



**SCHOOL STRATEGIC PLAN – MARQUETTE CATHOLIC SCHOOL**

<b>(Objective 1) Marquette Catholic School will nurture faith in Jesus Christ through the knowledge, teachings, and practice of the Catholic Faith.</b>			
<b>(Strategy 1) Provide and support opportunities for faith formation and spiritual development for MCS faculty and staff.</b>			
	<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
<b>(Action Step 1)</b> Promote staff participation in adult faith formation events provided within the parish, at least one event per year.	2017-2024	Pastor, Staff	<p>2017-2018 Action taken was that Father Brandon provided many opportunities for adult faith formation within our parish including the Lighthouse/Augustine Kiosk, Formed.org, free paperback books through Dynamic Catholic.org, missionaries and speakers like Matt Fradd who spoke about internet safety and the pornography epidemic in America. Teachers were able to attend or partake in these events and materials throughout the year to help to develop their faith and prayer life.</p> <p>2019-2020 Faculty and staff participate in quarterly Catechetical Formation as a part of our Diocesan meetings. They are also encouraged to (and do) attend Diocesan weekend formation opportunities. Faculty, staff, and students attend daily mass on Wednesdays, and Middle School faculty and students also attend daily mass on Thursdays. Faculty and staff were also invited to participate in Holy Spirit Church’s Alpha series on Monday nights over the course of 3 months. This included social dinners, information, and discussions about the Christian faith.</p> <p>2020-2021 Faculty and staff attended daily mass with students on Tuesdays and Thursdays throughout the school year. They were invited and some participated in Holy Spirit Church’s formation activities including weekly group gatherings and discussions on The Search as well as The Chosen series. Due to COVID-19, the Diocese was unable to provide diocese-wide Catechetical Formation days as they normally would. However, Marquette and Holy Spirit Parish provided opportunities for faith formation and spiritual development. Teachers and staff participated in an interactive workshop session with Fr. Brandon Moravitz on the Power of Prayer. They also learned about many of the mass-related rich traditions</p>

			<p>and rituals of the Catholic Faith through watching Father Mike Schmitz’s Teaching Mass video as a group. In April, Marquette hosted a speaker who presented to teachers, staff, and parents/guardians of Marquette students on social media, antibullying, and the Catholic perspective on how we teach and parent our kids and guide them through the challenges social media is presenting.</p> <p>2021-2022 Action taken was staff attended daily mass at least twice a week as students attended either Mondays and Wednesdays or Tuesdays and Thursdays based on grade level. Four all-school masses were also held where teachers and staff were also present. Due to COVID-19, the Diocese again opted out of providing diocesan-wide Catechetical Formation days. Staff were invited to again participate in The Search series provided by Holy Spirit Church. Staff also participated in the Mercy Tour which was a week-end long event for regional Catholics held in February that included mass, music, prayers, adoration, professional speakers, and concluded with Sunday mass with our Bishop. The cost to attend was covered for Marquette teachers and staff and attendance was written into teacher work contracts.</p> <p>2022-2023 Action taken was staff attended a 2-day formation retreat led by Deacon Keith Strohm that promoted the sacraments and being active disciples in the faith lives of our students. Staff attended daily mass with their students and parishioners twice a week and engaged in weekly all-school assemblies for Monday Morning Praise and Worship. Teachers and staff were also invited to attend RCIA to learn more about the Catholic faith and to the 40-hour Healing Tour that was held over Palm Sunday weekend.</p> <p>2023-2024 Action taken was staff attended a 2-day formation retreat in November led by Steven Angrisano. This retreat reinforced the principles of the Amazing Parish and strengthened the parish and school collaborative initiative to establish a school culture rooted in joy, unity, relentless prayer, and docility to the Holy Spirit. Daily mass was also implemented this year which engaged teachers in attending daily mass with their students and parishioners. Teachers and staff were invited to parish events including participation in the RCIA program which has been offered each year. Two Marquette teachers attended were initiated into the Catholic faith at the Easter Vigil.</p>
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<p><b>(Action Step 2)</b> Read, study, and discuss one faith-based book per year. Suggested topics include, the Saints, Church teachings, or prayer, the moral life.</p>	<p>2017-2024</p>	<p>Principal, Faith Formation Director, Staff</p>	<p>2017-2018 Action taken was to read and discuss the book titled <i>Perfectly Yourself- Discovering God's Dream for You</i> by Matthew Kelly at staff meetings during the year.</p> <p>2018-2019 Action taken was to read an excerpt from a book titled <i>Jesus Calling</i> by Sarah Young three days per week as a devotional along with a time of intercessory prayer. The staff also attended an afternoon workshop led by director of Holy Spirit's Adult Faith Formation Ben Frost, which included the video Bishop Barron: Sainthood, Sanctity, and What Makes Us Holy and individual and diocesan faith-based workshops as well.</p> <p>2019-2020 MCS Teachers and staff were going to do a book study this spring of the book, "Who He Says I Am: A Study of Our Identity in Christ" by Jean Geffin. However, due to COVID-19, we did not receive the books until it was far into the distance learning segment. We are planning to use the book for formation during our upcoming 2020-2021 year.</p> <p>2020-2021 Action taken was the distribution of the "Who He Says I Am: A Study of Our Identity in Christ" book to each of our teachers and staff. Each of the ten chapters provided guided questions that encouraged teachers and staff to reflect and journal in self-reflection of how they can find their identity in Christ.</p> <p>2021-2022 Action taken was the distribution of "A Pocket Book of Prayers for Teachers" by Max Lucado. To improve communication and provide for greater fellowship between school employees, the Connecteam App was implemented allowing for organized communication, threaded conversations, posting of important or pertinent news or stories, assigning tasks to individuals and teams, and supporting each other as we shared joys and struggles. We hope to use this app for diving deeper into our faith and connecting with each other more than our limited physical time together allows.</p> <p>2022-2023 Action taken was staff participating in a video/book study on the book entitled, "Behold" led by Sister Miriam James Heidland. This was done asynchronously over the Advent season through the school's Connecteam interactive tool and provided weekly assignments, videos, and guided discussions.</p> <p>2023-2024 Action taken was teachers participating in a Diocesan-wide book study/discussion at our fall Catechetical Day entitled, "Educating for Eternity" by Brett Salkeld. The book was focused on the role of Catholic anthropology in</p>
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			education and offered insight and strategies for implementing the Faith into all aspects of curriculum in the Catholic school.
<b>(Action Step 3)</b> Promote individual and group prayer by encouraging staff use of the sanctuary or adoration chapel, retreat and workshop opportunities and personal reflection days with the Pastor.	2017-2024	Diocese, Pastor, Staff	<p>2017-2018 Action taken was to promote adoration and silent reflective prayer during the year in school with students and to encourage teachers to attend other nights dedicated to personal prayer like the Iron Range Adoration and Communal Penance nights during Advent and Lent. Several staff members attended a scheduled adoration time during Lent after school.</p> <p>2018-2019 Father Brandon set up a schedule of personal reflection once afternoon per month. Due to the demands of his schedule, staff was only able to meet twice during the year for this reflection time. Our Walk-a-Thon this year was somewhat revamped and more strongly devoted to the Holy Eucharist processional along with our traditional prayer walk. All teachers attended this event.</p> <p>2019-2020 Faculty and staff are encouraged to use the sanctuary and chapel during the school day during break times. They also participated in group prayer during the Wednesday and Thursday daily masses. Our Middle School faculty took part in the fall formation retreat with students and the Faith Formation team but missed out on the spring retreat which was cancelled due to COVID-19.</p> <p>2020-2021 Faculty and staff were encouraged to use the sanctuary and chapel during the school day with their classes and during break times. They also participated in group prayer attending daily mass on Tuesdays and Thursdays. Two of the Friday Teacher In-Service Days were with Fr. Brandon Moravitz who spent time with them as a group on the Power of Prayer as well as discovering and understanding their personal gifts and talents and how they might best apply them and work together to make Marquette the best school it can be in teaching and forming our young people.</p> <p>2021-2022 Action taken was the encouraging of faculty and staff to use the sanctuary and chapel during the school day with their classes and during break times for individual and group prayer. The Mercy Tour also provided opportunities to discuss and practice prayer as well as a powerful time for praying together with fellow school families and parishioners.</p> <p>2022-2023 Action taken was continued encouragement of faculty and staff to use the sanctuary and chapel during the school day with their classes and during break</p>

			<p>times and parish-wide adoration scheduled throughout the year. The 2-day retreat with Deacon Strohm and a 40-hour weekend over Easter focused on healing also provided opportunities to gather in the church for special adoration services, sacraments, workshops, presentations, and masses.</p> <p>2023-2024 Action taken was an intentional focus on the implementation of relentless prayer during the 2-day retreat with Steve Angrisano. There was also continued encouragement of faculty and staff to use the sanctuary and chapel during the school day with their students, during break times, and during parish-wide adoration events scheduled throughout the year.</p>
<p><b>(Action Step 4)</b> Pray together as a staff on a daily or weekly basis. Use the Liturgy of the Hours or some similar prayer format.</p>	<p>2017-2024</p>	<p>Principal, Staff</p>	<p>2018-2019 Action taken, see above, three days per week staff attended a morning prayer service and devotional reading based on the scriptures. Teachers also attended Monday morning all school prayer service.</p> <p>2019-2020 Faculty, staff, and students pray together weekly as they attend daily mass on Wednesdays and Thursdays. Prayer as a staff was also exercised during a few of our weekly Early Release days.</p> <p>2020-2021 Faculty, staff, and students pray together weekly as they attend daily mass on Tuesdays and Thursdays. Teachers and staff also met weekly at the end of the school day on Thursdays to share announcements, have discussions, make plans and decisions, and usually began and/or ended these meetings in prayer. Friday in-service days sometimes included prayer time together, and one in-service was spent learning about prayer and intentionally praying with and for one another.</p> <p>2021-2022 Action taken was faculty, staff, and students continued to pray together daily in attending mass. Prayer was also part of some monthly in-service gatherings and weekly teacher meetings.</p> <p>2022-2023 Action taken was a commitment from the parish and school administration to intentionally saturate each school day in prayer encouraging faculty and staff to pray with students and each other. Faculty and staff also made a point of praying together and sharing stories of faith during weekly staff meetings along with praying a Rosary, Glory Be, or another Catholic prayer.</p> <p>2023-2024 Action taken was continued intentional and spontaneous prayer between staff, with students, and between students. Staff attended daily mass together and</p>

			prayed together during staff gatherings and meetings which almost always included the use of established Catholic prayers.
<b>(STRATEGY 2) Provide and support opportunities for faith formation and spiritual development for MCS students.</b>			
	<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
<b>(Action Step 1)</b> Attend and assist at the weekly celebrations of the mass, funeral masses, as well as other masses when offered by the pastor or diocese.	2017-2024	Pastor, Staff	<p>2017-2018 Action taken was to make serving at funeral masses available for trained servers. Other masses include Catholic Schools Week, weekly school masses, Sunday masses, and masses celebrated in other area parishes where our families attend regular Sunday masses.</p> <p>2019-2020 All students attend daily mass on Wednesdays, and Middle School students also attend daily mass on Thursdays. Middle School students help prepare, serve, and attend mass those days while the elementary grades take turns by class monthly in assisting with the readings and prayers.</p> <p>2020-2021 Students in grades K-3 attended and assisted with daily mass on Tuesdays, and students in grades 4-7 attended and assisted with daily mass on Thursdays. The younger grades participated in reading scripture, offering prayers and mass intentions, and singing in the choir. The older students helped prepare, serve, and read during mass. Father Brandon and one of the parish Deacons-in-training recruited a new group of 4<sup>th</sup> and 5<sup>th</sup> grade boys to begin training to serve during daily, weekend, and special masses.</p> <p>2021-2022 Action taken was to double the days students attended mass this year with K-3 attending Mondays and Wednesdays and 4-8 attending Tuesdays and Thursdays. Grades 2-8 were put on a revolving schedule for the year that included assisting with mass each week for reading, prayer intentions, singing, serving at mass, and Sacristan help.</p> <p>2022-2023 Action taken was to continue to train any interested students in grades 5-8 to be able to read and serve at mass. Students in grades 2-8 were on a scheduled rotation throughout the year to read and serve at daily mass. Many students also participated in serving during weekend masses. Marquette students were also enlisted to help serve during special masses such as Christmas and the Easter Vigil.</p>

			<p>2023-2024 Action taken was to add students in grade 4 to the already-established training of students in grades 5-8 to be able to read and serve at mass. Students in grades 2-8 also rotated to read at mass. Marquette students continued to serve at weekend masses and during special masses held throughout the year.</p>
<p><b>(Action Step 2)</b> Provide an opportunity for students to receive the Sacrament of Reconciliation at least twice per year.</p>	2017-2024	Pastor	<p>2017-2018 Action taken was to schedule Adoration weekly in the church during the last half of the year and schedule opportunities for Reconciliation with Father Brandon to be offered during Lent and Advent.</p> <p>2018-2019 Action taken was to schedule the Sacrament of Reconciliation twice per year for students grades 2-6 with one additional time for the First Communion students in grade 2 as their First Reconciliation.</p> <p>2019-2020 Students were scheduled to receive the Sacrament of Reconciliation during Lent but were not able to participate due to COVID-19 and the State of MN ordering people to remain Safe at Home.</p> <p>2020-2021 Action was taken to schedule and provide the Sacrament of Reconciliation during both Lent and Advent for all students in grades 2-7.</p> <p>2021-2022 Action taken was to schedule and provide the Sacrament of Reconciliation during both Lent and Advent for students. Middle school students also were provided the Sacrament of Reconciliation during their retreats in the fall as well as during the 8<sup>th</sup> grade final trip.</p> <p>2022-2023 Action taken was continued in scheduling and providing for the Sacrament of Reconciliation throughout the year, particularly during Advent and Lent. Teachers in grades 2-8 were also able to access Father's calendar and schedule special hours for confession for their classes and students.</p> <p>2023-2024 Action taken was to allow elementary teachers to schedule special reconciliation times with the priests throughout the year. Middle school students were offered time for reconciliation every Wednesday.</p>
<p><b>(Action Step 3)</b> Develop and enhance prayer, the devotional life, and scripture knowledge through</p>	2017-2024	Pastor, Principal, Faculty	<p>2017-2018 See Action Step 2. Action taken was to encourage and make available all the types of prayers in Step 3 during the weekly prayer service and to have the 6<sup>th</sup> grade students lead the Monday prayer service on occasion.</p>



