



(OBJECTIVE 1) Community of Saints is vital and viable.			
(STRATEGY 1) Stabilize Enrollment			
	Timeline	Responsibility	Progress Report
(Action Step 1) Identify future student growth areas through sweet spot analysis and sponsoring parish baptismal records.	Winter 15-16	Dennis Cheesebrow (TeamWorks) Bridget Kramer (Principal) Doug Lieser (Director of Development)	<i>2016-17-Community of Saints contacted and received an updated sweet spot analysis from Dennis Cheesebrow. Community of Saints is still working with sponsoring parishes to obtain parish baptismal records.</i>
(Action Step 2) Develop an Advancement Committee made up of key stakeholder of the school.	Winter 2017-18	Board of Directors	<i>2016-17-Due to current restructuring of the governance model, a formal Advancement Committee has not been developed at Community of Saints. Once the governance restructure is complete, Advancement will be a high priority component of sub-committee work. In the meantime, administration has partnered with the Catholic Schools Center of Excellence and joined the South East Region of Admissions and Marketing Squad. 2017-18-In the Winter of 2018, the Board of Directors was founded and a Development Committee created. Also, the Development Director's role changed to Advancement Director to align with the Healey Foundation model.</i>
(Action Step 3) Develop strategic ways of communicating to identified student growth areas and prospective families.	Spring 2016	Advancement Committee	<i>2016-17-Administration worked closely with Catholic Schools Center of Excellence Admissions and Marketing Squad to learn and develop strategic ways of communicating to identified student growth areas and prospective families.</i>

				<p><i>2017-18-The Advancement Director worked closely with the CSCOE Admissions and Marketing Squad to learn and develop strategic ways of communicating to identified student growth areas and prospective families.</i></p> <p><i>2018-19-The marketing and enrollment team decided to launch a new branded website to enhance visibility to prospective families. Google Analytics helped strategically design the site. COS utilized Facebook ads to intentionally target audiences.</i></p>
	<p>(Action Step 4) Implement strategies, tactics and ways of communicating to the surrounding community and prospective students.</p>	<p>Spring 2016</p>	<p>Advancement Committee</p>	<p><i>2016-17-Community of Saints actively used communicative tools such as Facebook and Mailchimp to engage prospective families, purchased new marketing materials such as banners, tablecloths, pens, magnets and flags to further promote Community of Saints. Community of Saints also hosted multiple open houses, and expanded from Kindergarten/Preschool Open House, to All Prospective Families grades 1-8).</i></p> <p><i>2017-18- Community of Saints created Facebook Ads geared toward specific demographics. In addition, a bilingual parent took on the role of communicating with prospective families in Spanish. The new administrative assistant speaks Spanish as well.</i></p> <p><i>2018-19-The marketing and enrollment committee collaborated with various stakeholders to rebrand the school's mission and vision. This included the design of a new logo.</i></p>
	<p>(Action Step 5) Explore transportation options and analyze potential student growth opportunities through transportation support.</p>	<p>Spring 2018</p>	<p>Advancement Committee</p>	<p><i>2016-17-Community of Saints presented the idea of a grant for bus transportation from Catholic Schools Center of</i></p>

