



MORNING SON CHRISTIAN SCHOOL STRATEGIC PLAN - 2014

(Objective 1) Morning Son will meet the diverse needs of all students, helping them reach their God-given potential through Christ-centered academic excellence.

(Strategy 1) Develop and implement an aligned curriculum guide in all content areas and between grade levels.

		Timeline	Responsibility	Progress Report
	(Action Step 1) Align all learning outcomes to state and national standards within a Biblical context.	Spring 2016	Teaching Staff and Principal	<i>¹⁵⁻¹⁶ Teachers worked to align grade level learning goals and objectives with state standards, as well as learning targets identified for grade levels (as measured by high stakes testing) by the Association of Christian Schools International. This is an ongoing process as we continue to work through all the content areas. Fall of 2017 is a target date to have revisions completed in our Curriculum Handbook.</i>
	(Action Step 2) Develop and align learning outcomes for Music and Art to state standards within a Biblical context.	Spring 2016	Music Teacher and Art Teacher	<i>¹⁵⁻¹⁶ The Music learning outcomes have been developed and added to our Curriculum Handbook. Art is still in process and Spring of 2017 is the target date for completion.</i>
	(Action Step 3) Establish essential learner outcomes (ELO) for all curriculum areas.	Spring 2016	Teaching Staff and Principal	<i>¹⁵⁻¹⁶ Due to staff development time and training dedicated to new technology initiatives this year, we have not yet addressed this action step.</i>
	(Action Step 4) Teachers meet across grade levels to align ELOs in each subject.	Spring 2016	Teaching Staff and Principal	<i>¹⁵⁻¹⁶ Due to staff development time and training dedicated to new technology initiatives this year, we have not yet addressed this action step.</i>
	(Action Step 5) Review text book resources to align with ELOs.	Spring 2016	Teaching Staff and Principal	<i>¹⁵⁻¹⁶ Due to staff development time and training dedicated to new technology initiatives this year, we have not yet addressed this action step.</i>
	(Action Step 6) Reestablish and refine curriculum review process.	Spring 2015	Curriculum Committee and Principal	<i>¹⁵⁻¹⁶ Due to staff development time and training dedicated to new technology initiatives this year, we have not yet addressed this action step.</i>

	(Action Step 7) Implement curriculum review cycle.	Fall 2015	Teaching Staff and Principal	¹⁵⁻¹⁶ Due to staff development time and training dedicated to new technology initiatives this year, we have not yet addressed this action step.
(Strategy 2) Develop and implement a school wide technology plan.				
		Timeline	Responsibility	Progress Report
	(Action Step 1) Form a technology committee.	Fall 2014	Principal	¹⁵⁻¹⁶ This fall a technology committee was established with five members - including three teachers, one school board/parent representative, and the Principal. The committee currently meets monthly and is chaired by a teacher. This action step is completed, but will be renewed each year as the committee forms each fall. <u>COMPLETED</u>
	(Action Step 2) Identify and utilize funding sources to work through inventory priority list to update/replace old equipment.	January 2015 and ongoing	Technology Committee and Principal	¹⁵⁻¹⁶ Working with our regional education co-op tech support, we've completed an inventory list and we're working to update and purchase new equipment. With the support of the MSCS Foundation we've added 6 SMART Boards and several other updated pieces of equipment. Several other donations have increased and/or updated our inventory and our tech support personnel has placed them into classrooms in good working order. Updating old equipment will continue to be an ongoing action step and the MSCS Foundation continues to provide funds when requested.
	(Action Step 3) Develop and implement an internet use policy for staff and students.	Spring 2015	Technology Committee and Principal	¹⁵⁻¹⁶ An Acceptable Use Policy was developed for staff and students and was implemented in the 2015-16 school year. This policy was included in our Student and Staff Handbooks. <u>COMPLETED</u>
	(Action Step 4) Select and implement a digital citizenship curriculum.	Fall 2015	Technology Committee and Principal	¹⁵⁻¹⁶ The Technology Committee has selected a digital citizenship curriculum by Common Sense Media and members of the committee are piloting various lessons as the committee continues to work on developing an implementation plan. An orientation/overview was given to all classroom teachers to

