

School Action Plan for St. John's Lutheran School - Corcoran

Standard & Indicator #	Self-Study Concerns	Target Yr	Yr Addressed	Responsible Party	Action Taken
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LCMS District: MNS School Address: 9141 Co. Rd. 101 Corcoran MN 55340 E-mail: gretchen.dolan@stjlutherschool.org
Street City State Zip

Date of most recent NLSA site visit: April 11-13, 2018 Captain: Cletus Pfeiffer This is year 1 2 3 4 of the current cycle.

Date: May 10, 2020 Principal *Gretchen Dolan* Board Chair: *Scott Dehl*
Signature Signature

When you submit this form as your Annual Report, please include below a narrative of any significant changes that have occurred in your school during each of the past years. This becomes a cumulative record.

Year 1: The many physical improvements for safety were already planned and, once funded and approved, were implemented as a priority.

Year 2: A new administrator was called to serve from within the faculty of St. John's. The admin. team (Principal and Admissions/Communication Director) drafted a new Parent/Student Handbook complete with updated policies/procedures in many areas which was approved by the Board of Education. Onboarding interviews were held with every faculty and staff member and meetings to seek feedback were also held for parents of students in every grade. School visioning was made a priority. A fresh emphasis was given to re-allocating teacher talent, initial planning and budgeting for more professional development for admin. and faculty, improving partnerships between students/teachers/parents, relationship-building within the staff and overall worker support, and refreshing many processes, procedures, and school events.

Year 3:

Year 4:

Place cursor in appropriate box and populate with information. Then use tab key to move to next box, or from the last box to add a new row.

1:05	The mission statement (tag line) is not on some print matter.	18-19	18-19	Communication Director	Communication Director has included the mission statement tagline on all printed material.
1:05	A comprehensive plan for the implementation of Love and Logic that ensures that teachers, parents, and students will grow in understanding and application of the program does not exist.	18-19	18-19	Faculty member assigned by the administrator	The plan is to continue to use the current consultant. The faculty has completed the 9 Essential Skills course and will review these skills annually. The weekly school newsletter has a Love and Logic article for parents. Continue to have available and to add to a lending library

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					for parents and teachers to check out Love and Logic resources. A Love and Logic parent seminar will be conducted annually.
1:06	Employee job descriptions are lacking.	19-20		Administrator and appropriate boards	
1:06	The school's purpose is not listed consistently on job descriptions.	19-20		Administrator and appropriate boards	
2B:05	Develop a plan to ensure that communication and marketing needs are addressed	19-20	18-19,19-20	Administrator, and Admissions, Communication Director	The commitment has been made by the congregation to support a full time Admissions, Marketing, Communication Director position again in 2019-2020 and going forward.
2C:04	Self-study: A plan to assimilate new families into the St. John's community does not exist.	20-21	19-20	Administrator, Communication Director, Pastors, SEWAC Board	The Communication Director casually checked in with new families at the beginning of the year and did a more formal reach-out in December asking for feedback. A unified memory work/prayer approach was implemented by the Pastors called "Learn.Pray.Grow." in which the entire school and church focused on the same memory work, Bible readings, and prayer focus each week. Further plans are still evolving, but church and school vision planning is at the forefront of the BOE's

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					recommendations to the Deacon Council.
3A:06	Board of Education members do not receive formal in-service for that position.	19-20	19-20	Board of Education	19-20: The Board of Education held their first retreat at the start of the school year to establish goals, expectations, projects, and sub-committees. The BOE watched the NLSA Best Practice webinar on New Board Member Training. As new members join the BOE, the intention is that an interview process will be put into place followed by training.
3A:08 3B:05	Audits have not been conducted recently.	21-22		Board of Administration	
4:02	A job description for teachers does not exist in a single document format.	19-20	19-20	Administrator and appropriate boards	19-20: A general teacher job description was drafted as part of the process for calling a new teacher this year. Necessary revisions to this will be made as the project to update the faculty/staff handbook is completed.
4:02	Not all teachers possess a Minnesota teaching license.	18-19	18-19	Administrator and Board of Education	18-19: All teacher licenses will be reviewed annually by the administrator. Teachers will be advised to update their license to remain current 19-20: Two additional teachers gained their MN teaching license in the summer of 2019. This means that only one teacher on staff is not licensed in MN, but she is leaving due to spouse job

