

ST. JOHN'S AREA SCHOOL STRATEGIC PLAN

(OBJECTIVE 1) Catholic Identity: SJAS will cultivate a joyful and loving Christ-centered community rooted in Catholic values

(Strategy 1) Communicate the school mission through the physical environment as well as school policies and procedures.

	Timeline	Responsibility	Progress Report
(Action Step 1) Formation of a committee to promote the implementation of the school mission into all aspects of school life.	Fall 2024	Teachers, Staff, Principal, Board of Education	<p>2023-2024 Teachers, staff, parents, Board of Education members, and the principal collaborated on developing new school culture statements that reflect the values and priorities of the SJAS school community. A committee of teachers, support staff, Board of Education members, and the principal is being formed to incorporate these statements in the school's operating norms and environmental features.</p> <p>2024-2025- Action step completed.</p>
(Action Step 2) Mission implementation committee infuses school culture statements into the environmental features that are visible both inside and outside of classrooms.	Winter 2025- Fall 2026	Teachers, Principal, Parent Volunteers, Staff, Board of Education	<p>2024-2025- Mission implementation committee posted eagle school mascot in each classroom and a House banner outside of each room, in the gym, and on the playground fence. Core values, mission statement, and root beliefs still need to be posted and displayed throughout the school. Possibly painting Salvation History scenes on upper walls in Summer of 2026 (Bonnie Kaiawe?)</p>
(Action Step 3) Mission implementation committee analyzes school policies and procedures to ensure that school culture root beliefs and core values are reflected in the operational norms of the school.	Winter 2026- Fall 2027	Teachers, Principal, Staff, Board of Education	

(Strategy 2) Provide an exemplary religious education and catechesis that integrates faith, culture, and life in the Catholic tradition.

	Timeline	Responsibility	Progress Report
(Action Step 1) Develop a system to integrate a K-6 approach to teaching Salvation History.	Summer 2024	Principal, Teachers	<p>2023-2024 The principal and teachers developed a plan to implement the Great Adventure Bible Timeline into the school's religion curriculum, assigning each grade a specific set of scripture stories to connect with each year so that by the end of sixth grade, students have learned and experienced the most important stories of Salvation History.</p> <p>2024-2025- Action step completed.</p>
(Action Step 2) Secure resources for teachers to effectively engage students with their assigned Salvation History scripture stories at their grade level.	Fall 2024- Spring 2026	Principal, Teachers, Office Staff, Pastors	<p>2024-2025- Initial resources purchased for teachers, but additional resources may need to be purchased to ensure an engaging, active experience with grade-level scripture stories. A special challenge is to teach grade level scripture when grade levels are combined.</p>