				<i>review the various strands and components with the expectation they would explore it on their own and try a lesson or two this school year as the committee looked at strategies for deeper implementation.</i>
	(Action Step 5) Develop technology goals at student and staff levels.	Spring 2016	Technology Committee, Principal and Teaching Staff	<i>¹⁵⁻¹⁶ The Technology Committee has developed the Teacher Technology Competencies which includes a rubric for self-evaluation (which will be used as a staff survey each fall). This self-evaluation will be conducted in the fall and will assist the Tech Committee in developing a tech training list and schedule. Teacher Tech Competencies checklist – COMPLETE. The next step will be to work on developing a grade by grade list of Student Tech Competencies with a projected target date of Spring 2017.</i>
	(Action Step 6) Build a training and support model to increase teacher technology competencies and use.	Fall 2016	Technology Committee and Principal	<i>¹⁵⁻¹⁶ The Tech Committee will implement the Teacher Technology Competencies self-evaluation in Fall 2016 which will give information to the committee to map out a training list and schedule. This school year the SMART Board initiative pushed that training need specific to SMART Boards to the top of the list.</i>
	(Action Step 7) Provide coaching and workshop opportunities for technology integration into daily instruction.	Fall 2016	Technology Committee, Principal and Qualified Expert	<i>¹⁵⁻¹⁶ The Technology Committee implemented “Tech Buddies” this year that paired staff members at different tech competency levels to support one another and collaborate around their technology needs. Staff members participated in SMART Board summer training in 2015 (Level 1 & 2), SMART Board refresher course in Fall 2015, ongoing collaboration during staff development time and our monthly PLC shifted to focus on tech training.</i>
	(Action Step 8) Monitor and evaluate technology support, integration and curriculum models.	Spring 2019	Technology Committee, Principal and Teaching Staff	<i>¹⁵⁻¹⁶ The Technology Committee has not yet developed supports/surveys to monitor or measure our school’s tech integration and progress. This will continue in the years to come as we gain more traction in this area through implementation of our competencies and digital citizenship curriculum.</i>

(Strategy 3) Develop and implement differentiated instructional practices.				
	Timeline	Responsibility	Progress Report	
(Action Step 1) Establish monthly professional learning community meetings to share differentiated instructional and assessment strategies.	Fall 2015	Teaching Staff and Principal	¹⁵⁻¹⁶ <i>Our focus has shifted a little to look at differentiating instruction through technology integration. Teacher Tech Buddies are working together to share lessons and strategies about how they are developing their lessons and use technology to differentiate instruction or utilize technology differently (as a station with different activities for different students/groups). Staff members were feeling very overwhelmed with the new technology initiative and our monthly PLC focus needed to be supporting that transition as teachers looked at the integration of technology into their classroom. We will continue to focus on differentiating instruction in all aspects of our students' day, this should be an ongoing action step for all time!</i>	
(Action Step 2) Provide a workshop experience in differentiated instructional practices for all teachers.	Spring 2016	Qualified Expert	¹⁵⁻¹⁶ <i>Our focus for professional development was in the area of technology. We did work to address differentiated instruction through technology integration, but there were no "stand alone" specific workshops on differentiation.</i>	
(Action Step 3) Provide professional development opportunities for teachers in multiple intelligences and learning styles.	Spring 2017	Qualified Expert	¹⁵⁻¹⁶ <i>Again, our focus for professional development was in the area of technology. As new staff members join our staff over the years, we will continue to dedicate time and keep the conversation alive about differentiated instruction and best practice. This action step is ongoing.</i>	
(Action Step 4) Explore and develop an evaluation tool for assessing teacher use of best practices in differentiated instruction.	Spring 2018	Teaching Staff and Principal	¹⁵⁻¹⁶ <i>This action step has not yet been addressed specifically around differentiated instruction and will take a shift to include components of the work of Charlotte Danielson's "A Framework for Teaching" to look at best practices in general. This framework looks at all of what a teacher is doing/thinking in their craft as a teacher and includes specific instructional components around differentiation. We will continue to pursue this action step to deeply implement the Danielson framework.</i>	

