 Trait	teachers	spring 2022	spring 2024		
6	Research and create writing expectations for grade levels	Teachers, Admin	Winter 2024	Fall 2025		
7	Create yearly writing assessments for grade levels 1-8	Literacy committee, Academic Excellence team	Spring 2023	Spring 2024		

8	Create data binders that will move with students	Technology committee/ teachers	spring 2020	spring 2022	update yearly	
9	Fluency tests will be used to analyze student growth in grades K-4 and align with benchmarking levels and science of reading	Teachers	fall 2023	ongoing	ongoing	
10	Students will create goals that align with assessments	Teachers Students	fall 2024	winter 2025		
11	Assess student needs using IXL	Teachers/ Student Services Team/ administration	fall 2020	fall 2024	ongoing	
11.	Explore extracurricular activities and clubs that appeal to a diverse interests and talents	Teachers/ students/ parents/ home and school	winter 2019-202	summer 2023 - added yearbook club, math club, added yarn club	Flex time added for grades 5-8 to explore clubs Fall 2025	

Strategy E: St. Stephen the Martyr School **will provide and improve opportunities for technology use to enhance the teaching and learning experience**

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1.	Provide professional development for teachers focusing on digital subscriptions to enhance learning	/ Administration/ technology committee	Fall 2024	ongoing	ongoing	
2.	Develop a technology plan to allow for accurate funding projections to be identified and potential sources researched. Review yearly	Administration/ technology committee/ technology coordinator	fall 2020	Summer 2026		
3.	Integrate applications for students to use for enrichment and enhance individualized learning- Freckle Math, Mystery Science, Epic, Guided Readers, IXL, Brain Pop, Amplify Boost	Technology committee/ Academic Team	spring 2024	ongoing	Ongoing	
4.	Creation and development of an accessible active learning space (lab) for all students that focuses on STEM related content areas and cross curricular integration.	Science Coordinators, technology committee Faculty, Administration	Fall 2019	fall 2023	We continue to update and add-Green Screen in 2023	

Strategy F: St. Stephen the Martyr School will recruit and retain teachers and staff who will work collaboratively with stakeholders to continue moving the school in a positive direction.

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1.	Communicate the observation and evaluation process	Administration	Fall 2024	Spring 2025	ongoing	
2.	Implement professional development that aligns with school goals	Administration, Catholic Schools Office	Summer 2024	Summer 2025		
3.	Schedule quarterly meetings with new staff to “check-in”	Administration	Fall 2024	ongoing		
4.	Administration will continue working with the Catholic School Office attending meetings and PD that focuses on the hiring process and best practices	Administration	ongoing	ongoing	ongoing	
5.	Research and collect data on salary grids and	Administration/	Fall 2022	Fall		

	benefits from other Catholic Schools and nearby districts	finance council/CSO		yearly		
6.	Develop a mentor/mentee plan	Academic Excellence Team	Fall 2024		Fall 2024	

Goal II: Catholic Identity

Goal 2: Catholic Identity (NCBECS Standards 1,2,3,4)

<https://catholicschoolstandards.org/standards/mission-and-catholic-identity>

1. By May of 2029 students' Catholic identity will improve as measured by an increase in the percent of students strongly agreeing to items on the Student Catholic Culture/ Program Effectiveness Survey.
2. St. Stephen the Martyr School will Increase the collaboration and connection among parish, school, and home as measured by an increase in family engagement opportunities and the number of participants and volunteers.

Strategies

Strategy A	The Catholic Identity Committee will work to foster the faith formation of staff, students, and families.
Institution of multidisciplinary and multi-grade level committees focused on promoting the school mission through a deepening of our Catholic Identity.	

Strategy B	Implement grade level service projects to deepen the schools Catholic identity through a focus on more actively living out SSM's Catholic mission
Evidence of Strategy Implementation:	
Grade level service projects are integrated in curriculum and align with grade level content	
Public displays showcasing what each grade levels' service project will be and photos of the students in action engaging in living out the school's Catholic mission	

Student and faculty surveys to provide feedback on service projects and the project's effectiveness in deepening the Catholic identity through a focus on the school's mission.

