

School Action Plan for Faribault Lutheran School

S & Indicator #	Self-Study Concerns & Strategies	Target Yr	Yr Addressed	Responsible Party	Action Taken
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LCMS District: MN-South

School: _____ Address: 526 4th St. NW, Faribault, MN 55021 E-mail: administrator@flsweb.org
Street City State Zip

Date of most recent NLSA site visit: April 30-May 2, 2018 Captain: Lynn Gehrke This is year 1 2 3 4 of the current cycle.

Date: 5/15/2022 Principal : __Chrysteena Saehler__ Board Chair: __Howard Bode__
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:

During the 2018-19 school year we added two full time teachers. One teacher is teaching a second homeroom of Kindergarten, the second teacher is serving as our 5-8 math teacher and resource room teacher. Our student population increased from 108 student to 125 students.

Year 2: The last quarter (plus) of the 2019-20 school year was shifted dramatically due to the global COVID-19 epidemic. This has altered and shifted the time line for some of the action plan below. We started the year with a decline in numbers (113) but have since recovered to 115. We look forward to a bigger incoming Kindergarten class next fall and will continue our focus on individualized learning and Standards-Based grading and assessment.

Year 3: During the 2020-2021 school year we hired a new second grade teacher to keep up with the class of 2029. We have 118 students enrolled during this school year. We were able to be in person all year long with masks and social distancing during the pandemic. We had two families choose to do distance learning to begin the year.

Year 4: During the 2021-2022 school year we hired two new teachers as one teacher took the call to become the full time principal. We remain at 9 full time teachers and a part time music teacher. We did have a part time para for a portion of the year and have approved to have a part time para for the entire 22-23 school year. FLS grew from 117 students in the previous school year to 145 students in the current school year. Our middle school students (5-8) switched back to traditional grading while K-4 have remained with the Standards-Based grading system.

Year 5: During the 2022-2023 school year, we were able to hire a part-time para in the 1st grade classroom. The class had 24 students in it due to combining the previous two kindergarten classes.

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2B:07	There is not an active PTL Committee or Parent support group. An attempt was made to organize around our main community events, but improvements can be made.	2018-2019	2018-19	Administration	<p>18-19: Family groups were created in August of 2018 and called "Faith Families." These small family groups were introduced to each other during our "Back to School BBQ" in September of 2018. These groups have been used as volunteer groupings for each of our major events. It is an attempt to change the way that PTL groups have been organized in the past. There have been mixed results with this, but we are planning on attempting the same process next year with more diligent planning and a schedule with all events at the beginning of the year. In place of a leadership team of parents, we have utilized parent leadership on our marketing and gala planning committees. These leadership groups have had an impact on events that would have typically be run by a PTL leadership group.</p> <p>19-20: We continued to utilize small group parent groups but not very successfully. Our main change has been the formation of a Gala Committee</p>
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					<p>which is comprised of parents. They have taken over that process completely and it looks to grow each year.</p> <p>20-21: Not many parent groups were utilized this year due to the pandemic. The Gala committee continued and is still fully led by parents with the help of some staff members. The marketing committee has helped with events.</p> <p>21-22: The PTO has grown this year and have regular meetings to discuss upcoming events and fundraisers. There is now a head person for the PTO and information about the PTO is given to the families at the beginning of the year to help with different events. They have put on a dance, the spring carnival, Christmas family event, and has done a large fundraiser. The Gala committee is a separate group but is still going strong and is parent led as well.</p> <p>22-23: The PTO has remained a strong group this school year. They are maintaining their big events such as the Christmas Extravaganza, Spring Carnival, cheesecake fundraiser, and the Glow Dance. They have also taken a</p>

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					<p>huge part in advertising FLS during summer parades.</p> <p>The Gala committee continues to be a separate entity from the PTO but was reorganized this past year. There were more volunteers on the committee and more delegations within the committee.</p>
2C:13	Continue to build and improve upon teacher's and administrator's efforts to work together and support each other helping to create a more seamless vertical alignment in all aspects of K-8	2018-2020	18-19	Administration and teachers	<p>18-19: In August of 2018 FLS had a consultant lead three days of professional development in several areas key to this concern. First, we utilized "Strength Finders 2.0" assessment in determining our teams strengths. This lead to great discussion and understanding of different abilities and traits of our co-workers and open eyes to many way of how to connect and work with each other.</p> <p>Next, utilizing our new software "Curriculum Trak" and training during professional development, we have put in place a plan to vertically align all curriculum over the span of the next two school years. Teachers are entering information by quarter after they complete a unit. This strategy has been working well and we continue to use part of our monthly professional development</p>

