



Cover Form for Annual Progress Report

Complete the following as an introduction to your school's Annual Progress Report.

School Name: **Sacred Heart School**

City: **Waseca**

Head of School/Principal Name: **LeAnn M. Dahle**

Number of years as Principal/Head of this School **20 years**

Was the Principal/Head of School involved in the development of the SSP? YES NO

If not, explain why:

Was the Principal/Head of School the primary author of this report? YES NO

If not, explain who was: _____

Enrollment at the end of the academic year 2020-21: *(Annual Dues statements for 2021-22 will be sent after July 1st based on your school's closing enrollment for this year.)*

Total Enrollment Grades K-12 **97**

(If your school's preschool is accredited by MNSAA, provide enrollment below.)

MNSAA Accredited Preschool Enrollment **34**

Member Since *(See Certificate)* **1985**

Year in the MNSAA Accreditation Cycle: 1 2 3 4 5 6 ^{Self-Study}

Onsite Visit Extension (Explain): **Extended to Fall of 2022 due to COVID**

By checking this box, I hereby declare that the information provided in this Annual Progress Report is an accurate representation of the school improvement and progress achieved during the 2019-20 academic year. I verify that all required documentation is on file in the school and available for review by appropriate authorities.

Name **LeAnn M. Dahle** Title **Principal**

Save this completed form for your files and then convert to a PDF document. Upload with your updated School Strategic Plan and State-of-the-School report through your school's portal on the MNSAA website OR email as 3 pdf attachments to smueller@mnsaa.org. MNSAA accredited *preschools* are additionally required to submit a copy of their DHS license.



2020-21 Executive Summary

Insert your 2020-21 Executive Summary below that summarizes the past school year. Highlight things such as: any unique situations encountered; major accomplishments; and/or significant revisions made to the school strategic plan.

Thank you for your thoughtful review of Sacred Heart School's 2021 Annual Report. I am grateful for your service to MNSAA and for any feedback received from reviewers.

Sacred Heart School did not make revisions this past year to the SSP. Sacred Heart School was scheduled to begin our self-study this year, with our on-site visit during the 2021-2022 school year. However, due to COVID we requested an extension. We were granted an extension and will begin working on our self-study this summer. Our plan is to complete the self-study and create the SSP by August of 2022, with our on-site visit in the fall of 2022. The committee may not that some of the dates within the plan have been updated and some items will not be completed due to COVID, budget, and planning with various leadership boards.

Accomplishments not included in the SSP for 2021: Sacred Heart School remained open the entire school year inspite of the pandemic. We did not need to quarantine any classrooms this year due to COVID. We credit administration, teachers, support staff and parents for this accomplishment. Working together we were able to safely complete our school year and provide in-person learning. Sacred Heart School fully implemented a new Language Arts and Math program this year. We also purchased Chromebooks for all students in kindergarten through fourth grade. The Chromebooks have been utilized in the classroom to enhance instructions as well as with distance learning if students were quarantined. Sacred Heart School and Children's House Montessori Preschool completed professional development to implement S.M.A.R.T. activities and create a S.M.A.R.T. room for students in preschool through second grade. Utilizing money from a grant we are currently updating our school library using Follett Destiny and creating a library space with flexible seating options to promote a love for reading.

Submitted by **LeAnn M. Dahle** Title **Principal**

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2020-21 School Strategic Plan (SSP)

Update your School Strategic Plan with progress reports and any additional strategies and/or action steps needed to keep the plan relevant. (2020-21 orange font...) Save as a pdf document and upload to your school's portal or email smueller@mnsaa.org as a separate attachment.

NOTE: MNSAA understands that your school likely experienced unexpected disruption to your improvement plans during these unprecedented times. Annual Progress Report reviewers anticipate there may be significant changes in your timeframes defined for action steps. Please amend as necessary.



2020-21 Communication of the SSP

4.07 ANNUAL REPORT TO STAKEHOLDERS: The school annually provides a state-of-the-school report to stakeholders that at a minimum communicates progress on strategic initiatives and plans for future improvement. A quality state-of-the-school report will include assessment results, use of financial resources and enrollment trends.

In the space below, provide a written description of how your school communicated the SSP, its defined improvement initiatives, and progress made with stakeholders.

*Save your "State-of-the-School" report as a pdf document and upload through your school's portal or email directly to smueller@mnsaa.org as a separate document. **This report must include a summary of SSP progress.** At a minimum, it provides evidence that your stakeholders were advised of progress achieved on strategically planned improvement initiatives and the school's plan for future improvement.*

Additionally, a quality State-of-the-School report could include items such as:

- Assessment data and use
- Financials
- Enrollment

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2.04 Instructional Strategies: The school utilizes research-based instructional strategies to accommodate varying learning styles, student needs, and foster active, meaningful engagement in learning.

2.05 Meeting the Diverse Needs of Learners: The school provides opportunities that engage and motivate each learner to develop his/her social emotional and academic abilities and talents.

Evidence of Compliance: clearly conveying the learning objective/target; identifying similarities and differences; visuals; essential questions; cooperative learning; summarizing; use of advanced organizers; providing regular feedback; generating and testing hypotheses; instructional modalities; use of pre-assessment to determine readiness/proficiency for grouping; use of differentiated strategies in teaching; use of a learning style assessment; use of flexible grouping; scaffolding; culturally responsive pedagogy; ELL services; interest or learning profile; evidence of student engagement; lesson plan templates, etc.