	(Action Step 5) Develop a description/plan of support for (1) students with special learning needs, (2) accelerated students, and (3) ELL students, including an individualized learning plan template.	Fall 2017	Teaching Staff and Principal	¹⁵⁻¹⁶ We have not yet worked on this action step. While our partnership with special education supports and services within the public school remains strong and our numbers of students in these special populations remains low – we will continue to work on this action step to create and individualized learning plan template.
	(Action Step 6) Explore online, remedial, and independent study resources to support the learning needs of students with special needs, accelerated students, and ELL students.	Fall 2017	Teaching Staff and Principal	¹⁵⁻¹⁶ We have not yet worked on this action step as a staff or committee. Teachers do a wonderful job sharing resources and frequently collaborate with one another around a new resource, website, or tool they've found to be effective with students. Ongoing work is needed in this area and most likely a small committee will be formed to focus on this as we have 2 teachers who previously taught special education and ELL.

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(Objective 2) Morning Son will have a significant impact for Christ in the greater community by strengthening community relations and classroom partnerships.

(Strategy 1) Develop and implement marketing plan.

		Timeline	Responsibility	Progress Report
	(Action Step 1) Reestablish marketing committee.	January 2015	Principal	¹⁵⁻¹⁶ We have re-established our Marketing Committee made up of five members - three teachers, a school board/parent representative, and the Principal. The committee focuses on executing the finalized marketing plan, updating/revising strategies and tactics as we go. <u>COMPLETE</u>

	(Action Step 2) Develop and finalize marketing plan.	Spring 2015	Marketing Committee and Principal	<i>¹⁵⁻¹⁶ We have taken action to see that the marketing plan and research is finalized and the committee is now reaching out to implement the tactics and strategies of the plan. New avenues have been pursued in radio, billboards, and publications/signage. These efforts are ongoing as we continue to promote our school's mission and ministry.</i>
	(Action Step 3) Implement marketing tactics for recruitment and retention.	Summer 2015 and ongoing	Marketing Committee and Principal	<i>¹⁵⁻¹⁶ We have reflected on past practices and have looked at ways to expand and update our strategies and efforts in recruitment and retention of students from year to year. Through designated funding from the MSCS Foundation, marketing efforts have focused on the promotion of our school in general and in recruiting efforts specifically targeting the PS/PK population. We expanded our Kindergarten Round-Up to now include PS/PK in the event and our participation has grown from 4-6 visitors to a record 65 visitors this spring. As of the date of this report three of our four preschool-Pre-K classes are at maximum capacity (something we haven't experienced in a long time)!</i>
	(Action Step 4) Develop a job description for marketing coordinator.	Fall 2015	Marketing Committee and Principal	<i>¹⁵⁻¹⁶ We have not made significant progress in this area since we have focused on various other needs of our school. We've started to collect sample job descriptions to help us draft our own and the school board is considering a broader job description of a Development Director who will oversee marketing, grant writing, and the recruitment/retention of staff and students.</i>
	(Action Step 5) Evaluate and monitor effectiveness of marketing tactics.	Fall 2017 and ongoing	Marketing Committee and Principal	<i>¹⁵⁻¹⁶ This is an ongoing process and difficult to measure, but results will be monitored over time. The marketing committee will consider ways to evaluate the effectiveness of its efforts.</i>
	(Action Step 6) Determine source of funding and hire marketing coordinator.	Fall 2017	Finance Committee and Principal	<i>¹⁵⁻¹⁶ This action step has not yet been addressed. It is necessary to have a job description in place before seeking funding. While we are already considering possible funding sources (The MSCS Foundation, other grants, etc.) no funds have been secured for this position.</i>