<p>the <i>Give Him 5</i> Program, Eucharistic adoration, novenas, devotions, rosary, weekly prayer services and daily Bible reading in each classroom.</p>			<p>2018-2019 Action taken was to also add a May Crowning of Mary ceremony during morning prayer service.</p> <p>2019-2020 On Monday mornings and often led by Father Brandon or Faith Formation Director Ben Frost, MCS elementary students and teachers gathered in the foyer for morning prayer, reflection, songs, and announcements. In their classrooms, students participated in reading daily scriptures and recited the Rosary daily in October and May. While the Give Him 5 Program did not fit well in the new Middle School schedule, there are plans to use it during homeroom in the upcoming school year. Middle School students did, however, study the Old and New Testaments through Language Arts. Marquette formed a relationship with the Teach for Christ organization and secured four missionaries who will enhance the school with their Catholic faith and year-long commitment to serving the needs of the school.</p> <p>2020-2021 Religious instruction was provided daily in every grade. Marquette students prayed daily in their classrooms, practice and utilize traditional prayers, and spend time studying scripture and Catholic virtues. Students in grade 5 studied the Old Testament while students in grade 6 covered the New Testament. Marquette’s 7<sup>th</sup> grade class studied church history taught by our Parish Adult Formation Director. Middle School students (grades 5-7) also had a dedicated Faith Formation class twice a week when they would engage in prayer, do activities, and have discussions to help learn and grow in the Catholic faith.</p> <p>2021-2022 Action taken was providing religious instruction daily in every grade via practicing traditional prayers in classrooms, offering prayer intentions, and spending time on Holy Scripture and learning about Catholic virtues and Saints. Students in grades 5 and 6 had two hours a week of studying the Old and New Testaments while grades 7 and 8 studied the Catholic Faith and Apologetics. Middle school students also participated in weekly Wednesday group faith formation class. Marquette will pursue the implementation of weekly all-school praise and worship opportunities and reformat weekly formation opportunities into monthly mini retreats to increase formation activities and impact.</p> <p>2022-2023 Action taken was to continue to provide religious instruction daily through prayers in classrooms, prayer intentions, bible passages, and discussing virtues and saints. Students in grades 5-6 studied the Old and New Testaments while 7<sup>th</sup> and 8<sup>th</sup> grade learned Church History and Holy Scripture. Students were encouraged to ask</p>
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			<p>for prayer intentions and practiced praying for each other. An all-school weekly Monday Morning Praise and Worship was implemented this year and started each week with bible passages, inspirational messages, prayer, and songs.</p> <p>2023-2024 Action taken was the continuation of religious instruction in the elementary classrooms throughout the day via daily prayers, prayer intentions, bible passages, and discussing virtues and saints. Middle school students attended weekly Religious Education classes led by priests and religious leaders. Priests visited the elementary classrooms on Mondays throughout the year teaching about the Catholic faith and rituals. Middle school students participated in daily prayer labs between mass and lunch.</p>
<p><b>(Action Step 4)</b> Promote holiness and virtue through the Saint in the Making Virtue Victories and Virtues in Practice Programs.</p>	<p>2017-2024</p>	<p>Faculty, and Pastor</p>	<p>2017-2018 Action taken was to modify this program to include specialists and other school personnel who also observed students for good and virtuous behavior. This enabled better observation by more staff and enabled more students to receive the award for virtuous behavior noted in other venues during the school day.</p> <p>2019-2020 The Saint in the Making Program was replaced by the Virtue Victories Program. The goal in the VV Program was to have faculty and staff recognize students who were exhibiting virtuous behavior, write a Virtue Victory note, and have their parents open them with their kids so they could celebrate and reinforce virtuous behavior at the family level. This decision was made to move away from public recognition and student competition towards family recognition and intrinsic motivation. MCS also implemented Virtues in Practice, a 3-year rotational program that teaches students about virtues and saints.</p> <p>2020-2021 Marquette continued to follow the Virtue Victories Program which provides a 3-year rotation of learning about virtues and saints with this year appropriately being the Year of Hope. Teachers incorporated the specific monthly virtues and saints into their classes, while the school distributed monthly Virtues in Practice Home Guides and Activities to parents including them with each monthly newsletter. Marquette teachers and staff also continued the Virtue Victories initiative in recognizing students who were exhibiting good virtues in a way that would include parents in celebrating each victory.</p> <p>2021-2022 Action taken was to continue to follow the Virtues in Practice program and the Virtue Victories initiative to methodically learn about virtues, study the Saints,</p>

			<p>and recognize students when teachers and staff would witness them exhibiting good virtues and values.</p> <p>2022-2023 Action taken was continued use of the Virtues in Practice program to systematically study virtues and Saints and use of the Virtue Victories initiative to recognize students for exercising good virtues and values.</p> <p>2023-2024 Action taken was continued use of the Virtues in Practice program to systematically study virtues and saints and the Virtue Victories initiative to recognize students for exercising good virtues and values.</p>
<b>(STRATEGY 3) Strengthen and expand classroom strategies for teaching the Catholic Faith.</b>			
	<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
<p><b>(Action Step 1)</b> Integrate the Arts into the Religion Program whenever possible by studying, viewing, and creating sacred art and learning a variety of sacred Christian music with a focus on music of the Catholic Church.</p>	2017-2024	Art and Music Specialists, Faculty	<p>2017-2018 Both spring and Christmas music recitals heavily focused on the Faith and the Winter Art show was dedicated to student created religious art. Students are taught sacred music each week in music class to prepare for mass. Better internet service in our art room and the new diocesan art outcomes will provide additional resources which will enable art teachers to better incorporate religion into visual arts (I am working with a committee to complete these outcomes).</p> <p>2018-2019 Action taken was to produce and perform two faith-based recitals this year along with one faith-based art display.</p> <p>2019-2020 Various grades and courses implemented religious curriculum that uniquely integrated the arts. Some had artwork attached to each chapter of study; others created art and writing projects that supported learning about the Catholic faith. Fourth grade students listen to religious classical music in their classroom. An all-school musical and dramatical Christmas production was performed before Christmas break, and students were preparing for a spring concert of traditional and modern Christian music which ended up getting cancelled due to COVID-19.</p> <p>2020-2021 All Marquette’s elementary students have both weekly visual art classes and music classes that incorporate Catholic themes and values. Middle School students have additional options in choosing Band, Choir, Visual Art, or a combination of any of these. For years, Marquette students have been traveling to the local public school for band lessons and ensemble as our school has not been able to offer it. However, by God’s grace, we were able to add it to our school and did so in effort to</p>

			<p>continue to keep our students learning and performing Catholic and Christian music for as long as they are in our school.</p> <p>2021-2022 Action taken was to ensure all visual and performing arts programming included Christian and Catholic values, morals, and teachings. Elementary grade teachers incorporate art projects as part of their Catholic virtues and values instruction and often display them in hallways, art instructors infuse Catholic teachings into projects which are displayed during religious holidays and open house events, and music instructors teach students Christian and Catholic songs and hymns.</p> <p>2022-2023 Action taken was preparing and performing two concerts/performance at Christmas and in the spring with focuses on Christ's birth and God's creation of the physical world and universe. Students also engaged in art and writing projects that were Catholic-based and were of high caliber enough to share with parishioners and the greater community via public displays and published media.</p> <p>2023-2024 Action taken was the continuation of students practicing and performing two concerts at Christmastime and at the end of the school year. Students also created religious art and writings that were shared in public spaces of the school and parish as well as submitted for publication in local newspapers and Catholic-based writing competitions.</p>
<p><b>(Action Step 2)</b> Promote each <i>Saint of the Month</i> as a holy hero, with a discussion of their life and their virtue, and a display of their poster in both the classrooms and main floor hallway.</p>	<p>2017-2019  2019-2024</p>	<p>School Sec., Faculty</p>	<p>2017-2018 A new set of saints for each month has been selected based on the Roman Catholic calendar. Each student will receive a holy card, which can be compiled into a prayer book to be used during adoration, personal reflection, or prayer.</p> <p>2019-2020 Along with Virtue Victories, the Virtues in Practice Program was implemented this year. Developed by a group of religious sisters, the Virtues in Practice Program provides a 9-year program on a 3-year rotation during which students learn about the virtues and 88 saints over the course of 9 years if they participated in grades K-8. The month's virtue would be mentioned during Monday meetings as well as discussed in individual classrooms. The program promotes family involvement in teaching and learning the virtues and provided a monthly sheet of activities that were sent home to reinforce each month's virtue.</p>

			<p>2020-2021 Marquette continued to use the Virtues in Practice program to ensure students were continuously learning about saints and their contributions to the world and our Catholic faith.</p> <p>2021-2022 Action taken was to continue the use of the Virtues in Practice program which provides a 3-year monthly rotation for learning about 88 Catholic saints in each classroom over the course of a K-8 education.</p> <p>2022-2023 Action taken was continued use of the Virtues in Practice program which systematically educates students on specific Saints and virtues each month.</p> <p>2023-2024 Action taken was continued use of the Virtues in Practice program which systematically educates students on specific Saints and virtues each month.</p>
<p><b>(Action Step 3)</b>          Institute the <i>Purely You</i> growth and development program for grades 6 and possibly 5. Theology of the Body program for 8<sup>th</sup> grade students.</p>	<p>2018-2020  2020-2024</p>	<p>Faculty</p>	<p>2017-2018 Action taken was to discuss and schedule the full launch of the program next year (2018-2019) and to proceed with a partial launch this year, making the growth and development videos available to parents to share with their child when needed.</p> <p>2018-2019 Action taken was to fully launch the <i>Purely You</i> growth and development program for the 6<sup>th</sup> grade this year (2018-2019) in the classroom.</p> <p>2019-2020 The <i>Purely You</i> growth and development program was taught, but discussions are taking place on whether it should continue for next year.</p> <p>2020-2021 The <i>Purely You</i> growth and development program was not taught in the classrooms but was made available for parents to check out and use with their families at their discretion. Instead, Marquette pursued Theology of the Body curriculum and is currently reviewing and considering a middle school version of it to implement for our students.</p> <p>2021-2022 Action taken was the implementation of an 8<sup>th</sup> grade Theology of the Body course for fall semester. The <i>Purely You</i> series remains available for families to check out and use as they see fit.</p> <p>2022-2023 Action taken was continued provision of Theology of the Body to 8<sup>th</sup> grade students.</p> <p>2023-2024 Action taken was continued use of Theology of the Body curriculum with 8<sup>th</sup> grade students.</p>

<p><b>(Action Step 4)</b> Complete one age-appropriate cross-curricular writing/art project on the life of a saint per year per class with fifth grade focusing on the life of Father Jacques Marquette.</p>	<p>2017-2024</p>	<p>Faculty</p>	<p>2018-2019 No action taken on this due to the hiring of a new art teacher. She did, however, have students paint an icon of a saint as part of the classroom instruction.</p> <p>2019-2020 With the implementation of the new Virtues in Practice program, writing and art are often a part of the activities and curriculum taught in the classroom and reinforced at home. The Virtue Victories saint of the month is also studied in the classrooms. Our Kindergarten class incorporates a saint book that helps students learn about saints that share their names and birthdays. Second grade does a Book It project creating a story board on the life of a saint. In 2020-2021, Middle School Teacher Tisha Frost plans on adding a Social Studies unit on Father Jacques Marquette.</p> <p>2020-2021 Marquette continued the Virtues in Practice program this year in all grades which provided monthly activities and curriculum that incorporate writing and art and focused on specific saints. As planned, Middle School students also learned about the life of Father Jacques Marquette and performed a play about him.</p> <p>2021-2022 Action taken was to continue the Virtues in Practice program which provides monthly activities and curriculum that incorporates a variety of instructional pathways for teaching about specific saints and virtues.</p> <p>2022-2023 Action taken was continued use of the Virtues in Practice program which integrates multiple cross-curricular activities in studying saints and virtues.</p> <p>2023-2024 Action taken was continued use of the Virtues in Practice program which systematically educates students on specific saints and virtues each month.</p>
<p><b>(Action Step 5)</b> Implement a faith-based social-emotional learning curriculum into grades K-8.</p>	<p>2022-2023</p>	<p>Faculty Staff Administration</p>	<p>2022-2023 Action taken to implement the biblically based Friendly social-emotional learning curriculum into grades K-8. Teachers were provided training in December, and the curriculum was implemented in January and continued through the end of the school year.</p> <p>2023-2024 Action taken was continued use of Friendly’s social-emotional learning curriculum with all students every month throughout the school year.</p>

**(Objective 2) Marquette Catholic School will provide a safe functional, and welcoming environment for students and staff.**

(Strategy 1) Maintain physical plant to provide an environment that is conducive to learning.			
	Timeline	Responsibility	Progress Report
<p><b>(Action Step 1)</b> Develop a yearly building maintenance assessment plan, to address both short- and long-term facility improvements.</p>	<p>2017-2024</p>	<p>School Maintenance, Faculty, Principal</p>	<p><i>2018-2019</i> Action taken is to assess the needs of the building at the beginning of the year and review monthly at the ACCE meetings. Major upgrades are considered and prioritized. Minor repairs are communicated via clipboard notations to the maintenance personnel.</p> <p><i>2019-2020</i> Various activities took place and steps were taken to determine and address both the short- and long-term needs of the school. Prior to school starting, several classrooms received new flooring and paint, a new teacher’s lounge/work room was developed, and a beautiful new playground was installed. Once school started the following became focus areas for addressing facility improvements: physical structure, safety features, environmental concerns, and technological infrastructure. Architect Ryan Turner toured the school and pointed out the overall physical challenges and potential opportunities with the facility. This led to discussions with the Holy Spirit Church Finance Council and the need for a more extensive feasibility study soon to determine the school’s physical challenges, anticipated future costs and repairs, and overall sustainability. The local Fire Marshal also did a thorough inspection in June of 2019 and issued a correction order of 18 items that needed to be addressed. While nearly all of these were addressed, a few items are requiring follow-up actions and the need to secure substantial resources to do them. MacNeil Environmental was also contacted to investigate any potential environmental safety concerns which were all addressed. Issues with antiquated technology and infrastructure were also discovered throughout the year. As a result, an extensive technology audit was conducted, and a plan was developed to update and upgrade the cabling, equipment, and devices to best support a modern educational environment.</p> <p><i>2020-2021</i> As part of a multi-year improvement plan, our final classrooms received new flooring and paint. Some of the school needed substantial repair and reconstruction as the building sustained a major water leak from the roof that caused damage on all four floors and classrooms below. While this unanticipated event required some short-term improvements, our school administration and parish finance council took a major step in the process to assess and address the needs of the school. An architecture and engineering firm was hired to do an</p>



			<p>extensive building feasibility study to address the fact that Marquette was growing in enrollment and adding new middle school grades. At the same time, we learned that there were substantial issues with our facility in terms of plumbing, heating, code compliance, etc. These findings were revealed in February 2021 and have led to the decision to relocate or build a new school and church. School administration and parish members are currently engaged in developing these short- and long-term plans and forming committees to provide the necessary support for the project.</p> <p>2021-2022 Action taken was to determine short-term facility maintenance and improvement needs rather than long-term investments in the structure due to the intent for the school to identify options for relocating or rebuilding the school soon. A team of individuals was created that consisted of school and parish leaders, Finance Council representatives, legal counsel, and others to pursue potential new school facilities. This team has been working continuously to determine facility options and work through the dealings and negotiations related to finding and securing new facilities for the school. (See Strategy 2 – Action Step 6)</p> <p>2022-2023 Action taken was to forego the development of any short-term or long-term maintenance plan as the parish decided to purchase a new school facility due to the enormous costs to bring the existing facility to code and the inability to reconstruct the existing facility to meet our needs. Time will be well spent if a maintenance plan is developed in 2023-24 for the new school building.</p> <p>2023-2024 Action taken was to limit any maintenance of the elementary school to only what was necessary due to it being the last year the old school would be occupied. With the purchase of the new school, about \$2.1million was spent to reconstruct half of the new facility while the other half was maintained as it was occupied by our middle school students. Updates to the middle school were minimized so funding could be dedicated to the reconstruction project. Our maintenance crew has spent hours of training and learning about the new facility and will be key contributors to the eventual development of a Facilities Plan that suits the new facility.</p>
<p><b>(Action Step 2)</b> Prioritize identified environmental</p>	<p>2017-2024</p>	<p>Pastor, School Maintenance,</p>	<p>2019-2020 The correction orders issued by the Fire Marshal became high priority as they not only compromised the school’s compliance with fire ordinances and standards, but also revealed the need to improve student safety in terms of fire</p>