*In your 2020-21 Annual Progress Report, MNSAA is seeking to learn more about your **school's instructional strategies** that accommodate varying learning styles and student needs.*

In the space below, provide a written description of how your school demonstrates compliance with standards 2.04 and 2.05

As evidence, provide three (3) examples of compliance with standards 2.04 and 2.05.

- 1.**
- 2.**
- 3.**

Provide a written reflection of opportunities for growth and/or challenges related to standards 2.04 and 2.05.

Submitted by Name

Title

Preschool Addendum (for MNSAA Accredited Preschools only)

MNSAA accredited preschools are required to submit a copy of your DHS license annually. Please attach in addition to the other requirements of the APR.

Report the date of your preschool's most recent DHS visit and review:

Check if your MNSAA accredited preschool was visited by DHS during the 2020-21 academic year.

If your preschool was visited by the DHS during the 2020-21 academic year, attach the following as PDF documents (string with your preschool license):

- 1. A copy of the 2020-21 DHS visit report*
- 2. A copy of your school's response to the 2020-21 DHS report*

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2021 Stakeholder Report for Sacred Heart School, Waseca

Sacred Heart School Stakeholders,

Thank you for your thoughtful review of Sacred Heart School's 2021 Annual Report and School Strategic Plan. Since we were not able to hold a Parish State of the School meeting due to COVID-19, we are sharing the State of the School Report digitally on our website. You may access the report at www.sacredheartschoolwaseca.com. You will find the Annual Report, the School Strategic Plan and this letter for our stakeholders who support our school.

Sacred Heart School did not make revisions this past year to the SSP. Sacred Heart School was scheduled to begin our self-study this year, with our on-site visit during the 2021-2022 school year. However, due to COVID we requested an extension. We were granted an extension and will begin working on our self-study this summer. Our plan is to complete the self-study and create the SSP by August of 2022, with our on-site visit in the fall of 2022. The committee may not that some of the dates within the plan have been updated and some items will not be completed due to COVID, budget, and planning with various leadership boards.

Accomplishments not included in the SSP for 2021: Sacred Heart School remained open the entire school year in spite of the pandemic. We did not need to quarantine any classrooms this year due to COVID. We credit administration, teachers, support staff and parents for this accomplishment. Working together we were able to safely complete our school year and provide in-person learning. Sacred Heart School fully implemented a new Language Arts and Math program this year. We also purchased Chromebooks for all students in kindergarten through fourth grade. The Chromebooks have been utilized in the classroom to enhance instructions as well as with distance learning if students were quarantined. Sacred Heart School and Children's House Montessori Preschool completed professional development to implement S.M.A.R.T. activities and create a S.M.A.R.T. room for students in preschool through second grade. Utilizing money from a grant we are currently updating our school library using Follett Destiny and creating a library space with flexible seating options to promote a love for reading.

Sacred Heart School utilizes the following assessment tools: NWEA, STAR Reading and Math, and Read Naturally. The assessment tools are used in the Fall, Winter, and Spring. The tools are used to help us determine instruction for students and provide interventions as needed for struggling learners.

Sacred Heart School enrollment has grown the past few years. We currently have 97 students in kindergarten through fourth Grade and 34 preschool students.

Our finance committee communicates financials weekly in our parish bulletin, which can be accessed at www.sacredheartwaseca.org. An annual financial report is shared at the end of the fiscal year in July.

Thank you for your ongoing support of our school and parish.
LeAnn Dahle-Principal of Sacred Heart School



SACRED HEART SCHOOL STRATEGIC PLAN

(OBJECTIVE 1) Sacred Heart School will provide a quality Catholic education to meet the academic needs of all learners.

(STRATEGY 1) Develop and implement a written procedure for providing interventions.

	Timeline	Responsibility	Progress Report
(Action Step 1) Create a committee to develop a written procedure for providing interventions.	Summer 2016	Principal, Teachers	<i>2015-2016: The timeline for this action step was changed from 2015-2016 to Summer of 2016. The principal and intervention teacher will meet to formulate the written plan from the procedures utilized during the 2015-2016 school year. This written procedure will include timelines for testing (fall, winter, spring), how testing data will be used, what interventions will be provided, and how this will be communicated to parents.</i>
(Action Step 2) Develop a written procedure for providing interventions.	August 2016	Intervention Committee	<i>2016-2017: The Intervention Committee and teachers developed a written procedure for providing interventions in the Fall of 2016. The written procedure was approved by the Board of Education and will be included in the 2017-2018 parent handbook.</i>
(Action Step 3) Professional development to train teachers on the procedure for providing interventions.	September 2016	Intervention Committee	<i>2016-2017: Teachers attended NWEA Map training on Wednesday, October 12, 2016 and Tuesday, May 2, 2017 at Cascade Meadows in Rochester, MN. The professional development days focused on ways to utilize the data to differentiate and drive instruction for students. The goal is all students should show growth at all levels. The current focus for Sacred Heart School has been to close the educational gap for our struggling learners.</i>
(Action Step 4) Implementation of Intervention Procedure.	2017-2018	Principal, Teachers	<i>2016-2017: Implementation of the procedure will begin next year. 2017-2018: The intervention procedure was implemented in the Fall of 2017. Students were given benchmark assessments using Read Naturally, NWEA Map, and STAR Assessments for Reading and Math. Using the RTI tiers, interventions are provided meeting student needs. Parents are informed and permission is requested for interventions to begin. Students are monitored monthly and moved out if interventions are no longer required. The procedure is outlined in our teacher and parent handbook as well.</i>

(STRATEGY 2) Develop and implement a plan for providing enrichment opportunities across all curriculum.