(Strategy 2) Promote unity and involvement by engaging and equipping families.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Identify volunteer coordinator.	Fall 2014	Principal	¹⁵⁻¹⁶ We have explored having this role fall under the umbrella of our Parent-Teacher Fellowship. Currently one member of the PTF Leadership Team is designated as the Volunteer Coordinator. Ongoing work is happening to further develop a spreadsheet of volunteers and volunteer opportunities, as well as a description of the responsibilities of the Volunteer Coordinator role. Our work in this area is ongoing as we still need to refine this process and position.
(Action Step 2) Increase volunteer opportunities for parents, grandparents and friends of Morning Son.	Spring 2016	Parent Teacher Fellowship Leadership Team and Principal	¹⁵⁻¹⁶ The 15-16 Volunteer Coordinator is working to develop a spreadsheet of volunteers and volunteer opportunities, focusing on expanding opportunities in the library and fundraising areas to include returning and new families. There is still room for continued growth, thus our work on this action step is ongoing.
(Action Step 3) Partner with Parent Teacher Fellowship (PTF) to recruit coordinators for monthly fellowship opportunities.	Spring 2016	Parent Teacher Fellowship Leadership Team and Volunteer Coordinator	¹⁵⁻¹⁶ This action step was not fully realized as our Parent-Teacher Fellowship (PTF) Leadership Team has experienced a lot of turnover from year to year and did not have all team member slots filled this year. Stronger efforts will be made in the fall (by the Principal) to clarify and develop the expectations and responsibilities of the PTF Leadership team to expand the volunteer base and to serve more as coordinators vs. the only volunteers carrying out the many fundraising/volunteer opportunities.
(Action Step 4) Provide quarterly opportunities for family training and equipping.	Spring 2017	Parent Teacher Fellowship Leadership Team, Principal and Qualified Experts	¹⁵⁻¹⁶ A parenting workshop was offered in coordination with The Naz in April 2016. While other workshops have been offered over the years (Parent Tech Talk), a full slate of 4 quarterly events has not yet been established. This action step is ongoing and will most likely partner with the children's ministry opportunities with The Naz.

(Strategy 3) Establish community partnerships.				
		Timeline	Responsibility	Progress Report
	(Action Step 1) Identify Community Partnership Coordinator.	Spring 2016	Parent Teacher Fellowship Leadership Team and Principal	<i>¹⁵⁻¹⁶ There has not yet been progress on this action step. As a whole, our school is building community partnerships (with the Salvation Army, Minnesota DNR, local chapter of Pheasants Forever, Thrivent, Fergus Falls Veterans' Home, and more) through special projects and programs to accomplish this strategy. However, we do not have a person identified as the Community Partnership Coordinator.</i>
	(Action Step 2) Create individual classroom sponsorship/partnership program with area businesses and/or ministries.	Spring 2017	Community Partnership Coordinator	<i>¹⁵⁻¹⁶ We've looked at a few models of how this would work, but a final model or structure for our school has not been determined. We will continue working on the structure of a partnership/sponsorship program for our school.</i>
	(Action Step 3) Classrooms identify 4 service projects each year with businesses or ministries.	Fall 2017	Teaching Staff	<i>¹⁵⁻¹⁶ Classroom partnerships are forming and projects are slowly taking shape. A school-wide service project all classrooms are involved in (K-6th) throughout the school year is the Salvation Army food program for their After School Program. Work continues in building individual classroom partnerships and identifying projects – this action step is ongoing.</i>
	(Action Step 4) Implement school-wide serve day.	Fall 2017	Community Partnership Coordinator, Parent Teacher Fellowship and Teaching Staff	<i>¹⁵⁻¹⁶ As classroom partnerships/projects form, a school-wide serve day will be developed and implemented with projects identify for all age levels. Work on this action step is ongoing.</i>



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(Objective 3) MSCS will be a vital and sustaining ministry long into the future.

(Strategy 1) Develop human resource policies and procedures.

		Timeline	Responsibility	Progress Report
	(Action Step 1) Refine and expand employee handbook.	Spring 2016	Personnel Committee and Principal	<i>¹⁵⁻¹⁶ We continue to collect sample handbooks, consult with other administrators through our ACSI (Association of Christian Schools International) network, and seek legal counsel on the updating of our employee handbook. Our personnel committee will review samples and resources to begin revising and restructuring the employee handbook, updating our timeline to Spring of 2017.</i>
	(Action Step 2) Create a structured salary scale and explanation of benefits.	Spring 2016	Finance Committee and Principal	<i>¹⁵⁻¹⁶ A basic salary scale has been established and is now in place. <u>Structured Salary Scale – COMPLETE</u> The Finance Committee and School Board continue to seriously pursue options for benefits (ie. health, flex savings, HSA, and more) and funding sources to make it possible.</i>
	(Action Step 3) Revise hiring process and employee agreement.	Spring 2016	Personnel Committee and Principal	<i>¹⁵⁻¹⁶ Policies that need revision have been identified and the personnel committee and school board chair will be working on updates and present recommendations to the school board. A clearly defined process in writing is still taking shape, and revisions are not yet complete for the Employment Agreement. The projected timeline for completion is Spring of 2017.</i>
	(Action Step 4) Explore options for increasing teacher salary and benefits.	Summer 2017	Finance Committee	<i>¹⁵⁻¹⁶ The School Board and MSCS Foundation have worked diligently to continue to increase teacher salaries through a structured pay scale that is now in place. Efforts continue in the long range budget process for better teacher pay, as well as exploring possible benefits. This action step is ongoing.</i>