			<p><i>Excellence. The grant was turned down by CSCOE. Community of Saints is currently exploring other options to address this need.</i></p> <p><i>2017-18-Marketing and Enrollment Committee was established and will focus on this in future years.</i></p> <p><i>2018-19-Due to a recent pattern of enrollment growth and retention growth, additional transportation efforts are not being financially prioritized at this time.</i></p>
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(Strategy 2) Implement a Visionary Governance			
	Timeline	Responsibility	Progress Report
(Action Step 1) Explore effective governance models already in place in school districts.	Winter 15-16	Archdiocesan Leadership Fr. Steve Adrian (Moderator) Bridget Kramer (Principal)	2016-17-Through exploration, the Healy Foundation was identified as a governance model that would fit well with the structure of Community of Saints.
(Action Step 2) Research structure recommendations of the Healey Foundation to provide guidance in restructuring governance model of the school.	Winter 15-16	Fr. Steve Adrian (Moderator) Bridget Kramer (Principal) Doug Lieser (Director of Development)	2016-17-Although Community of Saints was not chosen for the Healy Foundation grant in 2015-16, the action taken in 2016-17 was the Archdiocese gave approval for Community of Saints to implement a new governance model that mirrors the philosophies and methods of the Healey Foundation. Community of Saints is continuing to pursue the Healey Foundation for support. 2017-18-Community of Saints was chosen to collaborate with the Healey Foundation to restructure the governance model.
(Action Step 3) Recruit and train Board of Director and School Advisory committee members to implement new model.	Fall 2017	Healey Foundation Fr. Steve Adrian (Moderator) Bridget Kramer (Principal) Alum & Friends & Families Doug Lieser Advancement Director	2016-17-Potential board members have been identified, but progress has been slowed due to Community of Saints not being selected by the Healey Foundation. The Healey Foundation recently visited Community of Saints and is considering supporting its new governance restructuring beginning Summer of 2017. 2017-18-Community of Saints collaborated with the Healey Foundation to recruit and train new Board of Director members.
(Action Step 4) Implement new model of governance.	Winter 2017-18	Healey Foundation Doug Lieser-Advancement Director Fr. Steve Adrian (Moderator) Bridget Kramer (Principal)	2016-17-Timeline was adjusted to align with updated pacing of Implementing a Visionary Governance. 2017-18-February 21, 2018 marked the inaugural Board of Directors' meeting implementing the Healey Foundation model.

(Strategy 3) Increase Financial Support

	Timeline	Responsibility	Progress Report
<p>(Action Step 1) Evaluate current external sources of income and project their long-range plan to continue funding Community of Saints.</p>	<p>Winter 2018-19</p>	<p>Catholic Finance Corporation PASC Accounting Finance Committee Bridget Kramer (Principal)</p>	<p>2016-17-Community of Saints met with the Catholic Services Appeals Foundation to gauge their intended continued support for the school. Although external sources of income have not been contacted directly regarding this matter, there have been no indicators of funding support at this time. Community of Saints communicates with its partners on a regular basis.</p> <p>2017-18-A development and finance committee consisting of director members were formed, and both committees will evaluate financial sustainability and work to develop long-range funding plans.</p> <p>2018-19-Community of Saints secured a three year funding extension with the WEM Foundation. Finance committee members and administration met with sponsoring parishes to discuss future investment.</p>
<p>(Action Step 2) Develop a long-range financial plan based on school needs from the past four years.</p>	<p>Winter 2019-20</p>	<p>Bridget Kramer (Principal) Finance Committee PASC Accounting Catholic Finance Corporation</p>	<p>2016-17-Due to unexpected circumstances, St. Michael's Church, where Community of Saints resides, closed in December of 2016. This required Community of Saints to work closely with PASC Accounting and Catholic Finance Corporation to make major adjustments to operational costs passed on to the school. A long range plan was drafted, but there are still variables and factors being worked out to increase accuracy of the long-range plan. One major factor is Community of Saints is waiting to obtain a lease agreement with St. Michael's Church.</p>