	Timeline	Responsibility	Progress Report
(Action Step 1) Create a committee to brain storm enrichment opportunities offered within our curriculum.	Fall 2016	Principal, Teachers	<i>2016-2017: After attending the NWEA Map training in October of 2016, the teachers utilized the data from the NWEA Map to discuss possible enrichment opportunities for our students needing extra enrichment opportunities.</i>

(Action Step 2) Explore additional enrichment opportunities to enhance curriculum.	2016-17	Enrichment Committee	<i>2016-2017: Following our brainstorming the teachers explored possible ways we could provide enrichment for the 2017-2018 school year. They would like to implement Junior Great Books, further develop our Science Fair, and Art Show. The teachers indicated that our Everyday Math Program provides differentiated instruction meeting the needs of all learners. Therefore, we will continue utilizing the materials from this program to provide enrichment.</i>
(Action Step 3) Determine enrichment opportunities and a timeline for implementation.	Fall 2017	Principal, Teachers	<p><i>We did not implement Junior Great Books this year as we needed to investigate training opportunities for parents volunteering to lead and staff who are supporting. Our plan is to train parents/volunteers in the Fall of 2018 and implement in January of 2019.</i></p> <p><i>Spanish was implemented once a week for 30 minutes for all grade levels. We will continue this enrichment for the 2018-2019 school year as well.</i></p> <p><i>We further developed our Art program by having students keep a portfolio of their art work for the school year. In the spring teachers met with students and they were able to pick their best works to enter for the Art Show which was held in May of 2018.</i></p>
(Action Step 4) Implement enrichment opportunities.	2019-2020	Principal, Teachers	<p><i>We did not implement any additional enrichment opportunities in 2018-2019, or 2019-2020.</i></p> <p><i>We are no longer providing Spanish for students as we do not have a teacher who is qualified to teach Spanish. We realize this was not a realistic goal for our school at this time.</i></p> <p><i>We continue to provide enrichment with our Art program. We have an Art teacher who works with students once a week. We continue to collect student work in portfolios, allow them to pick their best works to enter in our Art Show which is held in May.</i></p> <p><i>We no longer have a Science Fair at Sacred Heart School. MSU has changed their Regional Science Fair to allowing all students to participate. Therefore, we discuss this, send home the information and encourage our students to participate.</i></p> <p><i>We will implement enrichment opportunities in Math for the 2019-2020 school year with our media specialist/intervention teacher.</i></p>

(STRATEGY 3) Develop a committee to explore the implementation of a foreign language opportunity.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Determine a funding source for implementation of a foreign language opportunity.	Winter 2014-15	Board of Education, Finance Council	<i>2015-2016: In spring of 2015, the Board of Education, Finance Council, and Parish Council approved the implementation of a foreign language in our curriculum for grades 1-4. The budget will provide for a foreign language to be taught to 30 minutes per week for each of the above grade levels. The committees decided this would provide the children of Sacred Heart exposure to a foreign language over a four year period.</i>
(Action Step 2) Explore the various options available for offering a foreign language opportunity.	Winter 2014-15	Board of Education, Teachers	<i>2015-2016: The committee and principal contacted area Catholic Schools to find out what they might be utilizing. The options included hiring a Spanish teacher, utilizing online resources, and purchasing a DVD program.</i>
(Action Step 3) Determine the language, platform, and resources to support offering of a foreign language opportunity.	Spring 2015	Board of Education, Teachers	<i>2015-2016: The committee determined that we would expose the children of Sacred Heart School to Spanish since we have a large Latino population in the Waseca Community. We also concluded that we would utilize the DVD program. This would eliminate the need to hire a Spanish teacher. The program can be utilized with limited proficiency in the Spanish language. We met with Most Holy Redeemer Catholic School in Montgomery, MN to learn more about the DVD program from Northern Arizona University. The principal from Holy Redeemer gave us their materials for the 2015-2016 school year because they were in the process of updating to the latest version. This allowed us the opportunity to begin implementation of Spanish for the 2015-2016 school year with no cost.</i>
(Action Step 4) Provide professional development opportunities for all teachers.	2015-16	Principal, Teachers	<i>2015-2016: The principal and teachers met in August to preview a few of the lessons from the DVD and to discuss how to best utilize the program. The DVDs provide the instruction, however, we decided with the Latino children enrolled in our building we would also utilize their expertise to help with pronunciation and conversation. We are also hoping to invite the Latino parents to help with this program as time progresses.</i>
(Action Step 5) Implementation of foreign language opportunity.	Fall 2016	Principal, Teachers	<i>2015-2016: The principal and teachers met in August to discuss how to implement the Spanish program from Northern Arizona University. We decided to schedule Spanish for grades 1-4 on Wednesday afternoons for the 2015-2016 school year. We discussed who and how we should implement. In order to provide consistency we decided to have one person work with each grade level for 30 minutes every Wednesday. The principal has some background in Spanish and volunteered to implement with students for the school year. A schedule was created for Wednesday afternoons and Spanish begin for all students.</i>
(Strategy 4) Integrate best practices using technology.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Determine a budgeted funding source for providing professional development in technology.	Fall 2015	Principal, PS Title I Liaison	<i>2015-2016: Technology has become an important part of our instructional practices at Sacred Heart School. Therefore, we knew that it would be important to budget and plan for the every changing needs that come with the implementation of technology in the school. The finance committee has created a</i>