Collected data from student's reflective surveys assessing the student awareness and understanding between service projects and SSM's religious curriculum.

Strategy C	Provide opportunities to engage parents and involve them in their child's faith journey
Evidence of Strategy Implementation:	
Catholic Identity Perception Data	

Strategy D	Review and Evaluate Religion Curriculum
PLC time used for curriculum review. Curriculum will include religious standards in all subjects.	

Action Steps

Strategy A: The Catholic Identity Committee will work to foster the faith formation of staff, students, and families

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1	Survey parents, students, and staff using the Catholic Identity Perception Survey	Administration,	Fall 2021	Fall 2023 Fall 2024	ongoing	
2	Examine baseline data from the surveys taken by students, parents, and staff from the National Catholic School Benchmark and Standards.	Administration, Catholic Identity Committee, School Advisory Board	Fall 2023	Winter 2025		
3	Update action plan for improvement in areas identified through analyzing survey data.	Administration, Catholic Identity Committee	Fall 2024			
4	Create a plan for student opportunities to develop and enhance a life of prayer (adoration, benediction, devotions, etc)	Catholic Identity committee	fall 2021	ongoing/ reviewed yearly		

5	Plan faculty retreats and work with Evangelization Director and/or Catholic Identity Committee for staff faith formation	Catholic Identity Committee, administration/ Director of Evangelization	fall 2023	ongoing	ongoing	
6	Implement Theology of the Body curriculum	Catholic Identity Committee	fall 2020	ongoing	ongoing	
7	All classes will begin with prayer	All teachers	Fall 2023	ongoing	ongoing	
8,	Plan and implement 2 faith activities for parents and students to participate together	Catholic Identity Committee	Winter 2025			
9.	Provide training for Catechist to work with our preschool program- Catechesis of the Good Shepherd	Finance council, leadership, evangelization director	Spring 2025			

Strategy B: Implement grade level service projects to deepen the schools Catholic identity through a focus on more actively living out SSM's Catholic mission

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1	Survey students, faculty and school community stakeholders on potential service project ideas and their connections to charitable causes to increase buy-in and create an authentic service project experience.	Administration, Catholic Identity Committee	Fall 2024	winter 2025	ongoing	ongoing
2	Utilize PLC meetings to brainstorm and identify potential service projects that align and integrate with the school's grade level curricula	Administration, Catholic Identity Committee	Fall 2024	Fall 2025	ongoing/	
3	Create a rubric for systematically analyzing the expectations and experiences of grade level service projects and a reflective survey to use data for continual service project improvement year- to- year	Administration, Catholic Identity Committee	Fall 2024	Fall 2025		
4	Create public displays (social media/school website) showcasing what each grade level's completed service project was and photos of the students in action engaging in living out the school's Catholic mission	Administration, Catholic Identity Committee	Fall 2024	ongoing	Ongoing	

Strategy C: Provide opportunities to engage parents and involve them in their child's faith journey

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1	Engage office of Evangelization and catechesis to develop a plan for faith based extension activities	Administration, Catholic Identity Committee, Adam Ybarra	Fall 2024	Winter 2025	Ongoing	
2	Schedule student retreats before sacraments	Administration, Catholic Identity Committee, RE director	Fall 2024	Winter 2025		
3	Include parents in special events (May Crowning, Advent Prayer Service, Adoration, etc.)	Administration, Catholic Identity Committee	Ongoing			

Strategy D: Review and evaluate religion curriculum

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1	Continue Catechesis of the Good Shepherd with preschool programs	Administration, Catholic Identity Committee, Preschool teachers, Cathy Ashton, Brooke Keller	Fall 2021	Fall 2021/ Fall 2024	Ongoing	
2	Collaborate with other Catholic Schools to discuss and evaluate programs	Administration, Catholic Identity Committee, Faculty and Students	Spring 2025			
3	Align and map curriculum according to Archdiocese standards	Administration, classroom teachers	Winter 2025	on-going		
4.	Create guides that include religious standards in all subjects	Catholic Identity Committee, teachers of all content areas.	Spring 2025			