				<p><i>2017-18-A finance committee consisting of director members was formed, and one of two first year goals is to create a long-range financial plan.</i></p> <p><i>2018-19- Due to the unplanned opportunity to purchase the school property, the groundwork for a capital campaign has begun. In addition, long-range projections were made for salary/benefits when analyzing and determining revisions to staff compensation model. Also, a facility assessment was completed to identify facility costs/needs in the near future and long-term. Next steps will be to prioritize and project expenses throughout the rest of the budget.</i></p>
	(Action Step 3) Research and apply for grants to support the school's financial plan.	Winter 2016	Doug Lieser (Advancement Director) Development Committee Financial Committee	<p><i>2016-2017-Various new grants have been pursued and obtained over the past year with the intention of ensuring the sustainability of Community of Saints.</i></p> <p><i>2017-18-Various new grants have been pursued and obtained over the past year with the intention of ensuring the sustainability of Community of Saints.</i></p>
	(Action Step 4) Expand Alums & Friends & Families donor base and create a legacy society to promote estate gifts and planned giving.	Fall 2018	Doug Lieser (Director of Development) Alums & Friends & Families Committee Healey Foundation	<p><i>2016-17-Donor expansion through Alums & Friends & Families occurred. Next year, Community of Saints hopes to work with Catholic Community Foundation and the Healey Foundation to begin strategic planning of legacy society and promotion of estate gifts/planned giving.</i></p> <p><i>2017-18-The ground work has begun and implementation of legacy society has been moved to 2018-19 school year.</i></p> <p><i>2018-19-A legacy society, Loyalty Circle, was created to recognize donors who make estate gifts or have made gifts ten or more years. Forty five donors were</i></p>

				<i>recognized in the first year along with securing four estate gifts.</i>
	(Action Step 5) Review and adjust the long-range financial plan.	Winter 19-20	Board of Directors Catholic Finance Corporation Finance Committee	<i>2016-17-Timeline was adjusted to align with action step 2.</i> <i>2017-18-Timeline was adjusted to align with action step 2.</i> <i>2018-19 - Due to the unplanned opportunity to purchase the school property, the timeline was adjusted to align with action step 2.</i>



ASSOCIATION STRATEGIC PLAN

(OBJECTIVE 2) Community of Saints has a positive school climate.			
(Strategy 1) Responds to Cultural Diversity			
	Timeline	Responsibility	Progress Report
<p>(Action Step 1) Identify cultural barriers created by the school climate.</p>	<p>Spring 2017 Ongoing</p>	<p>Bridget Kramer (Principal) School Equity Team St. Mary's University Staff</p>	<p>2016-17-The action taken was multiple Cultural Proficiency trainings occurred to support staff in identifying cultural barriers within the school, and personal contributions to these barriers.</p> <p>2017-18-St. Mary's University trained the School Equity Team on Equity Walks. Formal Equity Walks will begin in 2018-19 to progress in identifying and addressing cultural barriers created by school climate. Staff also worked with St. Mary's to identify cultural barriers in schools.</p> <p>2018-19-St. Mary's University implemented whole-staff training on different components of Equity Walks. Formal Equity Walks will now be implemented in 2019-20 as an element of staff evaluation.</p>
<p>(Action Step 2) Implement long-term and ongoing staff training by certified Cultural Proficiency trainers.</p>	<p>Fall 2017</p>	<p>School Equity Team St. Mary's University</p>	<p>2016-17-Administration and certified cultural proficiency trainers used staff feedback to identify and create long-term professional development goals, and discussed and documented possible ways to meet these goals. Plan has been submitted to the GHR Foundation in a request for support.</p> <p>2017-18-GHR approved long term professional development goals. Community of Saints has signed a partnership with St. Mary University's Culturally Responsive Teaching program.</p>