(Action Step 3) Assemble a committee to integrate the Church's liturgical calendar into students' daily lives.	Summer 2024	Staff, Teachers	2023-2024 A new committee structure was created to allow a team of teachers to collaborate on building a new approach to integrate the Church's liturgical calendar into everyday life at the school. 2024-2025- Action step completed.
(Action Step 4) Curate a collection of resources providing activities, crafts, games, prayers, treats, and the arts that bring the Church to life in the imagination of students.	Summer 2024- Summer 2025	Teachers, Principal, Office Staff	2023-2024 An initial set of resources was purchased to assist teachers in crafting a foundation of liturgical living into the student experience. Resources purchased include: <i>The Catholic Home</i> , <i>The Catholic All Year Prayer Companion</i> , <i>The Catholic Catalogue</i> , and <i>the Catholic All Year Compendium</i> . 2024-2025- Teachers on the committee will need additional time and resources each year to keep ideas fresh and updated.
(Action Step 5) Implement a plan that connects the teachings of the Church, the liturgical calendar, and communion of saints into students' daily lives.	Spring 2025- Spring 2027	Teachers, Principal, Pastors	2024-2025- Staff will need to agree on a direction and vision for what this looks like in the classroom.
(Strategy 3) Provide opportunities for student participation in prayer and service experiences that transform Catholic social teaching into action.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Development of house-based and school wide prayer services and devotionals, including but not limited to the rosary, stations of the cross, Chaplet of Divine Mercy, and Eucharistic Adoration.	Fall 2024- Spring 2026	Teachers, Pastors, Principal	2024-2025- Houses and the entire school participated in praying the Rosary, Stations of the Cross (including 6th Grade Live Stations), Chaplet of Divine Mercy, and Eucharistic Adoration. Students, teachers, and the principal will need to continue to develop meaningful spiritual experiences.
(Action Step 2) Commitment to focus on one principle of Catholic Social Teaching each year to focus all school Advent, Lent, and House Service Projects.	One principle each year, starting in 2024-2025	Teachers, Pastors	2023-2024 At the end of the school year faculty meeting, teachers decided to focus on the principle of "Life and Dignity of the Human Person" for the 2024-2025 school year. Pastors will be invited to incorporate this principle of Catholic social teaching throughout the upcoming school year. 2024-2025- Life and Dignity of the Human Person was reinforced periodically during Morning Meeting. A more concentrated effort could be made to reinforce that principle in classrooms and connect service to Catholic Social Teaching.
(Action Step 3) Creation of curriculum-connected community service projects that bring Catholic Social Principles to life.	Fall 2025- Spring 2027	Teachers, Principal, Community Organizations	
(Strategy 4) Provide opportunities for Christ-centered adult faith formation and service to promote the common good.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Sharing of faith-enrichment resources with staff and parent community, including but not limited to Hallow, <i>Give Us This Day</i> , and Formed.	Summer 2024- Summer 2026	Principal, Pastors, Board of Education	2023-2024 As the school year ended, teachers were given access to a school account for the Hallow app, a monthly PDF of <i>Give Us This Day</i> , and access to the website thereligionteacher.com . 2024-2025- Teachers were given several faith resources- including Hallow and thereligionteacher.com , but were not consistently provided a PDF of <i>Give Us This</i>

			Day. Teachers were given a copy of Bishop Neary's pastoral letter on the Eucharistic which was discussed each month at a staff meeting.
(Action Step 2) Offer a variety of faith experiences for adults in the school community to enrich their faith.	Fall 2026-Spring 2028	Principal, Pastors, Diocesan Staff	

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(OBJECTIVE 2) Instructional/Academic: SJAS will meet the academic needs of each student.

(Strategy 1) Select engaging grade level curricular materials that are aligned with the Minnesota State Standards.

	Timeline	Responsibility	Progress Report
(Action Step 1) Review and select English/Language Arts curriculum.	2023-2024 School year	Teachers & Principal	<p>2021-2022 Gr. 3 piloted a new English curriculum this past year with grades 3-6 adopting the new English curriculum in the Fall of 2022. This Spring, curriculum review has become more of a priority as we emerge from the pandemic and can renew our concentration on the review cycle.</p> <p>2022-2023 The curriculum review cycle has been updated. Some changes were made to adapt to the updating needs of curriculum and availability of materials. The new English curriculum was adopted in grades 3-6 and will continue in the Fall of 2023. Superkids reading in grades K-2 was reviewed and upgraded to the 2017 edition. We continue to review the K-6 grade curriculum and find we are needing to upgrade more frequently as curriculum companies are updating more often, discontinuing older editions and ceasing to print materials.</p> <p>2023-2024 A month into the school year, it became evident that the 4th & 5th grade teachers did not feel any ownership of the new ELA curricular materials and wanted the opportunity to look for materials to meet their needs. Over the course of the school year, our new 2nd grade teacher discerned that he would like to implement a new ELA program instead of Super Kids. As a result, our 2nd-5th grade teachers worked collaboratively to review and select a new ELA program, HMH <i>Into Reading</i>, to meet the needs of their students.</p>
(Action Step 2) Review and select Science curriculum.	2024-2025 School year	Teachers & Principal	2024-2025- Mary Ratz and Chris Bemis served on a committee to study and recommend standards-aligned science curriculum for implementation. Chris and Mary presented various options to teachers and selected Generation Genius with staff approval.
(Action Step 3) Review and select Social Studies curriculum.	2025-2026 School year	Teachers & Principal	
(Action Step 4) Review and select Religion curriculum.	2026-2027 School year	Teachers & Principal	