			<i>line item and will annually budget a specific amount of money for technology. We will also utilize grants, gifts, and Title I money from the Waseca Public School District to help offset the cost for technology on an annual basis.</i>
(Action Step 2) Provide annual professional development opportunities for integration of technology by classroom teachers.	2015-2021	Principal, In-service Committee	<p><i>2015-2016: Professional development for the integration of technology for the 2015-2016 school year included; SMART Board training on Thursday, August 13, 2015, Google Forms on Thursday, August 20, 2015, and Round Table discussions at our Early Dismissal Days (Sept. 30, Oct. 28, Nov. 18, Jan. 13, and Feb. 24). Additional professional development will be scheduled in August of 2016 during our teacher workshop days.</i></p> <p><i>2016-2017: Professional development for technology included SMART Board training on August 23, 2017, Round Table discussions at our monthly Early Dismissal Days, and Google for Education training on November 16, 2016.</i></p> <p><i>2017-2018: Professional development for technology included Chrome Book and G-Suite for Education training throughout the year at our monthly Early Dismissal Days. The Chrome Books were utilized this past year for ACE Curriculum writing with the Diocese of Winona, and overall collaboration with calendars, Gmail, and document work to move towards being paperless within our organization.</i></p> <p><i>We have three teachers attending Google Boot Camp through Tierney Bros. June 7-8, 2018 at St. Felix's Catholic School in Wabasha. The plan is to utilize a train the trainers approach and provide ongoing professional development for the upcoming 2018-2019 school year...at our August in-service days and during our monthly Early Dismissal Days.</i></p> <p><i>2019-2020: We continued to work with our Chromebooks as a staff to share documents and create new standard based report cards. We also spent time creating a distance learning plan which included the creation of YouTube videos, Vimeo Videos, and learning how to utilize Google to connect/meet with students and parents. We are purchasing additional Chromebooks for students for the fall of 2020 and will have professional development from Tierney to further help us implement technology with students next school year.</i></p> <p><i>2020-2021: Sacred Heart School fully implemented the use of Chromebooks and Google Classroom this school year because of the pandemic. Utilizing ESSR and Grant dollars we were able to purchase Chromebooks for every student as well as the infrastructure to support the use of technology in the building. Teachers embrace utilizing Chromebooks and Google classroom for in-person and distance learning as needed this past school year. Professional development was provided by Tierney in the form of Webinars as well as on demand support as needed for the teachers this past school year.</i></p>
(Action Step 3) Schedule annual opportunities for professional learning communities in the area of technology.	2015-2021	Principal, In-service Committee	<i>2015-2016: Professional learning opportunities will be schedule during our August workshop days and during our Early Dismissal Days each year. Teachers are also encouraged to attend the RCS Summer Institute at Lourdes High School each year. The summer institute provides opportunities for professional development in technology each year.</i>
(Action Step 4) Provide opportunities for teachers to observe other classrooms to view best practices using technology.	2015-2021	Principal, Teachers	<i>2015-2016: During the 2015-2016 school year teachers did not observe others classrooms to view best practices using technology. We focused our efforts this past year on Round Table discussions where we demonstrated and discussed the ways technology is utilized in classrooms. Our goal for the 2016-2017 school</i>

			<p>year is to schedule times for teachers to visit classrooms and observe technology use with students.</p> <p><i>2016-2017: During this past school year teachers met and worked using/sharing Google Docs. Peer observations were informal with the sharing of best practices at our Early Dismissal Days and during their lunch breaks in the form of Round Table discussions.</i></p> <p><i>2017-2018: We continued meeting on our Early Dismissal Days and during lunch breaks to discuss and share G-Suite for Education, Chromebooks, and the use of Google within our organization and for teaching in our classrooms.</i></p> <p><i>2020-2021: Due to the pandemic we were not able to schedule opportunities for teachers to observe other classrooms to see how technology is being used. However, with the use of Google Meet and Google Classroom we have been able to share and learn best practices for in-person and distance learning situations. The pandemic has forced us to embrace and learn how to fully implement technology in the classroom and for students learning at home due to COVID.</i></p>
(Action Step 5) Implementation of best practices using technology.	2015-2021	Teachers	<p><i>2015-2016: During the 2015-2016 school year technology was utilize to enhance classroom instruction in all subject areas using the SMART Board. The Media Specialist utilized the computer lab with all students to support reading, writing, and math skills. The fourth grade teacher utilized iPads during Daily Five for Read to Self and Comprehension with all fourth grade students. iPads were also utilized this past year with students receiving interventions in reading and math. Our goal for the 2016-2017 school year is to build on and continue use in the areas listed above with great competency.</i></p> <p><i>2016-2017: During the 2016-2017 school year technology was utilized to enhance, enrich, and provide interventions in all subject areas using the SMART Board. The Media Specialist utilized the computer lab with all students to support and enrich reading, writing, and math skills. All grades utilized iPads during Daily Five for Read to Self, Word Work, and Comprehension. iPads were also utilized this past year with students for enrichment/ interventions in reading and math.</i></p> <p><i>2017-2018: During the 2017-2018 school year we utilized Chrome Books and G-Suite for Education to enhance, enrich and provide interventions. We continued to utilize the SMART Board, iPads, and the computer lab as well. We explored a free membership for utilizing IXL Learning. IXL offers online content for math, language arts, science, social studies and Spanish. The tool provides analytical tracking to identify areas for academic improvement. We have decided to purchase and implement the online program for math and language arts for the 2018-2019 school year.</i></p> <p><i>2019-2020: We continue to purchase and/or utilize IXL, Accelerated Reader, STAR Reading and Math, and Spelling City with all of students. We piloted a new Language Arts this year, called My View. We learned and utilized teacher online resources as well as the student online options this past year and will continue to implement best practices from this program in the future.</i></p> <p><i>2020-2021: During the 2020-2021 school year we focused on implementing the use of Google Classroom with students. Teachers have learned how to assign work to support lesson in all subject areas using online resources provided by My View, our Language Art program and our Everyday Math program. We continue to</i></p>

use IXL, Accelerated Reader, STAR Reading and Math, Spelling City and a variety of other online tools to support learning in the classroom and at home.