<p>improvement needs based on available funding.</p>		<p>Business Office, Principal</p>	<p>protection. MacNeil Environmental recommended drinking water testing which resulted in the need to prioritize the replacement of some suspect piping/plumbing. Over the past years, teachers had all but given up on using the school’s internet because it was slow and unreliable. As Marquette was growing and adding a Middle School, technology became a prioritized project. The need for substantially improved technology became even more apparent when the school had to move into distance learning. Another step that was taken to prioritize needed improvements was a meeting that was held to identify and prioritize a list of all school and church projects and their costs. This propelled some of the projects forward and provided a focus for our fundraising efforts.</p> <p>2020-2021 Action taken was to finish addressing the 18 priority items on the correction order issued by the Virginia City Fire Marshal in summer 2019. All interior and exterior doors were updated with approved latching and configured to open with common master keys. The fire escape was repaired according to the inspection review with new anchors, reinforced welds, and new paint. A new fire panel was also installed which brought the school up to code compliance and enhanced safety features and technology for both fire detection and response. During the summer of 2020, we attempted to repair bathroom facilities and learned that professional plumbers were apprehensive in doing any repairs as the school’s plumbing infrastructure was found to be fragile and vulnerable due to its age. This discovery was paired with information that the school would also need to pursue replacement of its existing heating system due to the city’s transition away from steam heat within the next five years. With these two major necessary renovations on the horizon, our finance council hired an architectural/engineering firm to conduct a feasibility study on our school and church which was completed in early spring 2021. The results led to a decision to begin a capital campaign to either find an existing building to renovate or build a new school and church which has become an urgent and necessary primary priority.</p> <p>2021-2022 Action taken was to ensure short-term environmental needs were addressed. One was the completion of the installation of a new monitored fire alarm system which remained priority as it contributed to the safety and well-being of our students. The system installation was complete in August 2021. General maintenance was done including a complete stripping and resurfacing of all tiled and wood flooring in the school and general painting and touch-ups. Any</p>
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			<p>major long-term renovations and investments have been put on hold until the future of the school facility is determined. (See Strategy 2 – Action Step 6)</p> <p>2022-2023 Action taken was the parish decided to purchase a new school facility due to the enormous costs to bring the existing facility to code and the inability to reconstruct the existing facility to meet our needs. Architects, engineers, construction managers, and committees are working to ensure all environmental needs are met and to code. Committees and a hired capital campaign company worked together to secure donations and pledges to cover costs with nearly \$4M raised at the time of this report.</p> <p>2023-2024 Action taken was to raise and funnel nearly \$2.1 million into reconstruction of the new elementary wing of the recently purchased facility. The middle school was housed at the new facility for the duration of this school year, while the preschool and elementary grades will be moving there this spring at the end of the school year. Environmental improvements in the new facility include updated HVAC with heat, air conditioning, and ventilation; modern plumbing and sufficient restroom facilities; ADA compliant facilities; and energy-efficient lighting.</p>
<p><b>(Action Step 3)</b> Implement plan and evaluate its effectiveness.</p>	<p>2017-2024</p>	<p>Pastor, School maintenance, Principal</p>	<p>2019-2020 Our priest, finance officer, facilities director, and MCS principal have been communicating, working together, and making decisions throughout the implementation of all the facility focus areas. As a result, nearly every item on the Fire Marshal’s correction order was addressed, the school is up-to-date and compliant on its environmental testing, the technology project is underway, and other miscellaneous school maintenance, repairs, and updates are being addressed on a line-by-line basis based on available funding. Grant resources have been secured to support projects, the school is now participating in the Federal e-Rate Program which significantly discounts technology infrastructure and connectivity costs, and successful fundraisers have been held to support both school operations and improvements.</p> <p>2020-2021 Our parish and school leadership members continued to discuss the facility and its needs/improvements monthly at both ACCE Board meetings and Finance Council meetings. Action taken was to finish addressing the 18 priority items on the correction order issued by the Virginia City Fire Marshal in summer 2019. All interior and exterior doors were updated with approved latching and configured to open with common master keys. The fire escape was repaired according to the</p>

			<p>inspection review with new anchors, reinforced welds, and new paint. A new fire panel was also installed which brought the school (and church areas used by the school) up to code compliance and enhanced safety features and technology for both fire detection and rapid response. After reviewing progress made on all correction order items, the Fire Marshal was pleased with Marquette’s significant improvements and achievements. As planned, the new fiber internet line was installed in summer 2020 along with new internal wiring and wireless network infrastructure supported in part by e-Rates funding. These upgrades led to substantial increases and improvements in the use of technology for instruction as well as communicating with parents and maintaining student data and information.</p> <p>2021-2022 Action taken was that the new monitored fire alarm system was installed and is still being refined in its optimal operation. The school is in pursuit of its future facility and is refraining from any major renovation or improvement plans until its future is defined. (See Strategy 2 – Action Step 6)</p> <p>2022-2023 Action taken was to forego the development of any short-term or long-term maintenance plan as the parish decided to purchase a new school facility due to the enormous costs to bring the existing facility to code and the inability to reconstruct the existing facility to meet our needs. With the new facility in place, a short-term and long-term maintenance plan will need to be developed and implemented.</p> <p>2023-2024 Action taken was making significant improvements in the new facility including updated HVAC with heat, air conditioning, and ventilation; modern plumbing and sufficient restroom facilities; ADA compliant facilities; and energy-efficient lighting. In-classroom bathroom facilities were also added to the PreK-2<sup>nd</sup> grade classrooms. Significant technology upgrades were also made including the installation of high-speed fiber internet, new fire alarms, new safety locks and system, and an intercom and bell system.</p>
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**(Strategy 2) Seek out ways to provide additional classroom and meeting spaces for the day-to-day operation of the school.**

	Timeline	Responsibility	Progress Report
<b>(Action Step 1)</b> Consider relocating or partially relocating	2018	Principal, Building Maintenance	2018-2019 Action taken was to retain the present location of the principal’s office due to the need for principal to remain in the “heart” of the school where they are easily available when needed to assist teachers and students.

<p>the principal's office to the first-floor office suite.</p>			<p>2019-2020 No longer applicable.</p> <p>2023-2024 Action taken was the development of a layout plan for the new facility that included the principal's office being strategically located near the front office and entrance of the new school.</p>
<p><b>(Action Step 2)</b> Establish a plan to create a multipurpose resource room within the MCS auditorium to accommodate spaces for library, art, science lab, and technology.</p>	<p>2018-2022</p>	<p>Principal, Pastor, School maintenance, Business manager, Architectural planner</p>	<p>2017-2018 Action taken was to launch this project over the summer of 2018. Painting, decluttering, relocating the library to the new space, and repairs are being performed with completion set for the fall of 2018.</p> <p>2018-2019 Action taken was to complete this project over the summer of 2018. The school library was relocated to this space which also tripled as an auditorium, and space for music classes. Science resources and a mobile lab table are also located in this room, but most teachers chose to perform science experiments in their classrooms due to heavy traffic in this space.</p> <p>2019-2020 As MCS is adding 7<sup>th</sup> grade in the fall of 2020-2021 and 8<sup>th</sup> grade the year after, the auditorium space is once again being reconfigured to support the need for added classroom space, shift in technology needs, and added student counts. Plans are underway to move the technology lab to the second floor as middle school students are moving to a more 1:1 student to portable wireless device model. With expanded classes, Language Arts and Social Studies will each have their own classrooms rather than sharing one. Visual Art classes will be moved to the auditorium for efficiency and to maximize the use of natural light.</p> <p>2020-2021 As enrollment increased more than anticipated for fall 2020, space became even more of a premium. We had to change our plans in moving our technology lab to accommodate adding a second section of third grade. Due to COVID guidelines and recommendations, we also held all art classes in the auditorium art and library spaces. The MCS auditorium space was also able used for a virtual school-wide Christmas performance with choirs and bands performing. This was a gift that we were able to virtually share with others as the historic auditorium had not been used for performances for years due to accessibility issues.</p> <p>2021-2022 Action taken was to use the MCS auditorium for library, art, and formation. A new STEM lab and technology room was established in a 2<sup>nd</sup> floor room that was a former classroom.</p>

			<p>2022-2023 Action taken was to turn the MCS auditorium into a multi-use space including elementary and middle school art, library, STEM, science, and group workspace for classes using the small classrooms within the auditorium.</p> <p>2023-2024 Action taken was due to the middle school moving to the new school location which allowed the MCS auditorium space to be transformed into dedicated space for the elementary students to have classroom spaces for art, STEM, music, library, and tutoring services.</p>
<p><b>(Action Step 3)</b> Improve, upgrade, enlarge and/or better utilize school gymnasium and adjacent spaces.</p>	2020-2021	Pastor, Principal, School maintenance	<p>2019-2020 Plans are in the works to reconstruct the kitchen area near the gymnasium to provide more classroom space and fully separate the kitchen area and St. Therese room so both may be used simultaneously.</p> <p>2020-2021 The kitchen area was separated from the St. Therese room and retrofitted to serve as band lesson space. The St. Therese room was also rearranged to accommodate both choral and band ensemble groups.</p> <p>2021-2022 No longer applicable</p>
<p><b>(Action Step 4)</b> Explore ways to reconfigure and/or relocate school-church parking lot spaces to provide additional playground space.</p>	2019	Pastor, School maintenance	<p>2018-2019 Action taken was to demolish St. John’s Church adjacent to the school and on the footprint build the MCS playground. The old playground space will be reconfigured and added to the present parking lot.</p> <p>2019-2020 No longer applicable.</p>
<p><b>(Action Step 5)</b> Investigate ways to better utilize the St. John’s Church building with a goal of providing spaces for MCS long term growth; include a dining room,</p>	2019	Pastor, Principal, School maintenance, Business Manager, Architectural planner	<p>2018-2019 Action taken was to turn down this plan in favor of tearing the building down for added playground space. At present, we are looking for new ways to utilize the space within our own building in creative ways.</p> <p>2019-2020 No longer applicable.</p>

gymnasium, auditorium, and elevator in the discussion for new additional spaces.			
<b>(Action Step 6)</b> Identify feasible properties for new facility.	2021-2023	Priest New Facility Committee Finance Council Principal ACCE Board	<p>2021-2022 Action was taken to create a New Facility Committee which collected ideas for existing properties that could serve as potential future facilities for Marquette Catholic School.</p> <p>2022-2023 Action taken was to pursue and purchase the former Blue Cross Blue Shield call center building and renovate its 62,000 square feet of space to serve as the new facility for Marquette Catholic School, doubling its current space.</p> <p>2023-2024 No longer applicable. (Thank you, Jesus!)</p>
<b>(STRATEGY 3) Provide a safe environment for students and staff.</b>			
	<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
<b>(Action Step 1)</b> Expand MCS Standard Operating Procedure Manual until all operating procedures within the school are included.	2017-2023	School Sec., Principal	<p>2017-2018 Action taken was to add new procedures and ideas for indoor and outdoor recess, procedure to increase safety when checking out students before dismissal. This summer these documents will be edited and fitted into our SOP manual. Other procedures will be updated and replaced to reflect current practices.</p> <p>2020-2021 Marquette hired new kindergarten and third grade teachers this year which revealed the need to develop an SOP for orienting new employees with all the important and specific things any new teacher or employee ought to know when they join our school. Action was taken to develop an orientation checklist and include the two new teachers in helping the school identify the most important and helpful things to know when a person is new to our school.</p> <p>2021-2022 Action taken was the updating of the COVID-19 pandemic procedures, revision of the behavior management procedures for middle school, revision and updating of the emergency plan, and updating of the new employee orientation checklist. A student device plan needs to be created in 2022-23 along with the compilation of all operating procedures of the school in one manual.</p>

			<p>2022-2023 Action taken was to begin to develop an SOP for the secretarial position in the school. Also, the development of a detailed classroom management procedure and plan and of a student device plan were started and will need to be finished and distributed in 2023-24. COVID-19 protocols were also adjusted based on recommendations and requirements of the MN Department of Health.</p> <p>2023-2024 Action taken was the completion of the SOP manual for the lead secretarial position and the start of one for the middle school secretarial position. A new Hiring Procedures plan/document was created, and the New Employee Orientation checklist/document has continued to develop to effectively and efficiently onboard new teachers and staff.</p>
<p><b>(Action Step 2)</b> Improve safety procedure readiness through mock drills with faculty members two times per year.</p>	<p>2017-2024</p>	<p>School Sec., Faculty, School Nurse</p>	<p>2018-2019 Action taken was to first discuss how blocking access to some exits could be handled and then we tried this for one of our fire drills, we also practiced a couple of different types of lockdown procedures. Each drill was critiqued afterwards with teachers and students to recommend how to perform as flawlessly as possible. The diocese is investigating ALICE training for our schools for next year in hopes of enhancing and upgrading some of our safety procedures. The Virginia Fire Marshall also inspected our entire building in June 2019.</p> <p>2019-2020 MCS hosted the Virginia Fire Department during National Fire Prevention Week. Department members met with groups of students to discuss fire safety in school and at home, showed them their gear, and had students, faculty and staff practice going down the weighted fire escape. Two fire drills were held this year with students improving in the amount of time it took to exit the building and get into place in their outdoors location. We had anticipated practicing a lockdown drill, but we were not able to have one prior to school closing due to COVID-19. Other local schools are implementing ALICE training for their schools. While we have not heard of any Diocesan recommendations for this type of training yet, we will continue to investigate how and why other area schools have implemented ALICE training and determine if we should add it to our repertoire of drills.</p> <p>2020-2021 Marquette teachers, students, and staff participated in fire drills, a tornado drill, and lockdown drills including four new ALICE drills. Marquette chose to adopt ALICE (Alert, Lockdown, Inform, Counter, Evacuate) to empower students and staff as well as increase the chance of survival in an active shooter or critical violent incident situation. MCS teachers and staff attended a half-day intense</p>



			<p>interactive workshop, and students received classroom visits and instruction from local law enforcement to learn about ALICE and implement the strategies in our school. Two MCS staff will be attending train-the-trainer training this summer and will be able to help Marquette and other Diocese schools who have chosen to follow suit and adopt and implement ALICE in their schools, as well.</p> <p>2021-2022 Action taken was to meet the recommended number of five fire drills, five lock down drills, and one tornado drill. In its second year of ALICE, Marquette staff and students practiced soft and hard lockdown drills including barricading classroom doorways. Over the summer and during the school year, two MCS staff became certified trainers and were able to conduct ALICE drills without law enforcement’s facilitation.</p> <p>2022-2023 Action taken was to secure school-wide access to Navigate 360 software that included access to ALICE training seminars for teachers, staff, and students. Two school staff were recertified to be ALICE trainers. Teachers and staff also spent time going through various types of drills during an in-service training day that included soft lockdowns for medical emergencies and ALICE training for armed intruders. The school also provided fire drills and a tornado drill for students, teachers, and staff.</p> <p>2023-2024 Action taken was to continue to instruct and prepare teachers, staff, and students using ALICE methodology. Safety training for teachers was addressed using mock drills during orientation and in-service times as well as when students were trained and practiced drills. With the school split into two locations this year, each had its own drills including five fire drills, five lockdown drills, and a tornado drill to enhance safety and ensure compliance. Students in grades PreK-6 also participated in bus safety training.</p>
<p><b>(Action Step 3)</b> Upgrade school security system and procedures to accommodate changes in technology and the school campus.</p>	<p>2019-2022</p>	<p>School Maintenance, School Secretary</p>	<p>2019-2020 As part of our technology project, a new firewall will be installed to help curb any issues with maliciousness coming into the school via the internet and prevent students from accessing dangerous or unacceptable sites via the web. Our new monitored access points will also help to manage school security and access via wireless devices. Another planned upgrade to our school’s security system is the installation of a new fire panel which we hope to complete by fall of 2021.</p>

			<p>2020-2021 The new school firewall was installed along with monitored access points to better protect the school and students from malicious hackers and harmful content. A new fire panel was also installed with technological advances in better fire detection and reporting. To better monitor and protect the outdoor playground and central entrance area into the school, the school sought estimates and will be making decisions on installing additional security cameras to monitor people entering or exiting the school and those using (or misusing) the playground area.</p> <p>2021-2022 Action taken was the installation of additional security cameras in the central entrance hallway as well as on the playground. Marquette and Holy Spirit Church also installed a new monitored fire alarm system which will initiate immediate fire dispatch which will expedite and improve response time and ultimately the security/safety of our students, staff, and patrons in the facilities.</p> <p>2022-2023 Action taken was a focus on planning for appropriate and necessary safety and security systems in the new facility. The architect and building/design team for the new school had conversations about fire panels and suppression, key card entry, and intercom systems for the new school.</p> <p>2023-2024 Action taken was a focus on purchasing and installing new security systems in the new school including a new school-compliant fire alarm system and updated locking mechanisms and technology for doors and entryways.</p>
<p><b>(Action Step 4)</b> Enforce Diocesan Safe Environment policies and background checks on all volunteers and staff with a <b>goal of 100% participation.</b></p>	<p>2017-2024</p>	<p>Faculty, School Secretary, Safe Environment Coordinator</p>	<p>2018-2019 Action taken was to closely monitor all volunteers to ensure full compliance with all safety and background checks. While we have not yet reached our goal of 100% participation, the school secretary checks for compliance before each field trip, volunteer, or chaperoning activity within the school.</p> <p>2019-2020 Marquette requires that all volunteers and staff participate in Safe Environment training and background checks. These records are monitored and maintained in the business office and communicated to school administration. Currently, we are unaware of any volunteers or staff who have not participated in the training and passed these requirements.</p> <p>2020-2021 As in prior years, Marquette required all volunteers and staff to participate in Safe Environment training and background checks. These records continue to be monitored and maintained with 100% of volunteers and staff participating.</p>