Goal III: Operational Vitality

Goal: Operational Vitality (NCBECS Standards 10,11,12,13)

<https://catholicschoolstandards.org/standards/operational-vitality>

To create an economically sustainable system by (1) working to implement best practices proven to keep schools viable and by (2) making use of infrastructure

By May of 2029, the school will see an increase in enrollment and diversity of enrollment, increase in money raised to assist with operating budget and financial assistance, and enhanced engagement with the parish as measured by:

- number of students in each grade increasing to reach 65+ students per grade with 20% representing diverse racial and ethnic backgrounds
- money raised to increase each year to reach 10% of school operating budget
- increase family participation in parish masses, parish activities, and donations by 10% each year

Strategies

Strategy A	Create a culture of joy and knowledge about the school to enhance community exposure as a way to increase enrollment and diversity of student population
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Strategy B	Identify and maximize existing funding and explore opportunities for grants, scholarships, and corporate sponsorships
Evidence of Strategy Implementation:	
Increased enrollment through outside financial assistance and scholarships, facility upgrades from grant funding, decrease in overall parish contribution to the school budget	

Strategy C	Evaluate family engagement efforts and collaborate with parish staff and Family Engagement subcommittee to create an action plan to enhance family engagement within the parish.
Evidence of Strategy Implementation:	

Action Steps

Strategy A: Create a culture of joy and knowledge about the school to enhance community exposure as a way to increase enrollment and diversity of student population

KEY: I = Initiate, P = Progressing, M = Met, C = Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1	Focusing advertising messages diversity, academic excellence, Catholic identity and service to others. We highlight	Communication director,	2023	On-going		

	small class sizes, high school preparedness, adult to student ratio 18.1, We share joy with the community through social media, newsletters, and our Annual School Report.	Administration, School office staff				
1A.	Advertise with 'Now Enrolling' yard signs and banners on campus	Communication director, home and school, Administration	On-going			
1B.	Use of direct mail and videos to promote 1)academics, 2) technology, 3) extra-curricular opportunities, 4) highlight new programs (ie: Facebook video focused on current parents and why they picked SSM)	Communication director, Administration	On-going			
1C.	Use church advertising (Mass announcements, bulletins)	Communication director, Administration	2021	On-going		
1D	Explore funding options to make tuition affordable for all families and communicate options to current and new families	Director of operation, parish finance, Administration, School Advisory Board	Fall 2023	On-going CSF, OSN, Latino Scholarship		
2.	Update database for accuracy to determine potential families and students from SSM parish	Development director, IT, parish staff	Summer 2024- FACTS			
3.	Evaluate and improve Open house	Administration, home and School, communication director, teachers	Fall 2023	yearly		
4A.	Enlist volunteers to make pre-open house calls to prospective SSM families	Home and School, School office staff, Administration, school board	January 2022	On-going (before/after Open House)	ongoing	
5.	Promote Parent Ambassador Program to new families/Welcoming Committee	Home and School, Administration, school board	January, 2021	On-going		
6A.	Create comprehensive prospective family folder	Communication director, Administration, School office staff	Fall 2020	Annual Review		
6B..	Yearly School Report included in Parish Bulletin	Communication director, Administration, Parish staff	2019-20	On-going		

Strategy B: Maximize existing funding and explore opportunities for grants, scholarships, and corporate sponsorships,