MNSM SACRED HEART SCHOOL STRATEGIC PLAN

(OBJECTIVE 2) **Sacred Heart School will maintain a safe and attractive learning environment.**

(STRATEGY 1) **Develop and implement a facility maintenance plan.**

	Timeline	Responsibility	Progress Report
(Action Step 1) Determine facility maintenance needs.	Summer 2015	Buildings and Grounds Committee, Principal	<p>2015-2016: Facility maintenance needs for the school include; electrical, plumbing, and installation of water softener; replacing the roof on the school; and replacing carpet throughout the school building.</p> <p>2016-2017: Facility maintenance needs for the school include; kitchen updates, painting the hallways, furnace updates, and water fountain replacements.</p> <p>2017-2018: Facility maintenance needs for the school include; kitchen renovations, painting the hallways, furnace updates for the gym, and water fountain replacements.</p> <p>2019-2020: Facility maintenance needs for the school include repair the leaking gym wall as well as plaster and paint, enclose and renovate the south entrance of the school to expand the office area and create a secure safe entrance into the school, update lighting in school to LED, touched up paint in hallways, and complete the HVAC system in the gym.</p> <p>2020-2021: Facility maintenance needs for the school include painting several classrooms, the library and intervention room, and the hallways in the TC Center where we have Music, Physical Education, and our fourth-grade classrooms. We also plan to tuck point the brick exterior on the north and west side of the school building this year.</p>
(Action Step 2) Prioritize maintenance needs.	Fall 2015	Buildings and Grounds Committee, Principal	<p>2015-2016: The water softener and a heater were installed in the Fall of 2015.</p> <p>The roof will be replaced in June of 2016.</p> <p>Carpets will be replaced in two classrooms, and the staff lounge in July of 2016.</p> <p>The committee has scheduled carpet replacement for two classrooms each year for the next four years. All carpets should be replaced by the Fall of 2020.</p>

			<p><i>2016-2017: The committee will not replace any classroom carpets this year. The committee has decided to focus efforts on the “What’s Cooking” campaign. This campaign will focus on renovating our cafeteria to meet licensing requirements, furnace updates, and new water fountains for the school.</i></p> <p><i>2017-2018: The “What’s Cooking” campaign was completed by January 2018. Renovation for the cafeteria and kitchen will begin June 1, 2018 and completed by September 1, 2018. The HVAC system in the gym and water fountains will also be completed by the start of school in September of 2018. The committee will not replace any classrooms carpets this year.</i></p> <p><i>2019-2020; The gym wall was repaired in May of 2020. They had to stucco the exterior, replace plaster and paint. We renovated the south entrance of school March 16-June 15, 2020. The extra room from this entrance allowed us to expand our office space and create a secure entry area into the school. While renovating the office and entry space we updated lights to LED, and installed air conditioners in the gym.</i></p> <p><i>2020-2021: Facility maintenance needs for the school include painting several classrooms, the library and intervention room, and the hallways in the TC Center where we have Music, Physical Education, and our fourth-grade classrooms. We also plan to tuck point the brick exterior on the north and west side of the school building this year.</i></p>
<p>(Action Step 3) Create a long term timeline for maintenance.</p>	<p>Winter 2015</p>	<p>Buildings and Grounds Committee, Principal</p>	<p><i>2015-2016: The water softener and a heater were installed in the Fall of 2015.</i></p> <p><i>The roof will be replaced in June of 2016.</i></p> <p><i>Carpets will be replaced in two classrooms, and the staff lounge in July of 2016.</i></p> <p><i>The committee has scheduled carpet replacement for two classrooms each year for the next four years. All carpets should be replaced by the Fall of 2020.</i></p> <p><i>2016-2017: The roof was replaced in July of 2016.</i></p> <p><i>A donation was received to install a fence blocking off HWY 14 from the playground area. This was installed in November of 2016.</i></p> <p><i>Fundraising efforts have begun for the “What’s Cooking” campaign.</i></p> <p><i>2017-2018: The long term items listed above will be completed by September of 2018, excluding carpets for classrooms. The committee will create a timeline for this after completion of the “What’s Cooking” campaign.</i></p> <p><i>2019-2020; We had planned to replace carpets in all classrooms by Fall of 2020. However, the carpets are in great shape. Our plan is to clean all</i></p>