			<p>2021-2022 Action taken was to improve efficiencies in facilitating the Safe Environment program by putting our school secretary in charge of the program. This allowed for better monitoring of new and expiring staff and volunteers and addressing any issues in a timely and effective manner.</p> <p>2022-2023 Action taken was to continue to have the school secretary in charge of the Safe Environment program to ensure continued efficiencies and effectiveness in monitoring school employees and volunteers for compliance.</p> <p>2023-2024 Action taken was to continue the same process of having the school secretary as the designated person who ensured all school employees and volunteers were compliant with the Safe Environment program.</p>
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**(Objective 3) Marquette Catholic School will utilize best practices and established methodologies to optimally meet students’ individual learning needs.**

**(Strategy 1) Maintain an on-going, structured curriculum review process based on current diocesan student learning outcomes.**

	Timeline	Responsibility	Progress Report
<p><b>(Action Step 1)</b> Adopt a curriculum review schedule targeting one subject for review per year.</p>	2017-2024	Faculty	<p>2018-2019 No review schedule was formalized but ongoing discussion is conducted at staff meetings to remove outdated curriculum and to review and discuss new programs. In 2018 the staff adopted Studies Weekly as a new curriculum for Social Studies. The K-2 reading program was also discussed and SuperKids was adopted for PreK and will be incrementally added for K-2 over the next few years as that cohort of students advances in grade level. The addition of two new administrators and the new middle school will necessitate revisiting this action step during the next year.</p> <p>2019-2020 Curriculum reviews this year were mostly based on the need to select new curriculum for the Middle School and the addition of 7<sup>th</sup> grade. Our Middle School team of teachers site-visited and explored course curriculum that other middle schools had in place. They also investigated what our local schools were using to ensure seamless transfer for Marquette students when they transition into public schools. The SuperKids curriculum adopted in 2018 was successfully implemented</p>

			<p>into the PreK classroom, and new SuperKids curriculum has been ordered for the kindergarten class for 2020-21.</p> <p>2020-2021 Curriculum reviews increased this year due to adding 8<sup>th</sup> grade and recognizing that COVID-related funding might provide time-sensitive opportunities for redeveloping courses and curriculum. After implementing SuperKids in kindergarten and finding the curriculum to be incredibly effective, MCS chose to purchase the remaining grades (1<sup>st</sup> and 2<sup>nd</sup>) to implement next year. The teachers and staff spent part of an in-service day reviewing all the school curriculum identifying what has been successful and effective as well as what was becoming obsolete or ineffective. This review was intentional in being able to develop a curriculum plan that will help the school plan for curriculum changes or replacements as textbooks and corresponding resources become outdated or unavailable. The goal is to have a plan in place that allows for ample review and discussion of curriculum changes as well as budget forecasting and planning to accommodate such purchases.</p> <p>2021-2022 Action taken was the distribution of a new Diocesan-wide curriculum review and evaluation timeline which addressed a different phase of multiple subjects annually from review to implementation and through evaluation. The dedication of a teacher in-service in 2022-23 to working through this process will establish a much stronger commitment and plan for ongoing annual reviews of all curricula. This will be strengthened by the work done in 2021-22 to identify curriculum needing to be considered or updated. Math teachers reviewed new curriculum in 2021-22 as Saxon Math will only be available for another year. Also, 3<sup>rd</sup> and 4<sup>th</sup> grade teachers spent time reviewing reading curriculum to adjust to students graduating from the SuperKids reading curriculum.</p> <p>2022-2023 Action taken was a teacher in-service day in April dedicated to evaluating all school curriculum to be able to merge into the Diocesan curriculum review and evaluation timeline. The middle school math teacher worked with the local LEA to determine the best curriculum to implement for smooth transition of Marquette’s graduating 8<sup>th</sup> graders into regular and advanced math course pathways. A new grammar and vocabulary curriculum was ordered to review for middle school as well as potential new religion curriculum for the elementary school.</p>
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<p><b>(Action Step 3)</b> Update curriculum maps and identify gaps in learning.</p>	<p>2017-2024</p>	<p>Faculty</p>	<p>2018-2019 Action taken was to provide reminders and opportunities for teachers to continue to upgrade and maintain their curriculum maps on professional development days. In the fall, these maps will need to be reviewed and the updated maps submitted to the principal on Google Docs.</p> <p>2019-2020 Teachers have continued to work on curriculum mapping to ensure Diocesan and State academic standards are being covered and met. Time was allotted during two of the Early Release days for teachers to update their maps. Each teacher’s curriculum mapping has been unique to his/her style and varies from teacher to teacher. Marquette would benefit from establishing a common curriculum mapping form (or better yet, a database tool) that would make the mapping easier, more efficient, and better understood. Curriculum mapping training will be a focus of at least one of our professional development days in 2020-2021.</p> <p>2020-2021 Teachers continued to work on curriculum mapping using their own strategies and techniques. They were encouraged to work on curriculum planning and curriculum mapping together during a Friday in-service in Spring 2021. While curriculum mapping training was anticipated for this year, identifying a common, comprehensive, web-based curriculum mapping tool seems to be a better first step followed by corresponding training on how to use it. These are goals for the 2021-2022 school year.</p> <p>2021-2022 Action taken was to continue to work on curriculum mapping and encouraging teachers to work together to ensure all learning outcomes are being addressed and met. A web-based comprehensive curriculum mapping tool was not identified as hoped but is still being pursued and is a goal for 2022-23.</p>

			<p>2022-2023 Action taken was to schedule a teacher in-service focused on curriculum mapping which allowed for new teachers to better understand curriculum mapping and align their lessons accordingly while novice teachers used the time to strengthen their curriculum mapping strategies. A comprehensive web-based curriculum mapping tool would be ideal, but we have not found anything that will do what we hope to accomplish. NWEA MAP assessment training also resulted in understanding learning gaps and adjusting teaching to affect learning.</p> <p>2023-2024 Action taken was a teacher in-service in January 2024 where curriculum review and curriculum mapping was discussed. Curriculum mapping was also a topic of conversation with a school leadership team that discussed making plans for a day in the fall of 2024 for teachers to work with other teachers to establish new curriculum maps.</p>
<p><b>(Action Step 4)</b> Solicit staff participation on committees working on the curriculum review process sponsored by the Diocese of Duluth education office.</p>	<p>2017-2024</p>	<p>Faculty Diocesan Education Office</p>	<p>2018-2019 Action taken this year was that I participated in a committee to develop and complete a final copy of the Art Outcomes for the Diocese of Duluth and submitted them to Cynthia Zook for use next year.</p> <p>2019-2020 Staff will continue to be invited to participate on curriculum review committees with the Diocese. Our principal agreed to serve on an accreditation site review team that was scheduled to help with the accreditation visit in April 2020. Due to COVID-19, the visit was postponed.</p> <p>2020-2021 Staff members will continue to be solicited to participate on curriculum review committees which are likely to resume as COVID-19 restrictions lessen and groups can gather for discussions.</p> <p>2021-2022 Due to COVID-19 restrictions, Diocesan-level committees and gatherings were limited which prohibited curriculum review committee work in the Diocese.</p> <p>2022-2023 There were no opportunities for participation on curriculum review committees at the Diocesan level this year. The new Diocese Director of Schools is planning to organize committees for the 2023-24 school year.</p> <p>2023-2024 Action taken was an invitation to our teachers to participate in the reviewing of Minnesota’s new science standards and the redevelopment of Diocesan science standards to meet them and ensure Catholic values and teachings were honored and included.</p>

<b>(STRATEGY 2) Support professional development opportunities to learn the most effective instructional practices that are supported by sound educational data.</b>			
	<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
<b>(Action Step 1)</b> Develop a Professional Development Plan.	2017-2024	Principal	<p><b>2107-2018</b> Action taken was to develop a professional development plan with a goal of providing or facilitating at least 25 hours of professional development per year. Documentation of “clock hours” is confirmed through signed verification sheets, which contain the date of the training, content of the training and signature of participant and principal.</p> <p><b>2019-2020</b> Marquette aligned its Wednesday schedule in 2019-2020 with the surrounding school districts in having Early Release every week allowing for an hour of staff meeting time and professional learning and development. Early Release trainings and activities were scheduled based on necessary required trainings and certifications as well as teacher input on topics of interest and licensure needs. Teachers also participated in Diocesan-planned and region-wide school district professional development opportunities. Through these venues, teachers were provided 29.5 hours of professional development in 2019-2020 (without an additional 3 hours that were scheduled but had to be cancelled due to COVID-19). Certificates verifying participation were issued for each professional development activity.</p> <p><b>2020-2021</b> Action was taken to provide an assortment of professional development opportunities that would contribute to hours needed for teacher licensure as well as foster catechetical and spiritual growth and development. With the new 4-day school week and once-a-month Friday teacher in-service opportunities, MCS teachers and staff were able to take advantage of larger blocks of time for more in-depth training and development. Teacher contracts also began a week earlier than normal to accommodate a week-long 28-hour Responsive Classroom Elementary Core training. Total training hours qualifying for teacher licensure was 40.5 and included trainings covering classroom and behavior management; technology trainings related to online tools for lesson planning, grading, reading, and testing; suicide prevention and awareness; social media and anti-bullying; and health and safety training. Faculty and staff also participated in 10 hours of formation and team building.</p>



			<p>2021-2022 Action was taken to provide an array of professional development opportunities that addressed the needs of the school, requirements for teacher licensure, and the formation of our teachers and staff. The Friday in-services continue to provide a substantial block of time for trainings and experiences. To further establish Responsive Classroom, teachers participated in a day-long RC Teacher Language workshop. First Aid and CPR were able to be completed in one day. Teachers learned about themselves as teachers through a Gallup STRENGTHS professional workshop, refined some of their assessment skills through NWEA MAP Skills training, and attended the Mercy Tour which provided a whole weekend of intense spiritual formation.</p> <p>2022-2023 Action taken was the creation of a professional development plan for teachers for the 2022-23 school year based on licensure requirements, teacher requests, and unique and ongoing training needs identified by school administration. Teachers were provided 35 hours of professional development/training that included the following topics: Managing Student Behavior, First-Aid/CPR, Friendly Social-Emotional Curriculum, NWEA standardize MAP assessments, various safety training, and ViewSonic Technology. Twenty additional hours were spent on teacher formation through Catechetical Days and the 2-day Deacon Strohm retreat.</p> <p>2023-2024 Action taken was the implementation of a professional development plan for teachers for the 2023-24 school year based on safety compliance, licensure requirements, teacher input, and unique and ongoing needs. Teachers were provided 31 hours of professional development/training that included the following topics: NWEA Map Assessments, First Aid/CPR, ALICE Lockdowns, Trauma and Student Behavior, Mandatory Reporting, Suicide Prevention, Strategies for Infusing the Catholic Faith into Curriculum, and Professional Roundtables with other Diocesan Teachers. Twenty-two additional hours were spent on teacher formation through Catechetical Days and the 2-day Steve Angrisano retreat. Marquette’s PreK teachers participated collectively in over 162 hours of annual orientation training and preschool-specific training that contributed to the MELC being rated in the Parent Aware program.</p>
<p><b>(Action Step 2)</b> Search out new</p>	<p>2017-2024</p>	<p>Diocesan Superintendent</p>	<p>2018-2019 Action taken was to seek out additional funding through Title IV for in-services and workshops. This year the school was able to use that funding for a 3-</p>

<p>venues that provide professional development opportunities for teachers.</p>		<p>Principal Faculty</p>	<p>hour Saxon math workshop at our school. Additional new training is provided through making webinars on diverse topics in education available to teaching staff and through staff in-services prepared by our own staff members.</p> <p>2019-2020 MCS teachers experienced trainings from new venues this year. The school implemented IXL as a supplemental instruction tool which included two hours of training on how to effectively use the tool. Teachers attended a day-long training on using the NWEA Assessment tool and its new features. One of Marquette’s volunteer staff members with expertise in Developmental Education provided three training sessions that covered Dealing with Stress, Humor in the Workplace, and Making Your Own Toys. Range Mental Health also became a new partner for Marquette this year and facilitated trainings on Identifying Signs and Symptoms of Mental Health Issues in Youth, Trauma-Informed Behaviors, and Tools and Strategies for Helping Youth Cope. The final Range Mental Health training on Suicide Awareness was cancelled due to distance learning and schedules. The principal and fourth grade teacher Leanne Jarvi attended the MNSAA Annual Conference to learn about educational topics, trends, and curriculum that could enhance student learning and their experience at Marquette.</p> <p>2020-2021 Marquette formed a new partnership with FACTS Management to serve as a third-party provider for Title Funding through our local LEA. While this partnership is new this year and we are learning how it works, MCS is excited to have a new venue that has an existing training bank as well as the capability to customize trainings to our needs. MCS has also partnered with several local public schools on a grant that, if funded, will provide professional development on Renaissance instructional technology which we currently use at MCS. While the Diocese was limited in capacity to provide group formation or professional development opportunities this year due to the pandemic, some of our sister schools worked together to provide Responsive Classroom Training, host a national speaker that provided an informational workshop on social media and anti-bullying, and bring ALICE training into all our Diocese schools.</p> <p>2021-2022 Action taken was to participate in a new Diocesan-led Schulze Family Foundation grant that provided helpful professional development for all teachers in assessing standardized NWEA test results and using them to improve individual growth and class outcomes. This NWEA professional development will continue</p>
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			<p>into the 2022-23 school year. The professional workshop on StrengthsFinder was also a new path for professional development and will be a key part in helping teachers understand their students better as we implement StrengthsBuilder in our middle school during the 2022-23 school year.</p> <p>2022-2023 Action taken was to secure a relationship with the Catholic Schools Center of Excellence (CSCOE) organization. This new relationship resulted in opportunities for more intense and personalized NWEA standardized test training for teachers which had an impact on their understanding of test scores and how to better use them to affect teaching and learning. CSCOE also sponsored ViewSonic training which was also provided to teachers this year.</p> <p>2023-2024 Action taken was a continued relationship with the Catholic Schools Center of Excellence (CSCOE) organization which provided additional NWEA Map Assessment training to guide teaching and learning. Marquette’s preschool teachers were able to take advantage of multiple trainings recommended or required in the school’s effort to become star-rated through the Parent Aware program. As an additional resource, a parent of Marquette students was also secured to provide an excellent teacher training on Trauma and Student Behavior.</p>
<p><b>(Action Step 3)</b> Dedicate staff development time to collaboration through the sharing of individual ideas and strategies for achieving successful student outcomes.</p>	<p>2017-2024</p>	<p>Faculty</p>	<p>2018-2019 Action taken was providing opportunities during staff meetings for discussion of issues within the classroom that included student management, teaching strategies, and technology.</p> <p>2019-2020 Some of MCS’s Wednesday Early Release time was dedicated to sharing ideas, organizing special projects, and working together to ensure student success. Middle School staff spent time visiting other schools to learn from others and share ideas for developing the middle school schedule, curriculum, and activities. Second grade teacher Jean Virant spent a school day in Duluth with seasoned 2<sup>nd</sup> grade teachers at Stella Maras to share ideas and strategies. MCS teachers were looking forward to facilitating and participating in a collaborative April Diocesan Day of in-service when they would have had the opportunity to get together with others who taught the same grades or subjects. However, the day never happened because of COVID-19 but will hopefully take place next year.</p> <p>2020-2021 As Marquette adopted the Responsive Classroom model for promoting positive school culture and behavior, teachers interacted throughout the 28-hour</p>