(Action Step 5) Review and select Fine Arts curriculum.	2027-2028 School year	Teachers & Principal	
(Action Step 6) Review and select Health & Wellness curriculum.	2029-2030 School year	Teachers & Principal	
(Action Step 7) Review and select Math curriculum.	2030-2031 School year	Teachers & Principal	
(Strategy 2) Engage in a curriculum-mapping process that aligns academic standards with corresponding curricular materials.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Identify and write the course goals.	Completed the year before each subject's curriculum materials are selected (Example: ELA 2022-2023 school year)	Teachers, Principal	<p>2023-2024 This action step and corresponding timeline for curriculum review and mapping was created after the ELA materials were selected. However, before ELA materials were selected, teachers did have a discussion about what they were looking for in an ELA curriculum. Since the course goals were not written before the materials were selected, the course goals will formally be written this summer.</p> <p>2024-2025- Course goals were not written for science. Course goals were not written for social studies either.</p>
(Action Step 2) Identify how specific lessons in selected curricular materials correlate to state standards.	Summer before implementation of new resources for each subject (Example: ELA Summer of 2024)	Teachers	<p>2023-2024 We are waiting for the public school system to purchase the new ELA curriculum with state textbook aid money. Once the materials arrive, 2nd-6th grade teachers will engage in matching state standards to specific units, chapters, and lessons.</p> <p>2024-2025- This may not happen in Summer 2025 due to a new teacher teaching science in the 2025-2026 school year.</p>
(Action Step 3) Identify state standards that are not addressed in selected curricular materials and secure resources to support teacher instruction of those standards.	Summer before implementation of new resources for each subject (Example: ELA Summer of 2024)	Teachers	<p>2023-2024 We are waiting for the public school system to purchase the new ELA curriculum with state textbook aid money. Once the materials arrive, 2nd-6th grade teachers will engage in matching state standards to specific units, chapters, and lessons. Resources will be located, developed, or purchased for any state standards that are not addressed in the new ELA materials.</p> <p>2024-2025- This has not been done for science as of the completion of this plan.</p>
(Action Step 4) Prepare engaging and informative support materials for student learning.	During the school year of each subject area's implementation	Teachers	<p>2024-2025- This may have been done for ELA, but the principal has not seen evidence of it. The principal should collect examples of engaging and active activities from teachers. This could also be part of the observation process when the principal is observing ELA lessons.</p>

	(Example: ELA 2024-2025 school year)		
(Action Step 4) Plan formative and summative course assessments.	During the school year of each subject area's implementation (Example: ELA 2024-2025 school year)	Teachers	2024-2025- Teachers used assessments, but the principal has not received copies or examples of created assessments. The principal should play a more active role in seeking out these assessments.
(Strategy 3) Employ inclusive instructional approaches that meet diverse needs.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Develop a plan to utilize aides and volunteers to assist students above and below benchmark within the classroom.	Summer 2024- Spring 2025	Teachers, Principal, Staff, Volunteers	2023-2024 During the budgeting process, support staff hours and responsibilities were realigned to create a new position dedicated to student success. The individual in this position is available to assist teachers in meeting the unique needs of students throughout the school day. 2024-2025- A plan was made to creatively schedule within budget to create a position for an interventionist to direct these efforts for the 2025-2026 school year.
(Action Step 2) Empower teachers to expand opportunities within the classroom for those who need appropriate accommodations, targeted interventions, and curricular modifications.	Fall 2025- Summer 2027	Teachers, Principal	2024-2025- The interventionist position created for the 25-26 school year should play a major role in make this action step a reality.
(Strategy 4) Engage in professional development to support student learning and well-being.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Train faculty and staff in the Nurtured Heart approach for positive Classroom Management.	2024-2025 School year	Teachers, Principal	2024-2025- Faculty and staff were trained in the basics of Nurtured Heart during August workshop week, but the efforts to keep the NHA front and centered faded as the school year went on.
(Action Step 2) Engagement in monthly professional development in Social Emotional Learning through Friendly and Peace of Mind Webinars.	2025-2026 School year	Teachers, Principal	2021-2022 ConnectedPD meets social emotional professional development for teaching staff. We are searching for an affordable professional development program that meets the social emotional learning needs for students. 2022-2023 EANS III funding has been made available for social emotional learning. SJAS is in the process of purchasing materials and training for the 2023-2024 school year for students and staff with the EANS III funding. 2023-2024 Teachers were presented with opportunities to register for various Peace of Mind webinars with Dr. Jules Nolan. Teachers also devoted time to participating in an initial Professional Development session in order to implement the Friendly Biblical Friendship program for the 2023-2024 school year.