				<p><i>2018-19-COS continued partnership with St. Mary's University's CRT program in alignment to long term professional development goals.</i></p>
	<p>(Action Step 3) Review teaching resources to identify and remove cultural bias.</p>	<p>Spring 2020</p>	<p>Staff</p>	<p><i>2016-17-Community of Saints identified that outside expertise would be beneficial for this action step and is working with GHR Foundation for possible supports.</i></p> <p><i>2017-18-St. Mary's University trained the School Equity Team on Equity Walks. Formal Equity Walks will begin in 2018-19 to progress in identifying and addressing cultural bias in teaching resources.</i></p> <p><i>2018-19-The action taken was staff reviewed current ELA resources to identify and remove cultural bias, and effectively implement resources that support inclusion.</i></p>
	<p>(Action Step 4) Implement instructional strategies obtained from Cultural Proficiency training.</p>	<p>Spring 2018</p>	<p>Bridget Kramer (Principal) Staff</p>	<p><i>2016-17-Community of Saints will begin an ELL Instructional Strategy book study to begin breaking down language barriers 22% of Community of Saints families experience. Community of Saints also identified that outside expertise would be beneficial for this action step and is working with GHR Foundation for possible supports.</i></p> <p><i>2017-18-Community of Saints staff met on a monthly basis for an ELL Instructional Strategy book study to discuss and implement best practices. Instructional strategies were also addressed in Culturally Responsive Teaching professional development.</i></p> <p><i>2018-19-The St. Mary's University CRT program modeled to staff specific instructional strategies to use in their</i></p>

				<i>classrooms to help create a more inclusive environment.</i>
	(Action Step 5) Produce resources such as Spanish translators and translated materials for families with language barriers	Winter 2018-19	Bridget Kramer (Principal) Doug Lieser (Advancement Director) Hired translator	2016-17-Timeline was adjusted to reflect the need to budget and hire appropriate personnel. <i>2018-19-General registration form for K-8 families is available in Spanish for 2019-20 registration. New website was launched and is available in full Spanish translation. Business cards communicating bilingual office staff were created and distributed.</i>
	(Action Step 6) Utilize translated materials <i>and other strategies</i> to build a stronger relationship with the parish of Our Lady of Guadalupe and prospective families from the Latino community.	Spring 2019	Bridget Kramer (Principal) Angela Lopez (Administrative Assistant)	2016-17-Timeline was adjusted to reflect the need to budget and hire appropriate personnel. <i>2018-19-Bilingual and Spanish speaking volunteers helped distribute and answer questions regarding COS at Our Lady of Guadalupe Masses.</i> <i>Administration attended Adelante conference at the University of Notre Dame to build a framework of effective ways to attract and retain families from the Latino community.</i>
	(Action Step 7) Expand translated materials and resources to other languages as needed to support our community.	Fall 2021	Hired Translator	2016-17-Timeline was adjusted to align with updated pacing of responding to cultural diversity. <i>2018-19-Timeline was adjusted to align with pacing of action steps for Strategy 1.</i>

(Strategy 2) Promote Positive Relationships			
	Timeline	Responsibility	Progress Report
(Action Step 1) Train staff in Restorative Justice methods of resolving conflict within the school environment.	Fall 2017	Bridget Kramer (Principal) JoEllen Flak (School Counselor)	2016-17-The action taken was the principal registered for a week long Restorative Justice training for Summer of 2017. The school counselor has arranged for an outside resource to train teachers on student trauma for Fall of 2017. 2017-18-Staff was trained on effects of Student Trauma and Restorative Justice methods during Teacher Workshop Week.
(Action Step 2) Teach and model Restorative Justice strategies to the students to promote positive relationships.	Fall 2018-19	Bridget Kramer (Principal) All Staff	2016-17-Tribal Circles were implemented by school administration to help resolve peer conflict and “restore” relationships. Staff will be trained to do the same for the 2017-18 school year. 2017-18-Tribal Circles were implemented by school administration to help resolve conflict and “restore” relationships between students-students and students-teachers. 2018-2019-Students requested and initiated talking circles with school staff to help resolve conflict and “restore” relationships.
(Action Step 3) Practice Restorative Justice strategies with all school community members to promote positive relationships.	Fall 2018-19	All Staff	2018-2019-Talking Circles were used frequently by school administration and staff members to help resolve conflict and “restore” relationships between students-students and students-teachers.