			<p>training and shared ideas and strategies they hoped to implement. Some of the once-a-month Friday in-services included time for teachers to collaborate on ideas that would increase student achievement which included curriculum discussions as well as topics discussions affecting students and their success such as bullying, social media impacts, and suicide prevention and awareness. Teachers and staff also participated in a day of formation and development with Father Brandon who challenged them to brainstorm and discuss ways to improve student success and their experience at Marquette Catholic School.</p> <p>2021-2022 Action taken was to establish weekly Thursday meetings to communicate and collaborate on school activities and issues. The NWEA, StrengthsFinder, and Teacher Language workshops also provided for collaboration and sharing of ideas and strategies for helping students succeed.</p> <p>2022-2023 Action taken was to continue weekly Thursday meetings to communicate and collaborate. The Connecteam application was implemented and used to provide an avenue for better communication and collaboration. Several in-service day focus areas involved learning and sharing ideas to impact student achievement and outcomes including managing student behavior, NWEA test result training, and curriculum mapping and review.</p> <p>2023-2024 Action taken was the continuation of regular weekly teacher meetings where teachers and administration could collaborate and communicate. Some teacher in-services also initiated conversations on how to improve learning or instruction and better serve the needs of students. Teacher committees were also formed to affect student learning and experiences including the Student Life Committee and the Academic Excellence Committee. These committees have started to communicate and make plans.</p>
<p><b>(Action Step 4)</b> Schedule opportunities for individual staff members to lead in-house and community-based workshops to share</p>	<p>2017-2024</p>	<p>Faculty Virginia Public School Diocese of Duluth Other educational venues</p>	<p>2018-2019 Teacher Adam Lemieux led a school workshop titled Smartboard Refresher Course on 9/12/18. I led three in school workshops based on webinars during the year, one on classroom management, and two NWEA based webinars on assessment.</p> <p>2019-2020 In preparation for distance learning, teacher Adam Lemieux shared his knowledge of software applications that could be helpful to other teachers. He also took leadership in helping teachers with their technology questions and issues</p>

<p>their knowledge and expertise.</p>			<p>throughout the distance learning term. Serving on the Diocese Teacher Licensure Committee, Adam also provided regular updates on licensure requirements and opportunities. Principal Lisa Kvas facilitated an in-service on Personality Profiles in the Workplace. Teacher Mary Wildes mentored our relatively new first grade teacher. Language Arts teacher Michelle Berlin worked 1:1 with students on IEPs making significant process and validating the value in providing in-house services versus sending students to the public schools for extra help. Kamara Potts agreed to facilitate the PreK table discussion at the April Diocese in-service which, unfortunately, was cancelled due to COVID-19.</p> <p>2020-2021 With every COVID-19 guideline recommending that we not gather, Marquette did not pursue this action step as it might otherwise. However, we did share knowledge and expertise on smaller scales. Our seasoned third grade teacher mentored our new additional third grade teacher who had never taught third grade before. Our new kindergarten teacher also received mentoring from our PreK teacher and our First Grade Teacher. Our kindergarten teacher and one of our middle school teachers regularly shared their technology expertise with other teachers, which was especially helpful given our expanded use of technology throughout the pandemic.</p> <p>2021-2022 Action taken this year was hiring a new Technology teacher who has provided 1:1 instruction for our teachers and staff needing help with their technology. She also has shared her willingness to offer scheduled mini tech workshops for our teachers and staff which will be something we aspire to establish for the 2022-23 school year.</p> <p>2022-2023 Action taken was to partner teachers who were trained in ALICE armed intruder training with teachers who had not had training. The veteran teachers were able to share their knowledge and help the new teachers and staff with appropriate and rapid responses to these types of emergency situations. Our math teacher supported the rest of our teachers in helping them with licensure questions and opportunities.</p> <p>2023-2024 Action taken was to appropriate time during a Catechetical Day for teachers to spend time with other teachers in their common grade or subject area to allow for an exchange of ideas, challenges, and support. Marquette also enlisted</p>
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			the expertise of one of our middle school teachers to provide technological training and assistance to her fellow teachers on an “as needed” basis.
<b>(Action Step 5)</b> Create an MCS professional learning community that reads, studies, and discusses at least one selected text of professional interest per year.	2017-2024	Faculty	<p>2018-2019 Action taken was to purchase the book <i>What Really Matters in Response to Intervention</i> by Richard L. Allington last year to read and discuss as a staff. We did not begin that book study as of the 2018-2019 school year.</p> <p>2019-2020 Over the course of the year, books and materials were purchased to expand on a professional library for teachers and staff to use. One of the purchased texts was on Mindfulness which was discussed and shared with (and used by) MCS faculty. Another text that was requested by teachers and disbursed was “Letter to a Suffering Church” by Bishop Robert Barron which explained the crisis of abuse in the history of the Catholic Church.</p> <p>2020-2021 As part of the week-long Responsive Classroom training, the book <i>Yardsticks: Child and Adolescent Development Ages 4-14</i> book was extensively used and discussed. Each teacher received a set of Responsive Classroom books that would help them learn and grow a responsive classroom environment. To support spiritual growth and development, teachers were each issued the book entitled, <i>Who He Says I Am: A Study of Our Identity in Christ</i>. The teachers were encouraged to read and reflect on the book over the course of the year.</p> <p>2021-2022 Through our Responsive Classroom Teacher Language workshop, teachers were issued the book, “The Power of Our Words; Teacher Language” which was used and discussed throughout the workshop, and the book, “Teach with Your Strengths” issued in conjunction with the Discover Your Strengths – Teacher workshop. In terms of formation, teachers and staff were issued a book about mercy at the Mercy Tour and “A Pocket Full of Prayers for Teachers” via the school.</p> <p>2022-2023 Action taken was to participate in an 8-hour Responsive Classroom training on Managing Student Behavior that included each teacher receiving three books: “Solving Thorny Behavior Problems”, “Teasing Tattling, Defiance and More”, and “Sammy and His behavior Problems”. These were referenced and discussed throughout the day. Training that addressed strategies for managing student behavior was requested by our teachers as an area of interest and need, and the texts provided opportunities for learning and discussion as well as handy reference materials for teachers throughout the year.</p>



			2023-2024 Action taken was teachers participating in a Diocesan-wide book study/discussion at our fall Catechetical Day entitled, "Educating for Eternity" by Brett Salkeld. The book was focused on the role of Catholic anthropology in education and offered insight and strategies for implementing the Faith into all aspects of curriculum in the Catholic school.
<b>(STRATEGY 3) Employ technology to strengthen student engagement and increase efficiency and productivity.</b>			
	<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
<b>(Action Step 1)</b> Search out and hire an IT specialist to repair, upgrade, and provide faculty training in new technology and its uses.	2017-2021	Faculty Technology Specialists, Business Manager HASA/ACCE	<p>2017-2018 Action taken was to post advertisements for the position in the local newspaper, diocesan newspaper, and church bulletin. A few applicants did inquire but hiring for the position was put on hold until a future date.</p> <p>2018-2019 Action taken was to hire an on-call IT specialist this year to assist with repairs, upgrades, and future planning.</p> <p>2019-2020 MCS is still working with the on-call IT Specialist hired last year who performs basic maintenance on school computers and troubleshoots equipment. Marquette has also enlisted the help of Mike Hoche, independent IT contractor, who was hired to do an extensive technology audit of the school's infrastructure and networking equipment. Mr. Hoche will continue to work with MCS next year providing administrative assistance in managing the new network and training teachers and staff in how to use the new equipment.</p> <p>2020-2021 Similar to last year, MCS is still working with an on-call IT specialist and has had additional help with the newly added fiber and technology from an independent IT contractor. While we would like to have more in-person technology trainings once COVID-related restrictions lift, we had to settle for virtual trainings that included training on using our new FACTS Student Information System for lesson plans and grading. Our school administration spent many hours learning other aspects of FACTS as well. Teachers also learned about web-based STAR 360 tools and how to navigate them. These software trainings were all conducted by companies offering the software programs and platforms we were using or pursuing.</p>



			<p>2021-2022 Action taken was the hiring of a Technology teacher whose job would include assisting teachers and staff with technology, helping to make technology decisions and design a tech plan for our school, and teaching students.</p> <p>2022-2023 <b>Completed. No longer applicable.</b></p> <p>2023-2024 Action taken was the continuation of a teacher who teachers could solicit for technology-related training and assistance on an “as needed” basis.</p>
<p><b>(Action Step 2)</b> Identify and prioritize essential technology upgrades needed for the classrooms and for communication and procure funding for needed upgrades.</p>	<p>2017-2024</p>	<p>Principal</p>	<p>2018-2019 Action taken this spring was to ask Mr. Simetkoski our IT Specialist to put together a plan for the upgrades MCS will need in the next few years. The plan is pending per its completion by Mr. Simetkoski.</p> <p>2019-2020 Throughout the year, teachers and staff were struggling with being able to access the internet and rely on the school’s Wi-Fi to function when they needed it. Principal Kvas submitted a grant which provided funding to the school for a basic audit and the ability to purchase new Chromebooks. As a result of the basic audit, a more extensive technology audit was conducted. A technology project plan was then developed to bring a fiber internet connection to the school and update and upgrade the cabling, equipment, and devices to support a modern educational environment. Twenty new iPads with data connections were also purchased to support teachers and students in distance learning. Marquette could benefit from the development of a master technology plan that would aid in planning, budgeting, and anticipating technology replacements, repairs, and upgrades. Another significant improvement in technology this year was the implementation of a new FACTS student information and tuition management system which will provide for easy and efficient communication between MCS teachers, staff, and administration and parents/guardians.</p> <p>2020-2021 Several technology priorities were accomplished this year along with procuring funding to support them. As planned, a designated fiber internet line was installed to connect Marquette School to the highest speed internet available. The entire school was rewired for high-speed internet, and new network switches, a firewall, and 16 wireless access points were installed throughout the school. All middle school students were provided a Chromebook, and each Chromebook was issued a cloud management license to support proper monitoring, security, and administration of programs. The school’s phone system was upgraded from dial-</p>

			<p>up phones to VoIP (Voice over Internet Protocol), and teachers were provided “soft phones” which afforded them phone number accounts for making and receiving calls on any internet-connected device. This prevented them having to use their private phone numbers when making school-related calls which being quarantined and teaching from home would have warranted. Funding for these projects was secured through a combination of the e-Rates program, St. Louis County grant for COVID relief, CARES Act funding, fundraising, and the general operating budget.</p> <p>2021-2022 Action taken was the purchase of additional Chromebooks and technology carts to extend the provision of devices to the growing number of middle school students and include 4<sup>th</sup> grade. These purchases were made using grant funds. Significant work was done to identify teachers’ technological needs and equipment needing to be replaced in classrooms. New teacher computers and interactive technology screens have been identified and need to be ordered for next year, and funding has been secured to cover the cost of them.</p> <p>2022-2023 Action taken was the completed ordering and replacement of all teacher computers. All Smartboards in classrooms were replaced with interactive ViewSonic technology systems and training was provided for all teachers. A professional technology audit is planned for summer 2023 to help guide future technology planning and procurement.</p> <p>2023-2024 Action taken was, thanks to the support of CSCOE, the enlisting of Bluum Technology to work with a team of parish and school stakeholders and technology professionals and conduct a technology audit of the school. The audit will serve as a helpful tool in establishing a school technology plan as well as identify the technological needs and opportunities for the school.</p>
<p><b>(Action Step 3)</b> Offer students multiple means of lesson delivery, and effective practice, spotlighting the use of technology and technology-enhanced curriculum.</p>	<p>2017-2024</p>	<p>Faculty Specialists</p>	<p>2018-2019 Action taken was to purchase new digitally based materials for Saxon math for grades K-3, to provide refresher and new technology training at the beginning of the school year, to encourage teachers to use digital resources and then observe and document its use on observation and evaluation forms.</p> <p>2019-2020 Early in the year, Marquette purchased an IXL subscription which would provide online supplemental instruction and assessment in math, science, reading, and language arts. MCS teachers were especially grateful for this implementation when we were thrust into distance learning and having to identify effective</p>

			<p>instructional tools. While MCS teachers had been also using online tools like Khan Academy and Accelerated Reader, they became proficient at using iPad applications, video production software, web-based communication tools, and accessing online curriculum and learning experiences that significantly enhanced their technology-based teaching toolbox. Prior to 2019-2020, MCS had a set of 18 iMac desktop computers and a small set of working iPads. During 2019-2020, the school's fleet of devices increased by 21 new Chromebooks, 20 new iPads, and a high-yield wireless printer. Middle School students used this new technology to begin a Middle School blog, and teachers and students benefitted tremendously in having the technology during distance teaching and learning.</p> <p>2020-2021 We were so happy to finally have access to reliable high-speed internet this year which gave teachers the opportunity to confidently integrate web-based curriculum and instruction into their classes. IXL has also become widely and deeply integrated at Marquette to individualize student learning, provide supplemental instruction, and assess student proficiency and progress. The pandemic also created a sense of urgency that expedited and expanded our use of our new FACTS system and functions beyond student information, data collection, and communication. Marquette teachers participated in training in the fall and began to use FACTS for putting lessons, assignments, and grades online which worked well for students who were out sick or in quarantine. The 7<sup>th</sup> grade students also took the Dave Ramsey Financial Literacy and Entrepreneurship class which is web-based yet was still under the instruction of a MCS teacher. Having access to reliable high-speed internet has made—and will continue to make—web-based curriculum and classes like these possible for Marquette students.</p> <p>2021-2022 Action taken was the continued use of technology-based tools and curriculum such as IXL, Dave Ramsey, and the SuperKids reading series which all engage students in diverse ways of lesson delivery. The pursuit and securing of a Schulze Family Foundation matching grant also provided for new high-tech STEM lab equipment and activities to be added to the school that would expose students to advanced technology and new curriculum. A 3-D laser printer and cutter was purchased, and other items that are being ordered include a virtual reality set that our elementary teachers intend to use to teach various subjects. Our middle school students will be learning math on new graphing calculators, and our science students will be engaging with new microscopes and technologies as we implement</p>
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			<p>an onsite greenhouse-based science lab. Title I students were also introduced to new FACTS-based Title programming which includes web-based curriculum and tools for our teacher to use with them.</p> <p><i>2022-2023</i> Action taken was the implementation of new graphic calculators and robotic programming in middle school. New virtual reality devices and software were purchased and used in the elementary grades. Due to the new school pursuit and purchase, the new greenhouses were delayed so they could be built on the new school property. At that time, students will be introduced to the new high-tech microscopes that will be part of the greenhouse labs sometime during the 2023-24 school year.</p> <p><i>2023-2024</i> Action taken was the continued use of direct and supplemental instructional curriculum that integrate technology including IXL, SuperKids, Renaissance, Exact Path, and core online companion curriculum and technology-based tools including Viewsonics, Chromebooks, iPads, robots, STEM equipment, etc. Students were also introduced to new technology through the school’s new participation in the CSCOE STEM kits and lending library.</p>
<p><b>(Action Step 5)</b> Develop and complete grade level appropriate projects whose goal includes promoting the use of technology for research and information.</p>	<p>2017-2024</p>	<p>Faculty Specialists</p>	<p><i>2018-2019</i> Action taken was to encourage teachers and students to use technology in a variety of ways- Khan Academy, Accelerated Reader, Anchor Activities, and Web quest projects just to name a few.</p> <p><i>2019-2020</i> MCS enlisted a Technology Specialist to provide weekly technology instruction to students in grades K-6. In preparation for Fall 2020, the new 7<sup>th</sup> grade class will be assigned dedicated devices that they will use for projects and various courses including a Research course.</p> <p><i>2020-2021</i> Marquette students in grades K-6 had weekly STEM classes that promoted technology. Marquette also provided a 7<sup>th</sup> grade class that focused on research skills and strategies using web-based tools, searches, and information.</p> <p><i>2021-2022</i> Action taken was to provide STEM courses to all students in grades K-8. Marquette also added a multi-media art course in the middle school to expose students to technology used to produce artistic works.</p> <p><i>2022-2023</i> Action taken was to continue to provide STEM courses to all students in grades K-8. Additional Chromebooks were also purchased and students in middle</p>