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1.	Define and implement major gifts component to fundraising revenue	Parish finance, Home and School, Development Director, Administration	Summer 2024	On-going		
1A.	Define a major gift (defined as \$5000.00)	Finance/ Director of Operations	Summer 2024	Ongoing		
1b.	Cultivate relationships with top major gift donors. a. Non-ask touch defined as personal contact, phone call, letter, thank you card that does not request gift	Administration, Development Director, director of operations	Winter 2024			
1c.	Review and improve process for solicitation of major gift and sponsorships a. Have physical documents at your disposal that summarize your case for major donations. b. Share school success and communicate school enhancement projects	Director of Operations, director of Development, Home and School Martyr Marathon committee	Fall 2022	Fall 2024		
3.	Evaluate and improve current fundraising efforts 1) on-going fundraisers, 2) fall fundraiser, 3) annual fund 1. Fundraising efforts to constitute 100% of fundraising revenue through Martyr Marathon 2. Goal is to increase by 3% each school year	Home and School, Administration, parish staff	Summer 2024	On-going		
4.	Define top 3 areas of need in the budget that are outside of tuition assistance for fundraiser efforts to focus	Finance, Director of Operations, Administration	2024-2025 Curriculum Cycle Technology Upgrades Safety and Security	On-going		
5..	Research and apply for Grant Funding a. Coordinate with administration, teachers and finance to identify budget line items appropriate for grant requests (technology, capital improvements)	Development Director, Director of Operations, Home and School, Finance, Teachers, School Advisory Board, Administration	Fall 2024 Safety Grant, Home and School Grants,	On-going		

	b. Implement processes so grant requests are integrated with the curriculum. c. Create grant plan and grant form identifying individuals in charge of grant items, data collection and retention, future funds required for maintenance etc. for items received via grants.					
6..	Improve dialogue with finance committee, Home and School, and administration to pinpoint areas of need for fundraising efforts	Home and School, School Advisory Board, Director of Operations, Administration	2021-monthly meetings with finance director, subcommittee formed to determine tuition rates	On-going		
5a.	Define amount of tuition assistance needed and corresponding budget allocation	Financial Officer, Administration	Spring, 2023	Annual		

Strategy C: Evaluate family engagement efforts and collaborate with parish staff and Family Engagement subcommittee to create an action plan to enhance family engagement within the parish.

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1.	Communicate family engagement goal to stakeholders	School Advisory Board, parish council, family engagement subcommittee	Fall 2024			
2.	Include survey questions pertaining to parish engagement	Administration, School Advisory Board, evangelization director	Fall 2024			
3.	Identify, plan, and implement at least two parish family activities a year	Religious Education director, evangelization director, administration	Fall 2024			
4..	Improve diversity of current parent volunteers and volunteer opportunities	Administration, Home and School, School Staff, parish staff	2022-2023	On-going		
5.	Regularly communicate and collaborate with parish staff to monitor and evaluate family engagement	Administration, Leadership team, parish staff directors	ongoing			

Goal IV: Governance and Leadership

Goal: NCBECS Standards 5,6 <https://catholicschoolstandards.org/standards/governance-and-leadership>

Overall Goal: Create a supportive process to assist and nurture leadership in order to empower the leadership team to oversee and develop the school's fidelity to mission, academic excellence, and operational vitality.

St. Stephen the Martyr School will create a supportive process to assist and nurture leadership in order to empower the leadership team to oversee and develop the school's fidelity to mission, academic excellence, and operational vitality.

1. Establish and support collaboration at all levels within the school community to advance excellence
2. Build and sustain a positive culture where all stakeholders have an enthusiasm and an invested interest in the school and parish community

Strategies

Strategy A	St. Stephen the Martyr governance and leadership will collaborate with school systems to enhance board governance through communication, professional development, and training.
Evidence of Strategy Implementation:	
Documented minutes, calendar, published communication for stakeholders. leadership team minutes	

Strategy B	St. Stephen the Martyr governance and leadership will actively review, monitor, and revise the strategic plan to ensure action and support
Evidence of Strategy Implementation:	
School Board Minutes	

Strategy C	St. Stephen governance and leadership will ensure that the continuous improvement process provides clear direction for improving conditions that support student learning and faith formation
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Evidence of Strategy Implementation:

Strategic Plan includes specific action steps focusing on Academic Excellence and Catholic Identity.

Action Steps

Strategy A: St. Stephen the Martyr governance and leadership will collaborate with school systems to enhance board governance through institutional advancement, communication, professional development, and training.