			2024-2025- This did not occur during the 2024-2025 school year.
(Action Step 3) Provide teachers opportunities to enrich their instructional skills to increase the frequency of hands-on/interactive instruction beyond traditional book, workbook, or worksheet based learning.	2026-2027 School year	Teachers & Principal	<p>2021-2022 An online professional development program, ConnectedPD, was purchased with Title II funding for all teachers. The program coordinates with emerging curriculum as well as meets the MN State licensure needs.</p> <p>2022-2023 Teachers continue to like and use ConnectedPD, an online professional development program that meets the MN State Licensing requirements. Webinars from curriculum resources and current companies are also viewed by the teaching staff.</p> <p>2023-2024 Teachers have voiced their opinion that the Connected PD online program is not very helpful in terms of having an impact on teachers' ability to facilitate active learning experiences for students. Professional Development will be refocused on providing teachers with training to increase student engagement with learning objectives.</p>
(Action Step 4) Provide teachers opportunities to enrich their understanding of literacy instruction through a two year LETRS training from Lexia held monthly, made possible through a grant from CSCOE.	2025-2027 School years	PreK-6 Homeroom Teachers & Principal	

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(OBJECTIVE 3) Operational Vitality: SJAS will ensure viability by adhering to best practices for operational sustainability guided by our mission.

(Strategy 1) Promote SJAS to alumni and friends.

	Timeline	Responsibility	Progress Report
(Action Step 1) Devise a calendar for regular alumni mailings and monetary support requests for SJAS.	Fall 2025- Spring 2026	Volunteer Alumni Coordinator	<p>2021-2022 The calendar/timeline was discussed, but not finalized this year. It will be revisited again in the Fall.</p> <p>2022-2023 A calendar and/or a timeline was revisited, however, was not designed. The timeline has been adjusted.</p> <p>2023-2024 A calendar was not created this school year due to the school's focus on school culture and student learning. The timeline has been adjusted for creating this calendar.</p> <p>2024-2025- This did not occur during the 2024-2025 school year. However, mailings were sent out at the beginning of the school highlighting building improvements and at Christmas inviting alumni to the Christmas program.</p>
(Action Step 2) Gather and post alumni information on SJAS website and social media.	Fall 2026- Spring 2027	Volunteer Alumni Coordinator, Marketing Coordinator	<p>2021-2022 SJAS website has an Alumni page with photos and basic information. The page invites Alums to interact with SJAS by sending new and current photos for the website and social media.</p> <p>2022-2023 Posting on social media occurs regularly throughout the year with information and pictures of current SJAS students/families, and alumni.</p>