			<p>school used them to conduct research for papers and homework in both Language Arts and Social Studies.</p> <p>2023-2024 Action taken was to continue to provide STEM courses to all students in grades K-8. Upper elementary and middle school students also engage with technology in their classrooms via Chromebooks and iPads as they research information and produce work.</p>
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**(Strategy 4) Employ effective instructional practices to respond to each student’s unique learning needs.**

	<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
<p><b>(Action Step 1)</b> Create cross-curricular projects where multiple skills, diverse knowledge, and different ways of thinking form whole projects to demonstrate learning across the disciplines.</p>	<p>2017-2024</p>	<p>Faculty</p>	<p>2017-2018 This action step was initiated by several projects this year, the largest of which was the “Create a Country” project where students worked in groups to build a new nation. This comprehensive project utilized technology, language arts, art, cartography, dance, and music to build a new sovereign state, which included its territory and map, a language, a flag, a culture, economy and currency, and government.</p> <p>2018-2019 Action taken was to have a Social Studies Fair this year where a variety of cross-curricular projects were developed and displayed. These included written reports, models, dioramas, and costumes. Our Inventor’s Fair also gave students an opportunity to research and develop actual inventions which were displayed at our shopping mall.</p> <p>2019-2020 The cross-curricular Social Studies Fair was conducted again this year with a similar flair of written reports, models, dioramas, and Wax Museum costumes along with some added art displays. Middle School students also participated in essay and report writing that integrated religion and language arts. An Inventor’s Fair was planned for spring but was cancelled due to COVID-19.</p> <p>2020-2021 Marquette middle school students engaged in their first annual Lemonade Day in May 2021 when students worked in multiple classes and on teams to plan, market, and facilitate nine lemonade stands around the city and donate profits to people in need in the community. This was a significant cross-curricular project for the school as the 7<sup>th</sup> grade Dave Ramsey class students were able to apply their learning, art students designed logos and marketing materials, social studies students learned statistics about local poverty and area organizations that support people in need, math principles were applied in estimating volume, costs, and</p>

			<p>profits, and technology was employed to help create videos and use social media for marketing. Students worked on teams that consisted of students in multiple grades and with a variety of interests and skill sets. Aside from its academic aspects, Lemonade Day also incorporated Catholic values in donating all profits to help others in need. Students learned so much through participating and are already planning and strategizing on how to improve on next year's event.</p> <p>2021-2022 Action taken was to implement Lemonade Day 2022 where students would have the opportunity to not only experience cross-curricular learning but also use what was learned in 2021 and apply it to the 2022 venture. Students in performing arts and multi-media art performed in and made videos to promote the event. Dave Ramsey 7<sup>th</sup> grade students got to apply their entrepreneurial learning. Students learned about social programs in the community and practiced Catholic values in giving part of their profits. Middle school world history students had an infusion of learning about Catholic saints specific to the regions they studied, and students prayed with and donated rosaries for Ukraine when studying the current political situation happening there.</p> <p>2022-2023 Action taken was a cross-curricular project between music, band, art, and religion where the teachers collaborated on the theme of God's creation of the world and universe. The music and band teachers taught the students songs on this topic while the art teacher had them learning and practicing art skills by creating projects that were also based on the theme of God's creation. These were on display in the school and church during the time of the spring concert when the music and band classes performed their pieces on the collaborative topic.</p> <p>2023-2024 Action taken was a cross-curricular project between middle school classes where teachers coordinated the reading of the novel, "A Long Walk to Water" in Language Arts with a unit on the Sudanese government in Social Studies.</p>
<p><b>(Action Step 2)</b> Explore innovative pedagogical techniques for implementation within the classroom (i.e., blended learning,</p>	<p>2017-2024</p>	<p>Faculty, Principal</p>	<p>2018-2019 Most significant action taken is to departmentalize grades 5 and 6 for 2019-2020 as preparation for further developing a middle school format with the future addition of grades 7 (in 2020) and 8.</p> <p>2019-2020 Middle School students experienced new project-based learning activities as hands-on Learning Laboratories became part of their schedule. Students were able to choose between Drama, Media, and Robotics.</p>



<p>flipped classrooms, project-based learning etc.)</p>			<p>2020-2021 As described in the previous action step, Lemonade Day was a semester-long significant cross-curricular and project-based learning experience. Other project-based learning initiatives included the kindergarten class learning science through hatching chicken eggs and raising tadpoles, fourth grade sending written requests to initiate change using the techniques learned in writing persuasive papers, and fifth grade learning to serve others in collecting donations and assembling and distributing “Blessing Bags” to homeless people in the community. The Dave Ramsey course was presented in a blended learning approach having both aspects of online instruction as well as in-person teacher-led instruction. IXL and the new SuperKids kindergarten curriculum also provided opportunities for blended learning which included online instructional components and in-class instruction.</p> <p>2021-2022 Action taken was to expand SuperKids reading curriculum to 1<sup>st</sup> and 2<sup>nd</sup> grade—both which offer blended learning opportunities in both online and in-person formats. New science curriculum was also implemented in all middle school grades which came with strong lab components for more project-based learning.</p> <p>2022-2023 Action taken was to schedule a collaborative lab-based time for science when teachers would work together to create project-based learning to reinforce science lessons. The House System was also created and implemented to segment students into multi-grade groups where they would work together to accomplish tasks on behalf of the house. They would also learn about religion and engage in discussions where they would learn from each other.</p> <p>2023-2024 Action taken was participation in the CSCOE STEM kits and lending library which allowed for new monthly curriculum that provided project-based learning for elementary grades. Middle school science courses also include weekly labs to engage students in discovery and reinforce learning.</p>
<p><b>(Action Step 3)</b> Designate blocks of time for collaboration between specialists and classroom teachers to develop</p>	<p>2017-2024</p>	<p>Faculty</p>	<p>2018-2019 No formalized action taken during this year but will be addressed in the fall of 2019-2020 for the next school year.</p> <p>2019-2020 Marquette aligned with other local schools in having Early Release Wednesdays which provided time for teacher meetings, professional development,</p>



cross-curricular projects.			<p>and project planning. Middle School teachers and specialists also met weekly to collaborate and plan for middle school student activities and projects.</p> <p>2020-2021 Moving to a 4-day school week has given Marquette teachers the opportunity to spend a substantial amount of time together each month. Teachers and staff had brief weekly meetings after school on Thursdays and a half-day Friday in-service each month. These gatherings have allowed for opportunities for conversation and greater collaboration between teachers.</p> <p>2021-2022 Action taken was to allot some Friday in-service time to allow teachers to communicate and collaborate on projects. Teachers are also given time to discuss projects and activities during weekly Thursday meetings.</p> <p>2022-2023 Action taken was to remove the requirement of teachers needing to be in their classrooms after school until 3:45 so they could gather and collaborate on projects as they saw fit. Time was also provided during some monthly in-services for teachers to collaborate on ideas and in learning and discussion.</p> <p>2023-2024 Action taken was to continue the freedom for teachers to be able to leave their rooms and collaborate with other teachers after school.</p>
<p><b>(Action Step 4)</b> Ensure that MCS students perform at or above grade level in Reading and Math by Grade 3</p>	2018-2024	Principal Faculty	<p>2018-2019 Initial action taken has been to purchase and then incrementally implement the new SuperKids reading program beginning with PreK in 2019.</p> <p>2019-2020 The SuperKids PreK curriculum was implemented successfully, and the kindergarten curriculum is ordered and will be ready to implement in Fall of 2020. Teachers are also implementing IXL and Khan Academy to provide supplemental instruction to help struggling students, reinforce learning, and provide advanced instruction for those needing more challenging material in both math and reading.</p> <p>2020-2021 The SuperKids kindergarten curriculum was implemented successfully, and SuperKids curriculum was ordered and is ready to implement in both grades 1 and 2 next year. We noticed a substantial increase in reading levels by the end of the school year in kindergarten compared to the reading level students were at in previous years going into first grade. IXL math is being used in grade 3 to help struggling students and reinforce learning. Furthermore, Marquette committed to providing one-on-one tutoring for every struggling student this year. MCS also transitioned from local LEA-led Title instruction to contracted services from FACTS</p>

			<p>which significantly increased training and support for the Title teacher and improved student satisfaction and progress in the Title program.</p> <p>2021-2022 Action taken was the implementation of SuperKids reading curriculum in grades 1 and 2 to promote strong reading skills. Professional development training in NWEA MAP assessments was also conducted to help teachers understand student math and reading results and use the complex tools within the system to address and improve them. Teachers continue to use IXL and Renaissance Learning to supplement additional instruction in both math and reading.</p> <p>2022-2023 Action taken was to implement significant NWEA MAP testing training that would help teachers better understand test results and determine how to best work with students individually or improve on overall outcomes as a class based on MAP test results. The 2021-22 kindergarten class was also split into two sections this year to allow for smaller classes and more 1:1 attention with kids needing extra help. IXL access was also extended to serve 1<sup>st</sup> grade students.</p> <p>2023-2024 Action taken was to continue receiving training during in-services to learn how to better read and use NWEA standardized MAP assessment results to affect teaching and learning in the areas of math and reading. Marquette’s Title I Program was again outsourced to a third party for enhanced curriculum and better teacher support. This recent move has improved student instruction and outcomes in the areas of math and reading.</p>
<p><b>(Action Step 5)</b> Establish a regularly staffed Resource Room for the purpose of special services, individualized instruction, or tutoring.</p>	<p>2019-2023</p>	<p>Specialists Tutors Principal</p>	<p>2019-2020 The establishing Middle School provided the opportunity to be able to access teachers who could work with students on IEP’s or needing additional help. This proved to be effective as evidenced by students on IEP’s who made significant progress throughout the year. MCS partnered with FACTS Title which will further develop and strengthen the Title Program at our school. As the Middle School teachers fill their schedules with classroom teaching, Marquette would benefit from the addition of a tutoring program. MCS also developed a partnership with Range Mental Health to provide services on-site to students as well as presentations to classrooms of students. Adding 7<sup>th</sup> grade, MCS will also be eligible for a small number of hours of guidance counseling services in 2020-2021 which will need to be established.</p>

			<p>2020-2021 Marquette was blessed to be awarded three Teach for Christ missionaries this year. As part of their assignment, they worked one-on-one with all students who had IEP's or needed tutoring. While space was limited at MCS and reserving a specific resource room was nearly impossible, the team found quiet places to work with students in the hallways, library, teacher's lounge, etc. The multi-purpose Title office was also used to provide Title services, tutoring, and speech therapy.</p> <p>2021-2022 Action taken was the continuation of FACTS-based Title I program and teacher and the addition of the Check &amp; Connect program which provided an additional resource room person to assist with individualized tutoring, advocating, teaching, and guiding. Having three Teach for Christ missionaries on staff for another year also allowed for more 1:1 tutoring and instruction.</p> <p>2022-2023 Action taken was to add a part-time Interventionist using EANS funding to identify and support students who were struggling and needed additional tutoring and support. More time was also spent working with our LEA's Special Education department to serve students on IEP's or being referred for potential IEP's.</p> <p>2023-2024 Action taken was taken to continue to offer the Check &amp; Connect program for part of the year. We also had two part-time Interventionists; one who mostly served students in 2<sup>nd</sup> grade and another who provided tutoring and assistance to other teachers who needed her. After school tutoring was also implemented for middle school students.</p>
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**(Objective 4) Marquette Catholic School will pursue long-term stability and growth.**

**(Strategy 1) Secure the financial stability of Marquette Catholic School to provide for a dynamic and high-quality educational environment.**

	Timeline	Responsibility	Progress Report
<p><b>(Action Step 1)</b> Support the responsible use of funds by carefully assessing the usefulness of current</p>	<p>2017-2024</p>	<p>Principal Admin Assist Faculty</p>	<p>2017-2018 Action taken was to discuss and review curriculum and needs during staff meetings, research and learn about new curriculum materials. The Studies Weekly newsletters for both science and social studies were purchases that provide excellent hands-on content, and digital capability and projects with a substantial reduction in cost.</p>

<p>teaching and classroom materials.</p>			<p>2018-2019 Action taken was to reduce the number of reading workbooks used in grades 4-6 in favor of using a grammar textbook which provides better instruction and practice, drop Catholic Handwriting in favor of another more comprehensive text for grades 1 and 3.</p> <p>2019-2020 Volunteers were recruited prior to the start of the 2019-2020 school year to substantially purge the extensive stock of boxes and containers full of outdated, broken, insignificant, or infrequently used materials and items. This work will continue throughout the summer of 2020 to ensure that the teaching and classroom materials on hand are accounted for, efficiently stored, and ready for use. Plans are underway to improve the organization and distribution of classroom supplies which will help appropriate sufficient budget allocations and inventory of classroom supplies and materials.</p> <p>2020-2021 MCS reorganized space near the front office to efficiently house, distribute, and keep inventory of common classroom supplies. Rather than each teacher ordering supplies and having excess in their classrooms, this move decreased the quantity of supplies ordered/needed and ensured supplies were readily available when teachers needed them. Teachers spent one Friday in-service discussing classroom curriculum to determine the availability, effectiveness, satisfaction, and future purchasing of curriculum and plan a budget accordingly.</p> <p>2021-2022 Action taken was to assess the usefulness of current classroom equipment and take steps to replace it with more modern and effective equipment and maximize the use of special pandemic-related funding while we have it.</p> <p>2022-2023 Action taken was to issue teachers Needs and Wishes forms to decipher their needs in the classrooms from their wishes. With a new school to pay for, this activity will be an important way to allocate budget funds appropriately while also providing information that could support efforts to seek other sources of funding.</p> <p>2023-2024 Action taken was to minimize spending due to the need to focus resources on the new school. Teachers went out of their way to be resourceful in consuming resources and used their creativity to provide activities and</p>
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			<p>experiences for their students that were fun, engaging, and instructional yet preserved resources.</p>
<p><b>(Action Step 2)</b> Review all sources of income; include tuition, parish subsidy, and fundraising goals.</p>	<p>2018-2024</p>	<p>Business Manager ACCE board Principal Pastor Finance Council</p>	<p>2018-2019 Business manager provides regular financial review reports throughout the year to ACCE members and to the parish in the Yearly Annual Report.</p> <p>2019-2020 The business manager, principal, and pastor continuously monitor income on a monthly (and at times, more frequent) basis. Detailed financial reports are shared with the Finance Council monthly, and the ACCE Board receives monthly updates and participates in discussions about any budget shortfalls, fundraising goals, parish subsidies, and income. Marquette pursued and secured grants and Federal e-Rate status which helped to fund its technology upgrades and updates in infrastructure, high-speed fiber internet service, devices, and equipment.</p> <p>2020-2021 The business manager, principal, and pastor regularly monitored income on a monthly (and at times, more frequent) basis. Detailed financial reports were shared and discussed with the ACCE Board and Finance Council each month. A substantial amount of time was spent this year pursuing, securing, understanding, and monitoring additional grant funding opportunities and appropriations related to the pandemic. Marquette used e-Rates and grants to help fund its technology upgrades. Despite not being able to have its traditional in-person fundraisers, the school took first place in sales per pupil in a multi-state Catholic Schools Raffle and received generous donations throughout the year that enabled it to operate effectively, grow in staff and enrollment, and expand grades (adding 7<sup>th</sup> grade) and offerings (such as the new band program).</p> <p>2021-2022 Action taken was meeting regularly with the school and parish’s new business manager to simplify and better organize and understand the school’s budget line items. The school’s budget and finances were shared and discussed monthly at parish Finance Council meetings. The business manager, priest and principal all contributed to the development of an annual budget for 2022-23 which was approved by the Finance Council and included all sources of income and anticipated expenditures.</p> <p>2022-2023 Action taken was to meet monthly with the Parish Finance Council and the parish business manager to monitor spending and better understand the</p>