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1.	Annual review of bylaws with all boards	Father Belt, Presidents of Boards, Administration	Fall 2023	annual	Ongoing	
2.	SAB members will attend other council meetings (quarterly) and communicate information pertinent to the school.	School Advisory Board	Fall 2025			
3.	Plan yearly events to promote positive culture and collaboration for School Board	School Advisory Board, Administration, Father Belt	Fall 2024			
4.	Create an annual goal cycle for board development and growth	Father Dave, School Board				
5.	Review Handbook and Revise	Administration/ School Board	July 2024	Annually		
6.	Review school calendar and approve	School Board	Spring 2024	Annually		

Strategy B: St. Stephen the Martyr governance and leadership will actively review, monitor, and revise the strategic plan to ensure action and support

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1.	School Board will work with leadership to create and review Strategic Plan	School Board/Leadership	Fall 2019	Ongoing		
2.	School Board will review surveys and determine when surveys will be given to stakeholders	School Board, Administration	Every two years (Began in 2018)	Ongoing -every other year		
3.	School Board and leadership will review surveys, summarize results, and determine changes to strategic plan	School Board, Administration	Winter	Ongoing		
4.	Leadership will enhance communication with stakeholders regarding the	Administration, Leslie Schulte	Fall 2023	Ongoing		

	continuous improvement process through newsletters, reports, etc.					
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Strategy C: St. Stephen governance and leadership will ensure that the continuous improvement process provides a clear direction for improving conditions that support student learning and faith formation.

KEY: I = Initiate, P= Progressing, M= Met, C= Canceled

Action Steps #	Action Steps to Implement Strategy:	Person Responsible	I	P	M	C
1.	Review Strategic Plan/ focusing on all four areas and create sub committees	School Board, Pastor, Administration	Fall 2023	ongoing		
3.	Work with finance council to review improvement plan and goals for funding	School Board, Pastor, Administration	Fall 2023	Ongoing		
4.	Create an annual administrative goal cycle	Father Dave, Administration				
5.	Implement annual Performance Reviews for Principals	Father Dave, Administrators	Created winter 2024			

A Glossary of Education/Strategic Plan Related Acronyms and Terms

Academic Excellence	“Essential elements of an academically rigorous and doctrinally sound program” including curricular and co-curricular activities providing a framework for the design and implementation of an authentic excellent Catholic education
Accommodations	Often used in coordination with IEPs or 504 plans. They include an amendment to teaching and/or testing that effectively removes a barrier preventing a student from content mastery.
504 Plans	A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. Please see ISSP.
ADA	Americans with Disabilities Act
Adaptive Testing	Adapts or tailors exam questions in real time to the ability of each test taker. This eventually results in a different set of test questions for each person. The

	test adapts based on how well the test taker answers earlier questions.
Benchmark	a standard or assessment that measures a student's progress toward learning goals. Benchmarks can be used to identify strengths and weaknesses, plan instruction, and inform policy and decision-making.
BIP	Behavioral Intervention Plans
Catholic Identity	
CIP	Continuous Improvement -often referred to as SIP (School Improvement Team) or our Academic Excellence Team
CBA	Curriculum Based Assessment
CBM	Curriculum Based Measurement
COPA	
Core Curriculum	The knowledge and skills students are expected to learn
Diagnostic Assessment	Assessment tools used to help educators identify a student's specific area of need
Differentiation	Tailoring instruction for ALL students readiness levels, interests, and strengths based on current data from assessments
ELA	English Language Arts
ELL	English Language Learner
ESL	English as a Second Language
ESP	Equitable Service Plan
ESSA	Every Student Succeed Act
FERPA	Family Educational Rights and Privacy Act
Fidelity	The degree to which a program, test, or curriculum is implemented as intended by its developers. It's important because it can help ensure students receive the support they need and improve their academic and emotional growth.