			<i>the rooms in July following our renovation project. We have decided that carpets do not need replacing as planned.</i>
(Action Step 4) Schedule routine maintenance.	2015-2021	Buildings and Grounds Committee, Principal	<p><i>2015-2016: Carpets will be cleaned the week of June 20, 2016. Ceiling fans, light fixtures, windows, and restrooms will be cleaned during the month of July 2016. Hallways and restrooms on both levels will be cleaned and waxed the month of July 2016.</i></p> <p><i>2016-2017: Carpets will be cleaned the week of June 12, 2017. Hallways will be painted in June as well. Ceiling fans, light fixtures, windows, and restrooms will be cleaned during the month of July 2017. Hallways and restrooms will be cleaned and waxed in August of 2017.</i></p> <p><i>2017-2018: Carpets will be cleaned the week of July 9, 2018. Hallways will be painted (annual touch up) in June as well. Ceiling fans, light fixtures, windows, and restrooms will be cleaned during the month of July 2018. Hallways and restrooms will be cleaned and waxed in August 2018.</i></p> <p><i>2019-2020; Carpets will be cleaned in July 2020. Hallways will be painted (annual touch up) in July as well. Ceiling fans, light fixtures, windows, and restrooms will be cleaned during the month of July 2020. Hallways and restrooms will be cleaned and waxed in August 2020.</i></p> <p><i>2020-2021: Carpets will be cleaned in July 2021 and hallways, entry areas, and stairs will be professionally waxed following the cleaning of Carpets. Ceiling fans, light fixtures, windows, and restrooms will be cleaned during the months of June-August 2021.</i></p>

(STRATEGY 2) Develop and implement the Waseca County School Emergency Plan.

	Timeline	Responsibility	Progress Report
(Action Step 1) Create a team to study the Waseca County School Emergency Plan.	Summer 2014	Principal, Parish Administrator	<p><i>2015-2016: The principal, parish administrator, custodian, and the school board chair attended the Waseca County Emergency planning team in June of 2014. HSEM/FEMA provided week long training called "Multihazard Emergency Planning for Schools". The focus of the training was to prepare participants for all kinds of emergency situations. Our team from Sacred Heart worked collaboratively with all other schools located in Waseca County to discuss and create crisis management plans that fit the needs of our schools. Sacred Heart School utilizes the Emergency Response Procedures provided by Catholic Mutual Group. The emergency response procedures for specific emergency situations are very laid out and easy to use. The people from HSEM/FEMA utilized our red emergency booklet as a template/sample for the other schools to look at in formulating booklets for their buildings.</i></p>
(Action Step 2) Develop a plan for implementing the Waseca County School Emergency Plan.	2014-15	Emergency Planning Team	<p><i>2015-2016: Following the training in June of 2014, schools were turned in maps of their facility to the Waseca County Sheriff and Police Departments. The maps included details such as rooms, doors (locked and unlocked), camera information, and key access should an emergency situation arise.</i></p>

			<p>The county is currently working on a Knox box system so the county sheriff and police will have keys to access school buildings. This should be completed by the Fall of 2016.</p> <p><i>2016-2017: The Waseca County Sheriff and Police Departments installed a Knox box on the south wall of the Parish Center building next to door 4S. The box includes access keys and maps for all buildings on campus.</i></p>
(Action Step 3) Implement the Waseca County School Emergency Plan.	2014-2021	Parish Community	<p><i>2015-2016: Sacred Heart School and all schools in Waseca County implemented plans in the Fall of 2014. Ongoing communication and training continues with the Waseca County Sheriff and Police Departments.</i></p> <p><i>2016-2017: Ongoing trainings for this year included meetings centered on disaster relief for flood victims due to the rains received in September of 2016. Trainings were provided by the WCS and WPD, FEMA, and Waseca County Human Services to help the victims due to the flooding in Waseca County this past September.</i></p> <p><i>2017-2018: Ongoing trainings this year included a walk-through of our facility with FEMA, Waseca County Sheriff, Waseca Police Department, and members of our school board to access the facility, and make recommendations not only for active shooters, but also other emergencies such as hazardous waste spill, tornado, etc. Following this meeting the school board created a safety committee to work on creating a safer drop off and student pick up zone, parking, and facility entrance procedures.</i></p> <p><i>2019-2020; The School Board created a sub-committee to work on creating a safer drop off and pick up zone, parking, and facility entrance procedures in the Spring of 2019. The plan was implemented in Fall of 2019. We met again in January of 2020 and made revisions for Fall of 2020. The recent renovation has created a secure entrance into our building will be implemented for the start of the 2020-2021 school year.</i></p> <p><i>2020-2021: Sacred Heart School fully implemented our plan this past year. However, a subcommittee from the board of education will work on revision to this plan during the 2021-2022 school year.</i></p>

MNSA SACRED HEART SCHOOL STRATEGIC PLAN

(OBJECTIVE 3) Create and ensure a financially stable and sustainable parish school.			
(STRATEGY 1) Develop a financial plan to meet school programming needs.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Identify programming needs.	Jan. 2015-2021	Pastor, Principal, Board of Education	<i>2015-2016: Sacred Heart Parish has maintained a tuition free school for all families of the parish community for more than 125 years. Parish Council, Finance Council, Board of Education, and parish members are committed to this tradition. During the months of January and February</i>