			<p>budget accounting and reporting. Substantial improvements were made to develop more accurate and identifiable budget line items to better understand the budget. The pastor, a finance council member, business office manager, and principal all contributed to the development of the annual budget for 2023-24.</p> <p>2023-2024 Action taken was to further define and develop an accurate budget with clear line items. Monthly meetings continued to be held with the Parish Finance Council and ACCE Advisory Board where the school budget was reviewed and discussed. As in 2023, the pastor, finance council member, business office manager, and principal all contributed to the development of the budget for the upcoming year. Over \$105,000 in grant resources were secured and used to support and enhance the school including resources that contributed to the following: salaries, training, and equipment for the PreK program; tutoring and support services for students; internet connectivity and technology equipment; and teacher/staff retention and recognition. Fundraising goals were met, raising nearly \$250K in funding. The Preschool program also worked to become star-rated which enabled families to be able to apply state need-based scholarships to Marquette’s PreK tuition which increased income for the PreK program.</p>
<p><b>(Action Step 3)</b> Create a special <i>MCS School Endowment Fund</i> to insure long-term financial viability as well as a “rainy day” fund to supply short-term needs.</p>	<p>2017-2024</p>	<p>Business Manager  ACCE board</p>	<p>2017-2018 The MCS endowment was discussed, developed, approved, and launched this year at our Spring Gala. Over \$13,000.00 was raised for deposit into the new fund.</p> <p>2018-2019 Action taken is to further market the Endowment Fund with a print handout.</p> <p>2019-2020 A special event was held in November to launch the \$200+ Club which encouraged donors to commit to giving a minimum of \$200 per year to the MCS Endowment. Marketing materials were distributed in paper format and added online. In lieu of the Spring Gala (cancelled due to COVID-19), an online telethon was held, and a portion of funds raised were dedicated to the Endowment Fund.</p> <p>2020-2021 Information on the MCS School Endowment Fund was added to the school website to increase publicity and garner more support. The endowment has grown since its inception three years ago with a current balance of over \$130,000.</p>

			<p>2021-2022 Action taken was the continuation of Marquette’s Endowment Fund which has grown to over \$150,000. Fundraising goals were met to provide for short-term needs and fundraising efforts were also elevated to increase income and generate capacity to support potential financing for impending costs related to purchasing new school facilities.</p> <p>2022-2023 Action taken was the continuation of Marquette’s Endowment Fund. No major efforts were made to grow the endowment as much of the fundraising this year was focused on the Capital Campaign for the new school.</p> <p>2023-2024 Action taken was the continuation of the MCS Endowment Fund. While no major efforts were focused on growing the endowment, the school capital campaign was well underway raising nearly \$4.7 in total since its inception.</p>
<p><b>(Action Step 4)</b> Compile and maintain an alumni database as a resource in providing additional school funding.</p>	<p>2018-2024</p>	<p>Business Manager ACCE board Pastor</p>	<p>2018-2019 No action taken as of this posting date per our business manager. Will revisit this action step in the fall of 2019.</p> <p>2019-2020 The development of an alumni database is an ongoing project along with a database of donors and supporters who may or may not have been Marquette Alumni. The business manager has been working to compile all of these into a comprehensive list that can be used for communicating Marquette news and developments as well as marketing future fundraising events and donor-related events and activities.</p> <p>2020-2021 The parish and school business manager continued to keep an updated comprehensive list of alumni and donors, and the school has taken initiative to send out correspondence to maintain connections with them. The school would benefit from developing a comprehensive complete database of alumni. This would include merging the existing alumni into the database, going through old student files to ensure all alumni are documented, and identifying strategies to reconnect with those with whom it has lost touch. This will likely be a project school and parish staff will pursue in the next year.</p> <p>2021-2022 Action taken was the hiring of a new staff person whose job includes marketing and donor cultivation. This person will be responsible for developing an alumni database and establishing strategies for growing donor support.</p> <p>2022-2023 Action taken was the delegation of the alumni database project to the parish business office manager who began to ensure alumni were included in the</p>



			<p>parish database rather than create a separate database. Efforts are still needed to expand and improve strategies for identifying and reaching alumni and growing donor support.</p> <p>2023-2024 Action taken was the continued collection of alumni information via our parish business office and the identification of alumni surfacing through the capital campaign.</p>
<p><b>(Action Step 5)</b> Develop new relationships within the community with the intent to build outside sources of donations.</p>	<p>2019-2024</p>	<p>Business Manager ACCE board Marketing Coordinator</p>	<p>2019-2020 Marquette Catholic School became a member of the Laurentian Chamber of Commerce which has provided opportunities for marketing, awareness, and networking with other business and organization leaders in the community. Relationships have also been initiated (or strengthened) with the Virginia Community Foundation, Iron Range Resources &amp; Rehabilitation, City of Virginia, service organizations, local nonprofits, seniors in the community, and neighboring parishes. The principal attended a MN Department of Education workshop for non-public education to learn about public funding for non-public schools and to advocate for more support from State resources.</p> <p>2020-2021 Marquette has continued to develop and grow relationships with the greater community and organizations (including the ones above) that could provide additional sources of funding or support. One of the most helpful relationships this year has been with the local newspaper. While we have not pursued direct financial support, we have asked them to cover stories and events which has led to greater publicity and interest in our school from potential families and donors/supporters. We have also recently engaged in conversation with the Schultz Family Foundation which may lead to some additional outside sources of support.</p> <p>2021-2022 Action taken was the new connection with the Richard M. Schulze Family Foundation which provided a \$25,000 matching grant contributing to the expansion and enhancement of STEM technology and curriculum as well as grant funding through the Diocese for additional professional development and opportunities for our schools. Relationships are also being built with some local entities that are interested and have the capacity to provide financial support as we pursue a new school facility.</p>

			<p>2022-2023 Action taken was to become a Catholic Schools Center of Excellence (CSCOE) school and reap the benefits of collaboration and support. CSCOE has provided funding for marketing and training resources for teachers related to NWEA MAP testing, ViewSonic Technology training, online and collaborative hubs to learn from other professionals and schools, and personalized calls and support for initiatives unique to Marquette’s needs, plans, and goals. Also, the new school capital campaign is helping to forge new relationships with area churches and businesses and grow their support.</p> <p>2023-2024 Action taken was growing in partnership with CSCOE and Bluum Technology. Through the support of CSCOE and Bluum, Marquette has been able to take advantage of professional development for teachers and administrators as well as access resources to help retain and recognize teachers and staff. The priest has also been instrumental in fostering greater financial support for the school from surrounding parishes.</p>
<b>(STRATEGY 2) Market the Marquette Catholic School to families in our surrounding area.</b>			
	<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
<b>(Action Step 1)</b> Seek qualified individual to lead marketing efforts.	2017-2022	Business Manager Principal	<p>2017-2018 Action taken was to post advertisements for the position in the local newspaper, diocesan newspaper, and church bulletin. One applicant did apply but hiring for the position was put on hold until a future date. A committee of the school board with the help of an MCS staff member, Holy Spirit parishioner, and the school secretary carried out some of the marketing initiatives this year.</p> <p>2018-2019 Action taken was to delegate some of these duties to two ACCE board members. The board also engaged in developing strategies to better market the school. A new school logo was developed and upgrades to the school website are in process at the present time.</p> <p>2019-2020 Marketing responsibilities have been absorbed by the principal, administrative assistant, pastor, website manager, and periodically, members of the ACCE Board.</p> <p>2020-2021 Marketing responsibilities are still being absorbed by the principal, administrative assistant, pastor, and periodically, members of the ACCE Board.</p>

			<p>Discussions are underway regarding whether we can afford to hire a part-time marketing person for the school.</p> <p>2021-2022 Action taken was the hiring of a staff person to help lead marketing efforts.</p> <p>2022-2023 <b>No further action needed.</b></p> <p>2023-2024 Action taken was none because a person was in place who was assigned marketing duties. However, the person no longer can do them, and the school is back to needing someone to lead marketing efforts.</p>
<p><b>(Action Step 2)</b> Form a marketing committee to develop a long-term marketing strategy.</p>	<p>2017-2024</p>	<p>ACCE Board</p>	<p>2017-2018 A marketing committee has been established on the ACCE school board and some marketing and recruiting initiatives have been established which included a new marketing brochure, and a finder’s fee for parents who recruit new families.</p> <p>2018-2019 Action taken at ACCE board meeting was to develop ideas for increasing school visibility through signage, print and social media, direct mailing, Catholic Radio and more. What was accomplished included a new school logo, work on an improved website, and continued postings on social media.</p> <p>2019-2020 Marketing responsibilities have been absorbed by the principal, administrative assistant, pastor, website manager, and periodically, members of the ACCE Board.</p> <p>2020-2021 Marketing responsibilities are still being absorbed by the principal, administrative assistant, pastor, and periodically, members of the ACCE Board. Discussions are underway regarding whether we can afford to hire a part-time marketing person for the school.</p> <p>2021-2022 Action taken was hiring a staff person to help lead marketing efforts. This person is doing this on a part-time basis and will help determine if forming a marketing committee is something she thinks is needed as part of a long-term marketing strategy.</p> <p>2022-2023 Action taken was the contracting of a fundraising agency due to the shift of focus in needing to market the Capital Campaign for the new school. A marketing committee was formed for the new school and Capital Campaign project. During the 2023-24 school year, a general school marketing committee</p>

			<p>will be formed to strategize on marketing the new school and the new opportunities it will provide in enrollment and programming.</p> <p>2023-2024 Action taken was continuing with a person who was in place and assigned marketing duties. However, the person backed out of the role mid-year, thus, the school is back to needing someone to lead marketing efforts including forming a marketing committee and plans.</p>
<p><b>(Action Step 3)</b> Establish annual marketing plans consistent with the long-term marketing strategy.</p>	<p>2019-2024</p>	<p>ACCE Board, Marketing Committee</p>	<p>2019-2020 A videography and marketing firm was hired in early Fall of 2019 to develop several professional marketing videos for Marquette School along with strategies for use of them. The videos produced have been used to create an awareness of Marquette, solicit donors, increase appreciation of current families, and enroll new students. With the implementation of the online FACTS system and parent portal, MCS was able to redesign the school’s website to make it more of a marketing website rather than a dual-purpose website for existing and potentially new families.</p> <p>2020-2021 While we have yet to develop a written comprehensive marketing plan, we have continued to market as we traditionally would in putting ads in the newspaper and on social media for enrollment and other communications. We also had yard signs and banners made for this school year to encourage new families to enroll. One of the new ways we have marketed is through the Laurentian Chamber which has provided Chamber email blasts out to the business community to make them aware of our activities and events. We have also been designing new greeting cards, postcards, flyers, and handouts to distribute. Marquette has been targeting newspaper coverage of our activities and events which has raised greater awareness, interest, and appreciation for our school.</p> <p>2021-2022 Action taken was hiring a staff person who will help lead marketing efforts including the development of annual marketing plans and a long-term marketing strategy. We aspire to establish an annual marketing plan for the upcoming 2022-23 school year.</p> <p>2022-2023 Action taken was the contracting of a fundraising agency due to the shift of focus in needing to market the Capital Campaign for the new school. A marketing committee was formed for the new school and Capital Campaign</p>

			<p>project. During the 2023-24 school year, a general school marketing committee will be formed to strategize on marketing the new school and the new opportunities it will provide in enrollment and programming. This committee will be responsible for helping to establish an annual marketing plan and long-term marketing strategy.</p> <p>2023-2024 Action taken was continuing with a person who was in place and assigned marketing duties. However, the person backed out of the role mid-year, thus, the school is back to needing someone to lead marketing efforts including forming a marketing committee and plans.</p>
<p><b>(Action Step 4)</b> Evaluate implementation and effectiveness of marketing plan.</p>	<p>2019-2024</p>	<p>ACCE Board, Marketing Committee</p>	<p>2019-2020 MCS does not yet have a comprehensive marketing plan in place, but one ought to be developed over the next year.</p> <p>2020-2021 MCS does not yet have a comprehensive marketing plan in place, but discussions are underway in the potential hiring of a marketing person who could help develop such a plan.</p> <p>2021-2022 Action taken was to hire a staff person who will help develop and implement an effective marketing plan in 2022-23 that can be evaluated in 2023-24.</p> <p>2022-2023 Action taken was the contracting of a fundraising agency due to the shift of focus in needing to market the Capital Campaign for the new school. A marketing committee was formed for the new school and Capital Campaign project. During the 2023-24 school year, a general school marketing committee will be formed to strategize on marketing the new school and the new opportunities it will provide in enrollment and programming. After this committee is formed and marketing plans launched, the evaluation of it will take place in 2024-25.</p> <p>2023-2024 Action taken was continuing with a person who was in place and assigned marketing duties. However, the person backed out of the role mid-year, thus, the school is back to needing someone to lead marketing efforts including forming a marketing committee and plans.</p>
<p><b>(STRATEGY 3) Create a competitive compensation and benefit program for the teaching staff.</b></p>			
	<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>

<p><b>(Action Step 1)</b> Create an MCS compensation package that is innovative, responsible, fair, and sufficiently ample to retain teachers and encourage their professional development.</p>	2019-2024	Pastor Business Manager Principal	<p>2019-2020 Plans are in place to form a committee in summer 2020 to develop a new teacher compensation package that would provide a livable salary, fair increases, and a more competitive package to improve our ability to recruit and retain teachers.</p> <p>2020-2021 The MCS Principal gathered salary scales from other Catholic schools in the Diocese and a local public school for reference in drafting a proposed salary scale with steps and lanes. Discussions were held with the principal, pastor, business manager, and finance council, and a vote was taken to pass an initial salary scale with steps this year. This was a significant increase in salaries for some and a major budget commitment for the school and parish. The finance council requested to revisit the scale in spring 2022 to determine if the school could further develop the salary schedule and afford to add lanes for advanced degrees.</p> <p>2021-2022 Action taken was to monitor the implementation of the new salary scale and determine if the school was able to afford it. During the 2022-23 school year, our goal is to determine if other benefits, perks, or adjustments to the salary scale can be added to progress our efforts in being able to recruit and retain our teachers and staff.</p> <p>2022-2023 Action taken was the researching, studying, and securing support for an increase in tuition over the next three years with the goal of increasing teacher and staff salaries.</p> <p>2023-2024 Action taken was a planned increase in tuition which is intended to support rising costs in operations and provide for payroll increases. CSCOE grant dollars were also leveraged to provide extra stipends and incentives. The school also applied for monthly Great Start Compensation Grants through the State of Minnesota which have provided funding to offset teacher salary increases and established a fund for professional development and training.</p>
<p><b>(Action Step 2)</b> Review and incrementally raise salaries to reflect the</p>	2020-2024	Pastor Business Manager Principal	<p>2019-2020 Teacher salaries were raised significantly and successfully in the spring of 2020. The increase was meant to reduce the gap between MCS teacher salaries and those of teachers in neighboring districts as well as provide a starting salary that provides more of a livable wage. This strategy to increase</p>

<p>increases in the cost of living.</p>			<p>salaries was meant to be a temporary fix until the new committee is formed and a more complex compensation package can be developed over the next year.</p> <p>2020-2021 All teachers received a cost-of-living increase for 2021-2022 and were also appropriately placed on a new salary scale based on years of similar teaching experience. The salary schedule will be revisited with the finance council in spring 2022 to determine cost-of-living increases and any other potential revisions.</p> <p>2021-2022 Action taken was all teachers moved up in the salary scale and bonuses were given to all. The salary schedule will be revisited with the finance council in 2022-23 to determine if adjustments ought to be made due to cost-of-living increases.</p> <p>2022-2023 Action taken was all teachers moved up in the salary scale, bonuses were given to all, and a percentage increase was applied to teacher and staff salaries for the 2023-24 school year to help cover a cost-of-living increase.</p> <p>2023-2024 Action taken was all teachers moved up in the salary scale, bonuses were given, and the cost-of-living increase was applied for the 2023-24 school year.</p>
<p><b>(Action Step 3)</b> Dedicate a portion of the endowment’s yearly earnings to the compensation package for teachers.</p>	<p>2020-2024</p>	<p>Business Manager, Pastor</p>	<p>2019-2020 The current strategy for the endowment is to reinvest any yearly earnings until the account has a fund balance that yields more substantial returns for funding teacher salaries.</p> <p>2020-2021 The current strategy for the endowment continues to be reinvesting any yearly earnings until the account has a fund balance that yields more substantial returns for funding teacher salaries.</p> <p>2021-2022 Action taken is continued monitoring and discussion on increasing compensation and the perks/benefits package for teachers and staff.</p> <p>2022-2023 Action taken was to reinvest the endowment’s yearly earnings to grow the endowment to reach a healthy level when it can amply support teacher compensation increases.</p> <p>2023-2024 Action taken was to reinvest the endowment’s yearly earnings to grow the endowment to reach a healthy level when it can amply support teacher compensation increases.</p>