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					<p>to assess progress and continue the process.</p> <p>19-20: Teachers have been meeting in small PLC groups every other week to work on alignment in smaller clusters. Utilizing our curriculum mapping software and our new standards based grading software we have been able to align our curriculum vertically.</p> <p>20-21: PLC continued to happen but not as frequently. There has been more open communication between grade levels as to what they are teaching and skills they will be taught before the end of the year.</p> <p>21-22: We have weekly staff meetings and teachers will talk about events coming up that they may need help with, but also giving teachers time to think about a scripture verse or another form of reflection piece. Teachers will be asked to share from time to time about how that resonated with them and their students. Occasionally teachers will meet with like grade levels, but this is done during PD days throughout the year it is not a regularly scheduled meeting.</p>

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					22-23:
3A:04	FLS school board has begun a systematic organization and policy review procedure. This process is in motion and will continue to make sure the Governing Board is organized around written policy and operates within its function.	2019-2020	19-20	Administration and School Board	<p>18-19: The school board and administration has set a monthly agenda to review all policy and this will be a focal point of the 2019-2020 school year.</p> <p>19-20: All policy has been reviewed. The financial policy was changed significantly and is updated to match our times. All policy will continue to be reviewed on a yearly basis, utilizing a year long calendar for consistent yearly review.</p> <p>20-21: The grading policy is being reviewed and will be updated from the board when there is approval. Administration has slowly started to go through current policies with staff as needed.</p> <p>21-22: A committee worked on revising the student handbook and the staff handbook. All policies were looked at when looking at the handbooks.</p> <p>22-23: The board is continuing to review policies at the end of the year. They have incorporated a new crisis planning committee to review our emergency response policies.</p>
4:05	Volunteer roles and policy for utilizing volunteers	2018-	18-19	Administration	18-19 Focus has shifted from volunteer

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	throughout multiple areas of the school need to be reviewed and a complete policy needs to be in place.	2019		and Committee	<p>roles to utilizing “Faith Family” groupings to assist with major events during the school year. We have also begun the process of implementing grandparent volunteers for reading time and library time. The policy has not been completed but has been added to the school board calendar of policy to address.</p> <p>19-20: Volunteers have continued, and Faith Family groups continue to evolve.</p> <p>20-21: Volunteers were put on hold this year due to the pandemic, but will continue to grow the Faith Families during the next school year.</p> <p>21-22: Faith families are gone but the PTO has helped in stepping up to keep track of volunteers for events and other things that happens throughout the year. The parents fill out a form at the beginning of the year with the different needs of the school throughout the year and are reminded of the volunteering when the event arrives.</p> <p>Retired teachers and church members have volunteered more in areas that can help teachers and students. Two consistent volunteers work one-on-one with students or in small groups. This is</p>

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					done in the office. 22-23: We continue to reach out to parents to volunteer within the school either during school hours or after school hours at events. The board has begun the process of having a volunteer policy manual. This would be given to each volunteer that helps within the school.
5:04	While the curriculum is aligned with LCMS teachings and provides many opportunities to proclaim the Gospel, the visiting team, through observation, review of documents, and interviews has found that alignment to standards has not been completed. Sequencing of skills and content knowledge through grade levels has begun, but has not been finalized. The written curriculum documents do not yet reflect research-based best practices and strategies. The work on these curriculum documents has begun. The visiting team, through interviews, has established a commitment on the part of the principal to complete the work on a school-wide curriculum document. This commitment is reflected in the school's action plan.	2021-2022		Administration and teachers	18-19: As stated above in 2C:13 This process has started with a systematic approach to documenting all curriculum utilizing "Curriculum Trak" software. This is step one to fulfilling our goal of creating a flexible and researched based curriculum that is utilizing the most up to date research on learning while implementing technology. We will continue this process and are on target to complete this by 2020-21. 19-20: The work on this standard will be addressed in 20-21 20-21: Still on ongoing process. 21-22: Teachers and administration have started to talk between grade levels to build more of a scope and sequence. 22-23: This has started to form more due