(Strategy 3) Welcoming and Safe Facilities			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create a school facility committee.	Spring 2018	Bridget Kramer (Principal) Fr. Steve Adrian (Moderator) Fr. Rick Banker (Parochial	2016-17-Due to special circumstances, no strategic facility work has been completed. St. Michael’s Church, where

			Administrator of St. Michael) Steve Kowal (Parish/School Engineer)	<i>Community of Saints resides, began discussions in the summer of 2016, that led to its closure in December of 2016. At this time, the property is currently still owned by St. Michael's Church, and no lease agreement has been agreed upon. 2017-18-In the Spring, a facilities committee was developed containing members of the Board of Directors.</i>
	(Action Step 2) Evaluate physical layout and structure of building.	Winter 2018-19	School Facility Committee	<i>2016-17-Due to special circumstances, no strategic facility work has been completed. 2017-18-Due to special circumstances of the urgency to purchase a new boiler, the timeline needed to be readjusted. 2018-19- The facility committee completed a facility assessment with help from Intentional Consulting Services (ICS). The assessment provided a written evaluation of the facility and prioritized facility improvement needs.</i>
	(Action Step 3) Identify and address safety issues of building.	Spring 2019	School Facility Committee	<i>2016-17-Due to special circumstances, no strategic facility work has been completed. 2018-19 - In September we addressed our greatest need by installing two new boilers. This provided our building with heat after the original boilers broke down. The facility committee had a Safe School Assessment completed by Homeland Security and Emergency Management. This assessment helped identify security issues and provided a framework to prioritize our needs.</i>
	(Action Step 4) Develop a long-range plan to address immediate safety issues and prioritize future capital improvements to sustain the building.	Fall 2020-2021	School Facility Committee	<i>2016-17-Due to special circumstances, no strategic facility work has been completed. 2018-19-Due to the unplanned opportunity to purchase the school property, the timeline was adjusted to address immediate needs/priorities.</i>

	(Action Step 5) Create budget to support the long-range plan and review annually.	Winter 2020-2021	School Facility Committee	<i>2016-17-Due to special circumstances, no strategic facility work has been completed.</i> <i>2018-19-Due to the unplanned opportunity to purchase the school property, the timeline was adjusted to address immediate needs/priorities.</i>
	(Action Step 6) Implement the long-range plan for building improvements.	Summer 2021	School Facility Committee	<i>2016-17-Due to special circumstances, no strategic facility work has been completed.</i> <i>2018-19-Due to the unplanned opportunity to purchase the school property, the timeline was adjusted to address immediate needs/priorities.</i>



ASSOCIATION STRATEGIC PLAN

(OBJECTIVE 3) Community of Saints helps students reach their full academic potential.			
(STRATEGY 1) Data-Driven Instruction			
	Timeline	Responsibility	Progress Report
<p>(Action Step 1) Implement NWEA Map testing in addition to Next Step reading assessments and Math iXL.</p>	<p>Fall 15-16 Ongoing</p>	<p>Bridget Kramer (Principal) Staff</p>	<p><i>2016-17-The action taken was grades 1-8 completed NWEA Map testing in the fall, winter and spring. Kindergarten tested in the winter and spring. Math IXL assessments were implemented regularly in grades K-8. Next Step reading assessments were conducted multiple times in grades K-5, and as needed in 6-8.</i></p> <p><i>2017-18-The action taken was grades K-8 completed NWEA Map testing in the fall, winter and spring. Math IXL assessments were implemented regularly in grades K-8. Next Step reading assessments were conducted multiple times in grades K-5, and as needed in 6-8.</i></p>
<p>(Action Step 2) Train staff in how to analyze and interpret individual student results from NWEA Map testing.</p>	<p>Winter 15-16</p>	<p>Bridget Kramer (Principal) Catholic Schools Center of Excellence Tierney Brothers</p>	<p><i>2016-17-The action taken was staffed was trained on how to analyze and interpret individual student results through a webinar and a series of training videos provided by NWEA. Administration and staff have attended NWEA Map trainings led and supported by CSCOE and Tierney Brothers.</i></p> <p><i>2017-18-Tierney Brothers in partnership with CSCOE trained staff on analyzing and interpreting individual student results.</i></p> <p><i>2018-19-Tierney Brothers in partnership with CSCOE trained staff on analyzing and interpreting individual student results.</i></p>