Formative Assessment	Assessments that take place during or after instruction to determine understanding and learning. They include questions, prompts, and cues, “check-ins” and recall. Teachers use formative assessment to adjust their current teaching strategies based on student understanding.
FBA	Functional Behavioral Assessment
Governance and Leadership	
GRR	Gradual Release of Responsibility framework for structured learning
IDEA	Individuals with Disability Act
IEP	Individual Education Plan: purposely developed plans for guiding the learning process for students who qualify through formal testing measures assessed through the public school districts. This is a public school term. We call ours ISSPs
Intervention	Intentional and evidence based program to target specific academic/social emotional/behavioral skills
ISP	Independent Study Program
ISSP	Individual Student Service Plan
LRE	Least Restrictive Environment
MDT	Multidisciplinary Team, which is a group of professionals who work together to assess and meet the needs of students. MDTs are often used in special education to help students with physical disabilities or other health conditions.
Modification	A change in curriculum or instruction for students who show deficiencies in comprehending all of the content taught
MTSS	Multi-Tiered System of Supports: A framework schools use to identify and address the needs of all students. The framework is used to identify and address Academic, Behavioral, and Mental Health interventions. It uses a 3-Tiered approach
NCE	Normal Curve Equivalent: Used in standardized

	testing to measure how a student's performance compares to other students nationally
NCEA	National Catholic Education Association
Norm Referenced Assessment	A test that is used comparing scores against performance results of the "average" student.
NSBECS	
Operational Vitality	
PBIS	Positive Behavioral Interventions and Supports
PD	Professional Development
PLC	Professional Learning Communities
Progress Monitoring	Uses valid and reliable tools and processes to assess performance evaluating the effectiveness of instruction, interventions, and support
Proficiency	documented evidence that a student has met the required level of skill and knowledge set by benchmarks. Either a student meets this requirement, or the student falls short and must continue to work until they do meet the required level
RTI	Response to Intervention
SAB	School Advisory Board
SAT	Student Assistance Team- Refer to Student Services
Scaffolding	A method where teachers offer a particular kind of support to students as they learn and develop a new concept or skill. A teacher may share new information or demonstrate how to solve a problem.
SGP	Student Growth Percentile: describes a student's growth compared to other students with similar prior test scores (their academic peers). Although the calculations for SGPs are complex, percentiles are a familiar method of measuring students in comparison to their peers.
SOR	Science of Reading: The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why

	some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.
SPED	Special Education
SEL	Social Emotional Learning
STAR Assessments	Research-based Assessments that are adaptive. They are used as both a screening and progress monitoring tool to help educators identify and prioritize student needs, drive appropriate instruction, set realistic goals, and track progress throughout the year, ensuring all students are on the right path toward future success.
SIS	Student Information System
Strategic Plan	
Student Services	Resources and programs that help students succeed academically and behaviorally to develop their skills. They also help students overcome challenges and barriers. The team oversees the fidelity of the MTSS framework.
TEAM	Together Everybody Achieves More– former name of our Student Services/Resource Team
Tier 1 (universal support)	Tier 1 provides the foundation for targeted instruction and interventions and is the day-to-day instruction that <i>all</i> students receive. As such, teachers should intentionally plan to differentiate based on the multiple learning needs of students in their class. Teachers must approach instruction using various tools to differentiate lesson activities so all students can access curriculum materials.
Tier 2 (strategic support)	Tier 2 intervention targets a specific skill deficit that has been identified through assessment. Instruction and intervention targets this specific skill. Educators develop a support plan to address the targeted skill with intervention tools that address the need and monitor growth on that specific skill with progress monitoring. Tier 2 interventions, modifications, and/or accommodations take place in small groups, individual sessions, and also in the classroom.

Tier 3 (intensive support)	Tier 3 support provides individualized, intensive interventions for students with significant academic or behavioral challenges. These interventions are tailored to the student's needs and involve multiple stakeholders – teachers, families, support staff, and even service providers from district school and the community.
Title Services	Title Services in education help districts access federal and state education programs, and ensure compliance with regulations. Title Services also provide support and assistance to districts to maximize student learning.
Universal Screening	Universal screening is the administration of an assessment to <i>all</i> students in the classroom. The purpose of this assessment is to determine which students may be struggling with grade level standards and skills. Schools have several options related to <i>how</i> they conduct universal screening. These decisions are usually made at the school or district level and will greatly reflect the needs of the students and the resources available.