			2023-2024 Posts on Facebook very rarely focus on alumni or provide alumni information. An alumni page was included in the design of the new SJAS website, but no new information, pictures, or events have been included. The timeline for this action step has been adjusted.
(Strategy 2) Market SJAS using a variety of approaches in the 7-parish area.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Update and distribute SJAS brochure cards every 2-3 years to the community.	Winter 2025 & 2027	Marketing Coordinator, FFF, Volunteers	<p>2021-2022 A new brochure card was discussed with the school photographer using group photos of all students in Pre-K – 6th, however, due to the pandemic and restricting social gatherings, it was decided to postpone the group photos until the Fall of 2022 and proceed with updating the brochure card at that time.</p> <p>2022-2023 A professional group photo of the SJAS students was taken in the Fall of 2022 to be used for upcoming brochure cards, social media, and advertisements. However, brochure cards were not made due to budget cuts with the Marketing position.</p> <p>2023-2024 No new cards or brochures were created or distributed during the school year. However, a graphic artist was hired for the 2024-2025 school year to assist with long-delayed projects and marketing efforts. The timeline for this action step has been adjusted.</p> <p>2024-2025- This did not occur during the 2024-2025 school year.</p>
(Action Step 2) Establish a Marketing Coordinator position to promote SJAS on all platforms.	Fall 2024	Board of Ed, Finance Committee	<p>2021-2022 The Marketing Coordinator position was suspended due to providing salary increases for teachers and staff. Some of the marketing and promotional duties of SJAS have been divided among office and administrative staff.</p> <p>2022-2023 Due to budget cuts in the 2022-2023 school year, the Marketing position was eliminated, and the duties were distributed among three staff members. Many of the items to promote SJAS were not attended to because of the lack of time. Fortunately, a part time Marketing position has been reinstated for the 2023-2024 school year.</p> <p>2023-2024 Support staff hours and responsibilities were adjusted and a 7.5 hour/week Marketing Coordinator position was created during the budgeting process for the 2024-2025- A marketing coordinator was hired for 5 hours a week, but was unable to perform duties related to marketing due to personal circumstances. The administrative assistant position was reconfigured to separate bookkeeping duties to a new position to allow the administrative assistant to spend time on marketing, event coordination, and enrollment.</p>
(Action Step 3) Encourage testimonials from students and their families at the 7 area parishes.	Spring 2025	Staff, Teachers, Marketing Coordinator	<p>2021-2022 Testimonials were less encouraged this past year due to the pandemic and comfort level of the individual pastors and parishes. However, some families requested permission to give testimonials in a few of the parishes during Catholic Schools Week and promoting sales for the Catholic School Raffle</p> <p>2022-2023 Families and students volunteered to give testimonials and/or present information to parishioners at the area parish Masses during Walk-a-Thon, the sale of Catholic School Raffles, and to promote Catholic Schools' Week.</p> <p>2023-2024 Students and families gave a few testimonials at various times to ask parishioners for financial support during school fundraisers. The timeline has been adjusted to allow for the development of parent and student testimonials that support and illustrate school culture statements to help market the benefits of attending St. John's Area School.</p> <p>2024-2025- Testimonials were asked for via email and the newsletter, but only one parent testimonial was received.</p>

(Strategy 3) Utilize financial resources to benefit and improve staff wages and salaries.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Strive toward teacher salaries that are comparable to other rural Catholic schools in the Diocese of St. Cloud and at least 70% of local public school salaries.	January 2027	Principal, Board of Ed, Finance Committee	<p>2021-2022 The Finance Committee reviewed and revised the current teacher salary scale and presented a plan to the Board of Education. The Finance Committee proposed and the Board of Education passed a 5.7% increase in teacher salaries for the 2022-2023 school year. This is the third-year salaries were increased beyond the standard 2% cost of living raise to guide SJAS teacher salaries towards being competitive with the Diocesan area Catholic schools.</p> <p>2022-2023 Salaries were again reviewed and revised by the Finance Committee and brought to the Board of Education for discussion. Requests to increase salaries beyond the normal "step" for the teaching staff were presented. The Finance Committee proposed and the Board of Education passed an increase of 4% in teacher salaries for the 2023-2024 school year. This is the fourth-year salaries were increased beyond the normal step, working toward comparable wages with the area Catholic schools in the St. Cloud Diocese.</p> <p>2023-2024 Teacher salaries were raised 3% for the 2024-2025 school year, but local public school teachers saw an increase of 5%, so the action step and timeline have been adjusted to move SJAS teachers from earning 54% of public school teacher salaries to earning 70% over an extended timeline.</p> <p>2024-2025- A 5% raise was given to all teachers along with a bonus to teachers who had served more than one year at SJAS, moving veteran teachers to a higher step on the salary scale.</p>
(Action Step 2) Institute support staff wages that equal or surpass starting per hour pay rates of local fast food restaurants, gas stations, and other service industries.	Spring 2024	Principal, Board of Ed, Finance Committee	<p>2021-2022 The Finance Committee reviewed and revised support staff wages working towards a proportionate and just compensation. The Board of Education passed the budget with support staff increases.</p> <p>2022-2023- The Finance Committee reviewed and revised support staff wages and made increases toward a just compensation. The Board of Education passed the budget with the support staff increases.</p> <p>2023-2024 The timeline for this goal was moved up as the Board of Education and Finance Committee instituted wages of at least \$15/hour and will now include support staff in percentage wage increases just as teachers are.</p> <p>2024-2025- Action step completed.</p>