	<p>(Action Step 3) Analyze and interpret individual student results from NWEA Map testing, Next Step reading assessments, Higher Powered Learning software programs, and Math iXL.</p>	<p>Ongoing</p>	<p>Bridget Kramer (Principal) Staff GHR Foundation FHI 360 HPLP BLAST Team Catholic Schools Center of Excellence</p>	<p>2016-17-Staff development time was used for teachers to analyze and interpret NWEA Map test scores. In future school years, staff will be given formal time to do the same with Math IXL and Next Step reading assessments.</p> <p>2017-18-Several whole staff and vertical team meetings were spent on analyzing and interpreting student assessment data.</p> <p>2018-19-University of Notre Dame Higher Powered Learning Program began three year professional development partnership with COS BLAST Team leadership roll-out. This program is centered around student data driven instruction.</p>
	<p>(Action Step 4) Use student data to guide instructional practice and student support.</p>	<p>Ongoing</p>	<p>Staff</p>	<p>2016-17-Staff completed data reflection forms and also created action steps for using data for whole class instructional practice and small group/individual student interventions.</p> <p>2017-18-Several whole staff and vertical team meetings were spent on using student data to guide instructional practice and student support. Staff completed data reflection forms to help formally guide this practice.</p> <p>2018-19-University of Notre Dame Higher Powered Learning Program began three year professional development partnership with COS BLAST Team leadership roll-out. This program is centered around student data driven instruction.</p>
	<p>(Action Step 5) Use concrete student data to structure and guide Student Study Team meetings and Special Education referrals.</p>	<p>Ongoing</p>	<p>JoEllen Flak (School Counselor) Chris Benefield (City Connects) School Staff</p>	<p>2016-17-NWEA Map test scores and Next Step reading assessment data was used</p>

				<p>at SST meetings and for Special Education referrals.</p> <p><i>2017-18-NWEA Map test scores and Next Step reading assessment data was used at SST meetings and for Special Education referrals.</i></p> <p><i>2018-19-NWEA Map test scores and Next Step reading assessment data was used at Student Study Team meetings, to complete City Connects Whole Class Reviews and for Special Education referrals.</i></p>
	<p>(Action Step 6) Train staff how to analyze and interpret comparative data of class results from multiple years of NWEA Map testing to identify strengths and weakness of current resources.</p>	<p>Spring 2020-21</p>	<p>Bridget Kramer (Principal) Catholic Schools Center of Excellence FHI 360 GHR Foundation</p>	<p>2016-17-NWEA Map test scores were considered during English Language Arts curricular review meetings during the 2016-17 school year. The data was used to identify gaps in current ELA resources, and deficits in student performance.</p> <p><i>2017-18-School leadership began to work in collaboration with FHI 360 to analyze and interpret comparative data.</i></p> <p><i>2018-19-COS was selected by GHR Foundation to review ELA curricular resources using comparative assessment data and other components. Timeline was adjusted accordingly.</i></p>
	<p>(Action Step 7) Analyze and interpret comparative data of class results from multiple years of NWEA Map testing to identify strengths and weakness of current resources.</p>	<p>Spring 2021-22</p>	<p>Staff Catholic Schools Center of Excellence FHI 360 GHR Foundation</p>	<p><i>2017-18-School leadership began to work in collaboration with FHI 360 to analyze and interpret comparative data.</i></p> <p><i>2018-19-COS was selected by GHR Foundation to review ELA curricular resources using comparative assessment data and other components. Other subject area resource analysis will follow. Timeline was adjusted accordingly.</i></p>