**(STRATEGY 4) Recruit, hire, and develop personnel who are highly qualified and dedicated to the mission of the school and to the students entrusted to their care.**

	<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
<p><b>(Action Step 1)</b> Advertise job openings via local news outlets, church and school bulletins, email, social media, and word of mouth advertising.</p>	2017-2024	Principal School, Parish Secretaries	<p>2017-2018 Action taken was to advertise the positions above-marketing and IT, in the church bulletin, school newsletter and with the diocesan newspaper. In the Spring a First Grade Teacher position and a music specialist position were posted on Facebook, the school website, in the local newspapers, diocese of Duluth, and with the job posting websites of higher learning institutions in our area.</p> <p>2019-2020 Open positions throughout the year included the principal, two middle school teachers, two recess assistants, Aftercare Coordinator, and kindergarten teacher for Fall 2020 to replace a retirement. These positions were advertised using a variety of the venues suggested and included job boards through the Diocese and Catholic institutions.</p> <p>2020-2021 Action taken was to advertise via newspapers, social media, word of mouth, Catholic college hiring boards, and the Diocese employment page in posting to hire a new kindergarten teacher and additional third grade teacher. The new Band Specialist position was filled with the music director for the parish, and the PE/Recess Specialist position was filled with a returning employee who transferred from working in the Aftercare Program.</p> <p>2021-2022 Action was taken to use social media, local newspapers, and word of mouth to hire a new middle school social studies teacher, facilities maintenance crew, and our Technology/Marketing Specialist. Marquette also put an ad in the Diocesan employment section accepting applications on a rolling basis from anyone interested in any positions at the school. These would be reviewed as opportunities would arise.</p> <p>2022-2023 Action taken was the continued use of social media, newspapers, employment databases, and word-of-mouth for recruiting potential employees.</p> <p>2023-2024 Action taken was the continued use of social media, newspapers, employment databases, websites, and word-of-mouth advertising for recruiting potential employees.</p>

<p><b>(Action Step 2)</b> Hire highly qualified individuals according to the policies and procedures mandated by the Diocese of Duluth.</p>	<p>2017-2024</p>	<p>Pastor Principal</p>	<p>2018-2019 Action taken was to follow HR procedures as directed by the Diocese of Duluth when seeking out, interviewing, and hiring school employees. All new employees were then mandated to take the required training and submit background checks.</p> <p>2019-2020 All positions were filled with individuals with appropriate qualifications and using appropriate policies and procedures as required by the Diocese of Duluth.</p> <p>2020-2021 All positions were filled with individuals with appropriate qualifications and using appropriate policies and procedures as required by the Diocese of Duluth.</p> <p>2021-2022 Actions were taken to ensure all positions were filled with individuals with appropriate qualifications and using appropriate policies and procedures as required by the Diocese of Duluth.</p> <p>2022-2023 Action taken was hiring teachers and other individuals for social studies, language arts, preschool, band/music, Spanish, maintenance, physical education, and recess in accordance with policies and procedures mandated by the Diocese.</p> <p>2023-2024 Action taken was the hiring teachers and other individuals for a second section of kindergarten, middle school social studies, music, art, library, and a middle school secretary in accordance with policies and procedures mandated by the Diocese.</p>
<p><b>(Action Step 3)</b> Implement the Federal Loan forgiveness program, if possible, as an incentive for the recruitment of younger teachers.</p>	<p>2019</p>	<p>Business manager, Principal</p>	<p>2019-2020 The business manager investigated whether MCS would qualify for participation in the Federal Loan Forgiveness Program and found the school to be ineligible due to lower-level poverty rates in the area.</p> <p>2020-2021 No longer applicable.</p>
<p><b>(STRATEGY 5) Consider, strategize, and formulate plans for the continued expansion of Marquette Catholic School</b></p>			
	<p><b>Timeline</b></p>	<p><b>Responsibility</b></p>	<p><b>Progress Report</b></p>

<p><b>(Action Step 1)</b> Initiate a discussion on the feasibility of expanding enrollment at Marquette Catholic School.</p>	<p>2017-2024</p>	<p>Pastor Business Manager ACCE Principal Diocese Finance Council</p>	<p>2017-2018 Action taken was to discuss the feasibility of expanding our enrollment through the 8<sup>th</sup> grade at the ACCE board meetings. A parent survey was conducted to determine the need and interest in a middle school.</p> <p>2018-2019 Action taken was to discuss the possibility of developing a daycare to further interest and increase enrollment and to host an open house to showcase our PreK as a means of boosting enrollment. These ideas were tabled until next year. Action was also taken to begin the early stages of developing a middle school. A second administrator was brought on and a plan was shown to ACCE members, parents and described to teaching staff.</p> <p>2019-2020 After garnering parent commitment, Marquette Catholic School elected to add 7<sup>th</sup> grade beginning in Fall 2020 and is striving to add 8<sup>th</sup> grade in Fall of 2021. During the current year, MCS experienced a growth in the 2<sup>nd</sup> grade class which consisted of 24 students. Over the next year, MCS needs to determine class headcount and space capacity as well as determine and clarify the definition of a “small school” with stakeholders.</p> <p>2020-2021 Marquette had substantial growth in enrollment for fall 2020 which led to adding a second section of 3<sup>rd</sup> grade and hiring an additional teacher. The school also decided to add grade 8 for Fall 2021. Discussions were held with the PreK teacher and state licensing officer on the possibility and potential process for expanding the Marquette Early Learning Center PreK program. As our feeder program, the MELC consistently has a waiting list. The MELC seems to be the logical place to expand enrollment to organically grow additional sections and strategically add teachers in each added grade. With a new school facility on the horizon offering more space, Marquette will develop a plan for how to best grow into it and determine appropriate timing for enrollment expansions.</p> <p>2021-2022 Action taken was the decision to go forward with promoting and planning for a second section for the MELC PreK program. The discussion was to grow the school organically starting with PreK and add second sections of grades in the future as the PreK students feed more students into the elementary school. By the end of school year 2024-25, Marquette strives to have discussions and a potential plan for expanding and adding high school grades 9-12.</p>
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<p><b>(Action Step 2)</b> Develop a committee to describe and define the scope of the expansions.</p>	<p>2017-2024</p>	<p>ACCE committee</p>	<p>2017-2018 Refer to Action step 1, subcommittee was formed to analyze the survey, but no further movement was made on this initiative during 2017-2018 school year possibly due to low enrollment in the 6<sup>th</sup> grade next year (7 students).</p> <p>2018-2019 Father Brandon, the new administrator along with the 5<sup>th</sup> and 6<sup>th</sup> grade teachers are working to develop a middle school plan for next year with a tentative launch date for 7<sup>th</sup> grade set for fall of 2020.</p> <p>2019-2020 The formed expansion committee will continue to work to identify the feasibility of adding grade 8 in the Fall of 2021.</p> <p>2020-2021 The Holy Spirit Parish Finance Council hired an architectural/engineering firm to conduct an in-depth feasibility study on the short- and long-term needs and viability of both the school and church. The results of this study were presented in February 2021 and led to the decision to pursue new facilities or renovated facilities if we found an existing structure. As the direction of the new school and church initiative develops, committees that include members of the ACCE Board, Finance Council, MCS and parish leadership, teachers, MCS families, and parish and community members will be formed to help with all aspects in designing and determining the scope of the project,</p>

			<p>marketing and communicating project details and progress, pursuing funding, and establishing the new school and church facilities. In terms of middle school expansion in the current facility, the ACCE Board, parents of rising 8<sup>th</sup> grade students, principal, and pastor all contributed to the decision to move forward with adding 8<sup>th</sup> grade in Fall 2021. As the direction of the new school initiative develops, a committee will be identified to form new expansion and enrollment strategies and plans.</p> <p>2021-2022 Action taken to feed into the decision to expand the PreK program included an informal group of folks including the priest, principal, business manager, school secretary/enrollment specialist, ACCE Board members, Finance Council members, current PreK lead teacher, and MN Dept. of Health Licensing representative.</p> <p>2022-2023 Action taken was the inclusion of conversations during parish Finance Council meetings and school board meetings on whether the school should consider capping enrollment in each grade and if it can afford the costs of growing into a 2-section-per-grade school. The formation of a committee to research and contemplate scenarios and costs seems necessary and will need to be addressed during the 2023-24 school year.</p> <p>2023-2024 Actions taken were discussions with the Parish Finance Council and ACCE Advisory Board which led to the determination that Marquette would (for now) work to limit splitting any grades into two sections and implement a Class Size policy to establish class caps and make decisions on adding extra staff or sections. The Class Size and Decision-Making Policy was developed, approved, and implemented. Parents have been requesting the addition of high school grades, but the Council and Board have decided to forego these expansions until the school is settled in its new facility and the operational budget adjusts to the costs attributed to the move and purchase.</p>
<p><b>(Action Step 3)</b> Create a project plan to further detail the scope, placement, and cost of the expansion project(s).</p>	<p>2018-2024</p>	<p>Pastor Business Manager, ACCE committee</p>	<p>2018-2019 See Action Step 2.</p> <p>2019-2020 The formed expansion committee will continue to work to identify the feasibility of adding grade 8 in the Fall of 2021 and determine the associated scope and costs of the expansion.</p>

			<p>2020-2021 As the direction of the new school initiative develops, a committee will be identified to work on expansion and enrollment strategies and plans. Committees that include members of the ACCE Board, Finance Council, MCS and parish leadership, teachers, and MCS families are in the process of forming to help design and determine project plans for the new school facility.</p> <p>2021-2022 Action taken was to create a budget line item for purchasing new equipment and materials and hiring two PreK staff to cover the cost of the PreK expansion.</p> <p>2022-2023 Action taken was the inclusion of conversations during parish Finance Council meetings and school board meetings on whether the school should consider capping enrollment in each grade and if it can afford the costs of growing into a 2-section-per-grade school. The formation of a committee to research, contemplate scenarios and costs, and create a plan would be helpful during the 2023-24 school year.</p> <p>2023-2024 Actions taken were discussions with the Parish Finance Council and ACCE Advisory Board which led to the determination that Marquette would (for now) work to limit splitting any grades into two sections and implement a Class Size policy to establish class caps and make decisions on adding extra staff or sections. The Class Size and Decision-Making Policy was developed, approved, and implemented. Parents have been requesting the addition of high school grades, but the Council and Board have decided to forego these expansions until the school is settled in its new facility and the operational budget adjusts to the costs attributed to the move and purchase.</p>
<p><b>(Action Step 4)</b> Include in the plan the feasibility of developing a Daycare for MCS and Holy Spirit to further attract and recruit new students.</p>	2018-2022	ACCE committee	<p>2017-2018 A daycare committee was formed to investigate the possibility of creating a Daycare, which would provide an important service for the families in our area and could be used to recruit new students to our school. Several meetings and discussions were conducted this year, but no other progress was made on this initiative except to continue to look for a location that the church could possibly purchase.</p> <p>2018-2019 Action was to table the discussion for this year and instead focus on the middle school development.</p>

			<p>2019-2020 No action was taken on this item other than discussion about limitations related to space and licensure.</p> <p>2020-2021 No action was taken on this item this year, but this action step will be included in conversations in the future planning and direction of the new school.</p> <p>2021-2022 No action was taken on this item as current facilities prohibit this kind of expansion at this time.</p> <p>2022-2023 Action taken was the determination that parish and school leadership are not interested in pursuing a daycare at Marquette school beyond preschool. However, a third section of PreK is being considered as well as the potential implementation of an Early Catholic Family Learning program which would introduce Marquette Catholic School to families with babies and toddlers.</p> <p>2023-2024 Action taken was the discussion of a third section of preschool with the determination that the school would not consider any expansions during its transition and settlement into its new facility.</p>
<p><b>(Action Step 5)</b> Include in the plan the feasibility and possible timetable for a middle school.</p>	2019-2021	ACCE committee	<p>2019-2020 The formed expansion committee will continue to work to identify the feasibility of adding grade 8 in the Fall of 2021 and determine the associated timetable, scope, and costs of the expansion.</p> <p>2020-2021 As a result of strong middle school parent commitment, ACCE Board discussions, and parish, school and general MCS family support, Marquette moved forward with the decision to add 8<sup>th</sup> grade to the middle school in Fall 2021. The viability and opportunity to add high school grades in the future will be something explored now that middle school has been established.</p> <p>2021-2022 No action was taken on this item as the middle school was fully established through 8<sup>th</sup> grade during this school year. However, we are striving to have a feasibility study, possible plan, and timetable for adding high school grades 9-12 will be done by 2024-25.</p> <p>2023-2024 No longer applicable.</p>
<p><b>(Action Step 6)</b> Seek qualified individuals to lead the expansion</p>	2019-2024	Pastor Business Manager Principal	<p>2019-2020 The formed expansion committee will continue to work to identify the feasibility of adding grade 8 in the Fall of 2021 and determine the associated scope, costs of the expansion, and funding sources to support it.</p>



<p>efforts and develop sources of funding.</p>		<p>Marketing/Donor Development</p>	<p>2020-2021 As the direction of the new school and church initiative develops, committees that include members of the ACCE Board, Finance Council, MCS and parish leadership, teachers, MCS families, and parish and community members will be formed. These committees will help with aspects in designing and determining the scope of the project, marketing and communicating project details and progress, pursuing funding, and establishing the new school and church facilities.</p> <p>2021-2022 Action taken was the creation of a team of qualified individuals who would be involved in pursuing and negotiating options for a new school facility. Once the new school facility solution is identified during 2022-23, a committee will be formed in 2022-23 to develop sources of funding for the new school.</p> <p>2022-2023 Action completed. Three committees were formed to support the new school endeavor. These include the Finance and Sustainability Committee, Building and Design Committee, and Marketing and Fundraising Committee.</p> <p>2023-2024 Action taken was the continuation of the Finance and Sustainability Committee, Building and Design Committee, and Marketing and Fundraising Committee. Some finished the tasks at hand while others are still commissioned to carry on with their responsibilities.</p>
<p><b>(Action Step 7)</b> Implement the completed expansion project(s).</p>	<p>2020-2024</p>	<p>Pastor Business Manager Principal</p>	<p>2019-2020 The formed expansion committee will continue to work to identify the feasibility of adding grade 8 in the Fall of 2021, determine the associated scope and costs of the expansion, and implement the expansion when ready.</p> <p>2020-2021 As the direction of the new school and church initiative develops, committees that include members of the ACCE Board, Finance Council, MCS and parish leadership, teachers, MCS families, and parish and community members will be formed to help with all aspects in designing and determining the scope of the project, marketing and communicating project details and progress, pursuing funding, and establishing the new school and church facilities.</p> <p>2021-2022 Action taken was the successful implementation of 8<sup>th</sup> grade and completion of the planned expansion of the middle school for grades 5-8.</p> <p>2022-2023 Action taken was the implementation of a second section of preschool and the exciting purchase of a new school facility which will allow for future expansions in sections and grades, as parish and school leadership see fit. During</p>

			<p>the 2023-24 school year, Marquette will undergo major implementation and potential expansion with all students and grades moving to the new facility. This will be exciting and significant—and so are the opportunities ahead because of it.</p> <p>2023-2024 Action taken was a determination that the school would not engage in any enrollment expansion projects this year. However, significant progress was made in the expansion of facilities with the purchase and renovation of a new Marquette Catholic School campus. This facility and property expansion will surely allow the school to continue to grow and expand well into the future.</p>
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