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(OBJECTIVE 4) Safe Environment: SJAS will provide a safe learning facility for staff and students.			
(STRATEGY 1) Maintain and improve facilities as needed for safety.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create and sustain a calendar to conduct regular inspections (monthly, quarterly,	Summer 2024,	Custodian, Recess Supervisor,	<p>2021-2022 Regular monthly inspections of the playground are conducted and documented by the playground supervisor. Reports are submitted to the principal with needed repairs/maintenance to be completed by the custodian. The custodian conducts required self inspections of the school building and grounds twice a year and submits reports to Catholic Mutual and the Diocese. Other building inspections are</p>

yearly) of school building and playground area to promote safety and routine maintenance.	Summer 2025	Buildings and Grounds Committee	<p>performed quarterly, semi-annually, yearly, or every 3-5 years (depending on need and requirements), such as the roof, boiler, pumps, asbestos, fire extinguishers, and fire alarm system.</p> <p>2022-2023 Regular inspections continue to be conducted yearly (as described above) by the custodian and recess supervisor.</p> <p>2023-2024 The newly formed Buildings and Grounds Committee was established to evaluate building needs and set guidelines for regular maintenance and replacement of equipment and facilities.</p> <p>2024-2025- A few calendars were made for fire extinguisher and safety light inspections. Safety checklists still need to be created.</p>
(Action Step 2) Continue to explore funding to update, improve, and repair facility needs on the Building Maintenance and Repair list.	Winter 2025- Winter 2027	Building and Grounds Committee, Board of Ed, Pastor of St. John's Parish	<p>2021-2022 A Capital Improvements Money Market Account was created and opened in the Fall of 2021 for building improvements and updates. St. John's Area School was fortunate this past year to receive \$25,000 from the Schulze Family Foundation for meeting their Challenge Grant and raising over \$50,000 in donations for the new fire safety system. The school continues to explore new grants and donors to fund facility repairs of the building and grounds.</p> <p>2022-2023 SJAS has been connected and working with CSCOE this past year, receiving help with an Impact Grant to purchase new desks for grades 1-6. CSCOE has provided information and opportunities to help with exploring funding for building needs. SJAS has also been blessed with generous donors who continue to step forward and fund projects when needed.</p> <p>2023-2024 The timeline for this action step has been adjusted to allow time for the Buildings and Grounds Committee to assess building maintenance, repair, and replacement priorities for St. John's Area School and in order to make appropriate fundraising plans.</p> <p>2024-2025- The building and grounds committee toured the school and prioritized the gym area for improvements- specifically improving the lighting, painting walls and ceiling, installing sound absorbing tiles, installing a new drinking fountain, replacing the basketball hoops, installing a scoreboard, and replacing the flooring. Uncertain state funding and the Bishop's freeze on improvement projects have made an impact on improvement plans. The roof was replaced in the early fall of 2024 due to a leak in the kitchen ceiling. The school did not pay for the roof replacement which was generously funded by St. John's Parish. FFF is implementing several new fundraisers (clay shoot, golf scramble, and gala) to assist with funding new projects.</p>