	<p>(Action Step 8) Purchase resources to supplement areas of weakness as discovered through the NWEA Map testing comparative data analysis.</p>	<p>Spring 2021-22</p>	<p>Bridget Kramer (Principal) GHR Foundation</p>	<p><i>2018-19-COS was selected by GHR Foundation to review ELA curricular resources using comparative assessment data and other components. Additional subject area resource analysis will follow.</i></p>
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(Strategy 2) Collaborative Learning Community			
	Timeline	Responsibility	Progress Report
(Action Step 1) Take inventory of school-wide staff professional wants and needs to grow.	Spring 2017	Bridget Kramer (Principal) Athena Novack (Assistant Principal)	<i>2016-17-The action taken was a survey was conducted for staff feedback of professional development wants and needs to grow individually, as well as a school.</i>
(Action Step 2) Gather data from school stakeholders regarding their perception of school needs.	Spring 2018	Bridget Kramer (Principal) Healey Foundation	<i>2016-17-Timeline was adjusted to align with timing of new Board of Directors. 2017-18-The Healey Foundation provided a parent survey to be implemented to school parents.</i>
(Action Step 3) Create a long-range professional development plan based on the results of the staff wants and needs survey and the needs of the school as determined by stakeholders.	Spring 2019	Bridget Kramer (Principal) Nick Yannarely (Assistant Principal) University of Notre Dame HPLP University of Notre Dame STEM	<i>2016-17-Timeline was adjusted to align with updated pacing of Strategy Two. 2018-19-University of Notre Dame is partnering with school for a structured three year professional development plan in Higher Powered Learning (2018-2021) and STEM (2019-2022).</i>
(Action Step 4) Structure time in the school calendar and the school day to implement long-range professional development plans.	Summer 2019	Bridget Kramer (Principal) Nick Yannarely (Assistant Principal) University of Notre Dame HPLP University of Notre Dame STEM	<i>2016-17-Timeline was adjusted to align with updated pacing of Strategy Two. 2018-19-Daily school schedule and school calendar was adjusted to accommodate Higher Powered Blended Learning professional development.</i>
(Action Step 5) Explore peer-coaching models implemented in schools and identify a model that is feasible for Community of Saints.	Summer 2020	Bridget Kramer (Principal) Nick Yannarely (Assistant Principal) Lead Teachers University of Notre Dame HPLP University of Notre Dame STEM	<i>2016-17-Timeline was adjusted to align with updated pacing of Strategy Two. 2018-19-Higher Power Blended Learning introduced peer coaching model to COS BLAST leadership team.</i>
(Action Step 6) Train staff in peer coaching.	Fall 2020	Bridget Kramer (Principal) Nick Yannarely (Assistant Principal) Lead Teachers	<i>2016-17-Timeline was adjusted to align with updated pacing of Strategy Two. 2018-19-Higher Power Blended Learning began training peer coaching model to COS BLAST leadership team.</i>
(Action Step 7) Practice informal peer coaching.	Winter 2020-21	Staff	<i>2016-17-Timeline was adjusted to align with updated pacing of Strategy Two.</i>

				<i>2018-19-COS BLAST was prepped to begin practicing HPLP peer coaching in the fall 2019-20.</i>
	(Action Step 8) Implement peer coaching.	Fall 2021	Bridget Kramer (Principal) Nick Yannarely (Assistant Principal) Staff	<i>2016-17-Timeline was adjusted to align with updated pacing of Strategy Two.</i>