			<p>the three councils meet to determine programming needs for the next school year. Contracts for teachers are determined by the projected enrollment numbers. In May and June additional teachers, para-professionals, and support staff are hired based on final enrollment numbers for the upcoming school year. Money received from the Waseca Public School District is utilized to purchase textbooks, technology, and miscellaneous instructional items for classrooms. Sacred Heart School also receives money from the district to cover the cost for our school nurse. Her hours are determined by the Waseca Public School District.</p> <p>2016-2017: During the months of February and March the three councils meet to determine programming needs for the next school year. Contracts for teachers are determined by the projected enrollment numbers. In June additional teachers, para-professionals, and support staff will be hired based on final enrollment numbers for the upcoming school year. Money received from the Waseca Public School District is utilized to purchase textbooks, technology, and miscellaneous instructional items for classrooms. Sacred Heart School also receives money from the district to cover the cost for our school nurse. Her hours are determined by the Waseca Public School District</p> <p>2017-2018: The procedure has been outlined above and will continue to be utilized as our procedure moving forward.</p>
(Action Step 2) Prioritize programming needs.	Feb. 2015-2021	Pastor, Principal, Board of Education	<p>2015-2016: Parish Council, Finance Council, and Board of Education members meet with the pastor and principal to determine and prioritize programming needs for the upcoming school year. This process begins in January and finalized based on enrollment by May.</p> <p>2016-2017: Parish Council, Finance Council, and Board of Education began the process in January of 2016. The three committees finalized programming needs and created a final budget for the 2017-2018 school year in April of 2017.</p> <p>2017-2018: The above action plan will be utilized annually.</p>
(Action Step 3) Develop a budget to meet programming needs.	March 2015-2021	Pastor, Finance Council, Parish Council	<p>2015-2016: Parish Council and Finance Council begin the budget process in January utilizing information from the Parish Administrator/Bookkeeper and input from the pastor and principal. The final budget is created and approved by July each year.</p> <p>2016-2017: The final budget was approved by Parish Council and Finance Council in May 2017. Programming needs for the 2017-2018 school year have been determined with the budget reflecting these needs.</p> <p>2017-2018: The above action plan will be utilized annually.</p>
(STRATEGY 2) Develop and implement a just salary schedule with compensation.			
	Timeline	Responsibility	Progress Report

(Action Step 1) Research area salary schedules and compensation packages.	Fall 2018	Pastor, Finance Council	<i>The timeline for this action step was moved from Fall of 2017 to Fall of 2018.</i>
(Action Step 2) Create a just salary schedule with compensation.	Winter 2019	Pastor, Finance Council	<i>2019-2020; The budget committee has worked diligently creating a balanced budget allowing us to provide an increase the past three years for all staff. To be fair and just the annual increase provided each year has been consistent across the board for all employees.</i>
(Action Step 3) Develop a budget plan.	Spring 2019	Pastor, Finance Council	<i>2018-2020; The finance committee meets monthly. The plan is to budget according to the money we receive from our parish community, grants, donations, etc. The committee has managed a positive budget number for the last six years. We create the new budget each year in February. At this time we determine salary increases as well.</i>
(Action Step 4) Annually implement the budget plan.	2018-2021	Pastor, Parish Council	<i>2019-2020; The above action plan will be utilized annually as it has proven successful the last six years.</i>



SACRED HEART SCHOOL STRATEGIC PLAN

(OBJECTIVE 4) Sacred Heart School will enhance communication within our parish and beyond.

(STRATEGY 1) Develop, maintain, and update the Sacred Heart School website and social media.

	Timeline	Responsibility	Progress Report
(Action Step 1) Create a communication team to facilitate social media and website.	Fall 2016	Principal	<i>2016-2017: Pena Multimedia has worked in the past with our school website www.sacredheartschoolwaseca.com. Jennifer Pena and the principal met in the Fall of 2016 to discuss possible updates to the school website and the use of social media. We spent this year exploring several other sites created by Pena Multimedia to determine the direction for next year. The process will begin in August of 2017.</i>
(Action Step 2) Determine content and guidelines for website and social media.	Fall 2017	Communication Team	<i>2017-2018: The principal met with Jennifer Pena to discuss content and guidelines. We are exploring online website designs that do not need software.</i>
(Action Step 3) Develop a timeline to update social media and website.	Winter 2018	Communication Team	<i>2017-2018: The timeline to update the website and social media for Sacred Heart School will be June-August 2018. The goal is to have the new website functional for the 2018-2019 school year.</i>
(Action Step 4) Maintain and update website and social media.	2018-2021	Communication Team	<i>2019-2020; Sacred Heart School created a new website this past year. We have maintained and updated the website on a regular basis to keep it current. The website is maintained by the website creator. This will continue to be our plan moving forward. 2020-2021: We have continued with the plan above for this past school year. However, with the pandemic we learned that it was extremely important to use Facebook to keep families involved with classroom activities. Our plan moving forward is to also utilize our school Facebook account daily.</i>

(STRATEGY 2) Provide Catholic resources for parents as primary educators of their children in the faith.

	Timeline	Responsibility	Progress Report
(Action Step 1) Develop a three year instructional cycle based on the Virtues.	Fall 2014	Principal, Teachers	<i>2015-2016: Sacred Heart School utilizes “Virtues in Practice” from Dominican sisters of Saint Cecilia in Nashville, TN as a resource for parents and teachers. The program was specifically created for use in Catholic elementary schools. The program is structured so that an entire school community studies the same virtue each month in school and at home. The curriculum spirals, with three cycles...The Year of Faith, The Year of Hope, and The Year of Charity. Sacred Heart School began with The Year of Faith in the Fall of 2014, and The Year of Hope in 2015. Each month classrooms and families learn a virtue in greater depth, and saints</i>