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					to curriculums needing to be reviewed. This is a main topic of summer work for the teachers to do for all curriculums.
5:06	Teachers need to be provided with more intentional time to communicate and collaborate with the focus on improving instruction and improving student learning.	2018-2019	18-19	Administration and teachers	<p>18-19: Before this school year, teachers met weekly as full staff. This year, we have shifted to meeting every other week as full staff and as small groups (PLCs) during the alternating week. Our PLCs are groups K-3 and 4-8. This has allowed more discussion and narrowed the focus for our teachers during their PLC meeting times. The calendar for the 2019-20 school year has been designed with intentional professional development days that will allow for off campus visits of high performing schools. This will continue our focus on improving instruction and student learning.</p> <p>19-20: We broke our PLCs into smaller groups K-2, 3-4, 5-8. This switch helped with the current make-up of grade levels and teaching staff.</p> <p>20-21: Staff has been more involved when planning meetings and helping with agenda items. The communication between staff is encouraged and has happened more this year. Matthew 18 was stressed a lot from administration.</p> <p>21-22: Teachers are encouraged to</p>

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					<p>share with each other about their classrooms.</p> <p>Staff continue to help with agenda items for faculty meetings and they are still encouraged to talk with one another when a problem arises.</p> <p>22-23: Staff are encouraged to share what they are doing in their classrooms. The administrator is wanting to implement a regular schedule for staff to share and to create an ongoing document for teachers to check throughout the year rather than just during a meeting.</p>
5:07	<p>There is a smart board in each classroom. Additionally, classrooms have access to tablets, chrome books, and laptops. The team did not observe teachers' full use of smart boards as interactive instructional tools. Teachers stated they have had some training in the use of smart boards. The use and function of technology in teaching and learning is included in the school's action plan.</p>	2018-2019	18-19	Administration and teachers	<p>18-19: Smart board instruction was a focus of a professional development session in August of 2018. Individual instruction has been given to teachers throughout the year when needed. In addition one of our faculty members is attending Tec21 professional development and demonstrates/shares the newest learning she has received each month. This has widely impacted current practices throughout our school.</p> <p>19-20: We send a teacher to Tec21 for the second year and will continue to improve our technology. With the covid-19</p>

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					<p>pandemic, our teaching staff has become very affluent at the use of technology and finding new ways to connect with students that will be beneficial for years to come.</p> <p>20-21: We continue to send a teacher to Tec21 and will continue that for the upcoming school year. More teachers have become comfortable with technology and the use of Google Classroom. Twenty-five new Chromebooks were purchased to update the laptops that are used for K-3.</p> <p>21-22: We are continuing with TEC 21. A different teacher will be sent the remaining years until we need to begin the rotation again. 30 Chromebooks were bought for the middle school grades to help implement more technology opportunities. Along with the new Chromebooks, 30 new iPads were purchased as well. This will allow for newer apps to be used in the classroom to help teachers provide newer technology opportunities for the students. The current Smartboards will be replaced with Clevertouches in the</p>

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					<p>upcoming year. This is to allow for the newer technology to be implemented as some of our Smartboards are outdated. Technology is still an ongoing process of how to help train the teachers to use it for creative purposes in the classroom rather than just a consuming purpose.</p> <p>22-23: All but three classrooms have a new Clevertouch board. Teachers are reminded of how they can use technology to create rather than consume.</p>
5:08	While some curriculum improvements have already begun, FLS needs to regularly monitor and adjust curriculum, instruction, and assessment and base those changes on a variety of assessments and focus investigation of current practices.	2020-2021		Administration and teachers	<p>18-19: Mathematics curriculum has been updated for the current school year. We have shifted from a formulaic math curriculum that stressed practice and routine to a more current curriculum that focuses on problem solving, logical reasoning, and higher order thinking. Reading and writing curriculum for grades K-2 has also been updated. Our new curriculum utilizes a focus on student reading and writing in context versus isolation and phonics. Students and teachers are seeing drastic improvements on student abilities, and they have found the new curriculum to be more engaging for our students. We will continue to</p>

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					<p>review all curriculum and implement changes when necessary.</p> <p>19-20: Two teachers piloted a new Math curriculum in grades 4 and 2. We will make the switch to a new curriculum in 20-21 based on their suggestions.</p> <p>20-21: All grades are now switched to the updated Math curriculum. K-5: Engage New York (Eureka Math); 6-8: Illustrative Math 4th grade is piloting a new English curriculum and will be evaluated at the end of the year to determine if grades 5-8 will make the curriculum switch.</p> <p>21-22: K-5 have switched over to using Engage New York (Eureka Math) and 6-8 continue to use Illustrative. Teachers have looked at the scope and sequence of the curriculum, but are looking into a new curriculum to better align with MN standards. 5th grade switched from geography to more world history and switched curriculums to using a series from Abeka. Middle school novels are being reviewed for next year.</p> <p>22-23: A new math curriculum was</p>

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					implemented for grades Kindergarten-5 th grade. This new curriculum ties in well with the established curriculum for grades 6-8.

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