(Strategy 3) Support Student-Centered Learning			
	Timeline	Responsibility	Progress Report
(Action Step 1) Purchase and utilize technology tools to meet individual student needs: Math iXL, Kahoot, Flocabulary, BrainPop, PebbleGO, ST Math , Clever , LexiaCore5 , Lexia PowerUp	Fall 2015 Ongoing	Bridget Kramer (Principal) Staff University of Notre Dame HPLP	2016-17-Math IXL, ELA IXL, Flocabulary, BrainPop and PebbleGO were all purchased to implement and address individual student needs. 2017-18-Math IXL, ELA IXL, Flocabulary, BrainPop and Brain Pop ESL were all purchased to implement and address individual student needs. 2018-19-Chromebook carts and software programs were purchased for COS BLAST leadership classrooms to begin year one of blended learning rollout.
(Action Step 2) Implement differentiated instruction through strategies such as Daily Five Literacy and Guided reading and math.	Fall 2015 Ongoing	Bridget Kramer (Principal) Staff University of Notre Dame HPLP	2016-17-Many of the resources purchased to address individual student needs were integrated in Guided reading and math, and Daily Five Literacy. 2017-18-Many of the resources purchased to address individual student needs were integrated in Guided reading and math, and Daily Five Literacy. 2018-19-University of Notre Dame Higher Power Learning Program supports instructional staff and students on effective differentiated instruction.
(Action Step 3) Collaborate with staff ways in which they currently implement student-centered learning and record and organize ideas to distribute to staff.	Winter 2017-18	Bridget Kramer (Principal) Staff HPLP BLAST Team	2016-17-This action was not taken as staff did not have sufficient time to meet in vertical teams and as a whole staff to formally address this. Action step 3 will be implemented in the 2017-18 school year. 2017-18- Community of Saints staff met on a monthly basis for an ELL Instructional Strategy book study to discuss addressing individual needs to students. Community of Saints also applied for a Blended Learning Grant, which focuses on individual student

				<i>learning. Vertical teams met on a regular basis to discuss and share ideas as well. 2018-19-COS BLAST Team introduced to staff Higher Powered Learning Program framework and objectives that support student-centered learning.</i>
	(Action Step 4) Implement student-centered learning by using strategies such as self-checks and rubrics to help students assess and evaluate their understanding of concepts.	Fall 2017 Ongoing	Vertical Teaching Teams HPLP BLAST Team Staff	2016-17-This has been addressed on a teacher by teacher level. Next year, formal time will be allotted for teachers to meet in vertical teams twice per month to collaborate on such topics. <i>2017-18-Vertical teams met on a regular basis to discuss strategies implemented. Community of Saints received a three year Blended Learning grant, which will begin its rollout Summer of 2018. 2018-19-COS BLAST Team completed year one of implementing Higher Powered Learning Program methods that support student centered learning.</i>
	(Action Step 5) Gather and analyze data using NWEA-Map testing, Next Step Reading assessment, and Math IXL to create flexible ability grouping within classrooms as well as across classrooms.	Fall 2016 Ongoing	Vertical Teaching Teams HPLP BLAST Team Staff	2016-17-This has been addressed on a teacher by teacher level. Next year, formal time will be allotted for teachers to meet in vertical teams twice per month to collaborate on such topics. <i>2017-18-Formal time was allotted for teachers to meet in vertical teams twice per month to collaborate on such topics. 2018-19-COS BLAST team constructed Learner Portfolios and its content to support student centered learning and flex ability grouping. Implementation will begin in 2019-20.</i>

	<p>(Action Step 6) Implement flexible ability grouping for reading and math in grades K-8.</p>	<p>Winter 16-17 Ongoing</p>	<p>Bridget Kramer (Principal) Vertical Teaching Teams Support Staff</p>	<p>2016-17-Flexible ability grouping occurred across multiple grade levels sporadically for grades 3-8. Grades K-2 conducted flexible ability grouping within their own classrooms, specifically during Daily Five Literacy and Guided math and reading groups.</p> <p>2017-18-Vertical Teams met on a regular basis to discuss and organize flexible ability grouping. This will be more emphasized during the Blended Learning Grant roll-out.</p> <p>2018-19-COS BLAST Team implemented flexible ability grouping on a regular basis for reading and math.</p>
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