			<p>are introduced as models of those virtues. We will begin The Year of Charity for the 2016-2017 school year.</p> <p>Sacred Heart School also orders booklets “Prayers for Our Catholic Family” from Our Sunday Visitor. This booklet is included in parent folders received at our August Open House. Each classroom also has enough copies for each student to utilize in the classroom.</p> <p>2016-2017: Sacred Heart School has utilized “Virtues in Practice” the past three years. We have completed the three year cycle and have decided to begin the cycle again with year one. However, the teachers have decided to make some updates with the program while still using the main content. They felt it needed a fresh, updated look.</p> <p>2017-2018: We utilize year two of “Virtues in Practice” for the 2018-2019 school year. However, we have made updates with the program to update the look and keep it fresh.</p> <p>2019-2020; Sacred Heart School continues to utilize “Virtues in Practice”. We are committed to this curriculum as it aligns with our Religion standards. We will continue to evaluate and discuss the use of this program at the end of each school year.</p> <p>2020-2021: We will continue with this plan annually as we move forward.</p>
<p>(Action Step 2) Determine resources to be used by teachers and families.</p>	<p>2014-15</p>	<p>Principal, Teachers, Board of Education</p>	<p>2015-2016: The principal and teachers attended “Together in Faith” with the Diocese of Winona in August of 2014. The keynote speaker referenced “Virtues in Practice” throughout her talk. Following that day of professional development we researched the program, presented it to our Board of Education and decided to implement in the Fall of 2014. The program has been well received by teachers, support staff, and parents.</p> <p>“Prayers for Our Catholic Family” is a resource we researched and decided to purchase because we wanted our families and their children to have a resource for learning traditional Catholic prayers.</p> <p>2016-2017: The principal, teachers, and support staff attend “Together in Faith” with the Diocese of Winona in October of 2016. The day was sponsored by the Sophia Institute and focused on Works of Mercy. We utilized “Virtues in Practice”, “Prayers for Our Catholic Family”, and Advent/Lent resources from Our Sunday Visitor for the 2016-2017 school year.</p> <p>2017-2018: The principal attended a retreat day with the Diocese of Winona and received the book “Redeeming Administration: 12 Spiritual Habits for Catholic Leaders”. The principal has utilized this book for staff prayer and retreat day to guide and lead discussion. We continue to utilize “Virtues in Practice”, “Prayers for Our Catholic Family”, and</p>

			<p><i>Advent/Lent resources from our Sunday Visitor for the 2017-2018 school year.</i></p> <p><i>2019-2020; We continue to participate in the Diocesan Ministry Days, and utilize "Virtues in Practice" and the Advent/Lent resources from our Sunday Visitor, as well as activities from "Redeeming Administration: 12 Spiritual Habits for Catholic Leaders".</i></p>
(Action Step 3) Disseminate materials.	2014-2017	Principal, Teachers	<p><i>2015-2016: Materials are disseminated annually in the August Open House folder for families.</i></p> <p><i>2016-2017: Materials are disseminated annually in the August Open House folder, communicated in newsletters, and sent home while observing the Advent and Lent Seasons.</i></p> <p><i>2017-2018: Materials are disseminated as communicated above.</i></p>
(Action Step 4) Evaluate three year cycle.	Spring 2017	Principal, Teachers, Board of Education	<p><i>2016-2017: The teachers reviewed and evaluated the three year cycle for "Virtues in Practice". They decided that we would begin year one of the three year cycle and add updates to update the look of the program. "Virtues in Practice" has been a great Character Education piece for Sacred Heart School.</i></p> <p><i>2020-2021: We completed another three-year cycle of "Virtues in Practice". Teachers decided that we would begin year one of the cycle for the 2021-2022 school year. The program utilizes Saints, their lives, and the values each Saint is noted for. We have found it very valuable.</i></p>

(STRATEGY 3) Sacred Heart School will increase visibility of its mission statement and philosophy in the greater community.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Brainstorm various venues for enhancing visibility	September 2015	Principal, Teachers, Board of Education	<i>2015-2016: The principal, teachers and Board of Education created a Marketing Committee in August of 2015. This committee met for the first time on Thursday, October 1, @ 6:00 p.m. The committee met to brainstorm various venues for enhancing our visibility in the community.</i>
(Action Step 2) Prioritize and select venues to be utilized.	November 2015	Principal, Board of Education	<i>2015-2016: The committee decided to become a member of the Waseca Area Chamber of Commerce and participate in events as they happen throughout the year. This year we participated in the Halloween "Brick and Block" event, the Christmas event at the Masonic Temple, the Community Awards event in January, and Business After Hours events whenever possible. We also decided to create new postcards/marketing flyers. These were completed in January of 2016. They are included in the Welcome Packet from the Waseca Chamber for new families to the community. We also have them available at the Church, local preschools, daycares, and with merchants from Waseca.</i>
(Action Step 3) Implement selected venues.	Fall 2016-2021	Board of Education Marketing Committee	<i>2016-2017: Marketing flyers and postcards sent to the Waseca Chamber, area preschools, and the community education early childhood program this year. Next year area we plan to include area churches for families who might be looking for faith based education.</i> <i>2019-2020: Completed</i>
(STRATEGY 4) Develop and maintain a Sacred Heart School Alumni directory for ongoing communication and support of Sacred Heart School.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Compile a comprehensive list of former Sacred Heart School students.	2014-17	Endowment Committee	<i>2015-2016: The Endowment Committee hired a support person in April of 2016. The new person has been hired to work on creating this comprehensive list of former alumni.</i> <i>2016-2017: The Endowment Committee continues their work in this area. The task has been very difficult because people no longer utilize land lines. Therefore, they have turned to alumni and social media to connect with other alumni. The committee may not be ready for the Action Step 2 for the 2017-2018 school year. This step may be moved to 2018-2019.</i> <i>Completed 2018-2019</i>
(Action Step 2) Determine how the list will be utilized to communicate with former students.	2017-18	Endowment Committee	<i>2019-2020: Completed and a mailing was sent to alumni. This will continue annually in the fall.</i>
(Action Step 3) Maintain Alumni Directory.	Annually	Endowment Committee	<i>2020-2021: The Endowment Committee will continue to review, revise and update annually.</i>