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					relocation after next year. A new teacher has also been called for next school year and has been informed to begin work on obtaining a MN license.
4:03	Teacher evaluations have not been done consistently from one year to the next.	18-19	18-19, 19-20	Administrator	<p>18-19: The current administrator has conducted teacher evaluations last year and this current year. Any new administrator will be directed to conduct annual evaluations.</p> <p>19-20: Several informal teacher evaluations were completed in the fall and winter by the new admin., but due to COVID19 distance learning, the formal spring classroom evaluations that were scheduled did not take place.</p>
4:04	Professional development plans, short and long term, that meet the needs of teachers and students are lacking.	21-22	19-20	Administrator and faculty	<p>19-20: Title Funds were used to pay for teacher participation in TEC21 and for a variety of teacher p.d. materials. A social-emotional learning in-service was offered for all teachers. All teachers attended a MN District All-Workers Conference. The administrative team attended both the LEA Administrators Conference and the Best Practices in Ministry Conference in AZ. The admin. participated in the SLED program through the synod. The admin. developed a new, ongoing p.d. plan for</p>

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					<p>faculty and other staff set to begin in 20-21 wherein teachers will determine personal professional development needs with weigh-in from the admin. The admin. has several days set aside for joint staff development as well.</p>
5:08	<p>Student accommodation and intervention plans are not being written for students receiving resource teacher assistance.</p>	18-19	18-19, 19-20	<p>Administrator and Resource teacher</p>	<p>18-19: Resource Teacher has developed and implemented individual student intervention plan format and procedures. 19-20: Resource Teacher and Admin. formalized an in-house document called an "Individual Growth Plan" (IGPs) for each student receiving services functioning much like a 504 plan.</p>
5:08	<p>There is not a student support team developed.</p>	20-21	19-20	<p>Administrator, faculty and resource teacher</p>	<p>19-20: As IGP's and IEPs were formalized or requested, the resource teacher, classroom teachers, and administrator met with parents and students regularly for implementation. Paperwork is on file to give evidence of this. Also, the decision was made to engage the support of LSEM and the current resource teacher will now be re-hired under LSEM giving her and St. John's access to their resources, support, and training.</p>

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5:08	There is not a plan that outlines how MAP data will be analyzed by the classroom teachers to ensure student success.	21-22		Administrator and faculty	
5:08	MAP training to understand the data in order to inform instruction and intervention strategies is lacking.	18-19 ongoing	18-19	Administrator and faculty	Faculty involved with testing completed a training workshop in June 2018. Ongoing training is planned for each year.
7:05	Supervision of the morning drop-off of students is not adequate.	18-19	18-19, 19-20	Administrator	The front lobby is opened and supervised 45 minutes before the start of school. Parents have been instructed as to proper procedure for dropping off or for escorting their child into the building. The administrator is at the outside doors once a week to greet families and to monitor the arrival process. 19-20: There was consistently one member of the administrative team greeting families at the door every single morning this year as an additional safety measure during the busiest portion of drop-off time.
7:05	Self-Study: There is not a gate across the south driveway. (safety concern)	20-21	18-19	Property and Grounds Board	A movable linked chain and marker has been installed across the driveway to use when students are using the area.
705	Self-Study: There is not enough fencing – pond area. (safety concern)	18-19	18-19	Property and Grounds Board	Additional fencing was added in the summer of 2018 to block student access to the pond.

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7:05	Self-Study: Outdoor lighting.	18-19	18-19	Property and Grounds Board	Outdoor LED lighting was added on the perimeter of the building and to cover all parking lot areas the summer of 2018.
7:05	Self-Study: Intercom system does not exist in public areas.	18-19	18-19	Property and Grounds Board	Speakers that are now part of the public address system over the phones were installed in the gym and the fellowship hall February 2019.

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