	(Action Step 5) Determine a source of funding for professional development opportunities specific to school initiatives and teacher professional goals.	Fall 2017	Finance Committee, Foundation and Principal	<i>¹⁵⁻¹⁶ An additional funding source has not been determined for professional development, but we have utilized available Title funds through the public school district, as well as making special requests from the MSCS Foundation. We've obtained additional information for local grant opportunities and will continue to pursue those leads.</i>
	(Action Step 6) Develop and define employee observation and evaluation process.	Fall 2017	Principal	<i>¹⁵⁻¹⁶ In Feb 2016, the Principal attended a day-long training workshop and in the spring of 2016 all classroom teachers participated in a 4 session workshop on Charlotte Danielson's "A Framework for Teaching." This will be the basis for teacher observation, goal setting, and continued conversations about professional best practice. A general structure was implemented in the spring review in 2016. Ongoing work to refine the format and structure will continue into the 16-17 school year.</i>
(Strategy 2) Explore a long range facilities plan in partnership with church personnel.				
		Timeline	Responsibility	Progress Report
	(Action Step 1) Establish a facilities committee between church and school.	Spring 2016	Principal and Senior Pastor	<i>¹⁵⁻¹⁶ Currently only a Safety Committee exists as a joint committee addressing the facility needs of the church and school. While there is open communication between church and school leadership, a formal committee has not been established. Further conversation between school and church leadership will determine the best action step to address this need.</i>
	(Action Step 2) Identify areas of need, setting short and long term goals in each area. (such as signage, safety, outdoor space)	Fall 2016	Facilities Committee	<i>¹⁵⁻¹⁶ Most discussion on these topics happen in individual conversations around specific situations since there is not a formal committee established. It is usually a case by case conversation with no short or long term goals. The church funds most of the capital improvements with (and sometimes without) conversation/consultation with the school. Work is still needed in this area and this action step is ongoing.</i>

	(Action Step 3) Identify and propose age appropriate recreational opportunities on school/church campus.	Fall 2017 and ongoing	Facilities Committee	¹⁵⁻¹⁶ This year we received an Octoball Pit (group game structure) as an Eagle Scout project from one of our alumni. This was a great addition and is a game that students of all ages can play. We will continue to explore options that are a developmental fit for our students and work in our outdoor space on campus.
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(Strategy 3) Determine additional funding sources for programs.

		Timeline	Responsibility	Progress Report
	(Action Step 1) Collaborate with Parent Teacher Fellowship to outline a fundraising calendar to meet annual goals.	Spring 2015	Finance Committee, Parent Teacher Fellowship Leadership Team and Principal	¹⁵⁻¹⁶ Progress in this area has been sporadic. The turnover in our Parent-Teacher Fellowship (PTF) group at times disrupts the continuity and momentum of communication, event planning, and fundraising. Concerted efforts in the fall will be made by the Principal and School Board Chair to bring more clarity to the purpose and function of the PTF Leadership Team. Long-range planning for annual goals will flow from that orientation and conversation. This action step is ongoing.
	(Action Step 2) Develop a job description and identify a grant writing coordinator.	Summer 2017	Finance Committee and Principal	¹⁵⁻¹⁶ The School Board has discussed this role and the need for a Marketing Director as well, and has considered the idea of forming a Development Director position whose responsibilities would include marketing, grant writing, and more. This is a BIG undertaking when creating a position, but we understand the importance of a position like this, as well. This action step is ongoing and the MSCS Foundation is considering their support and need of a joint position like this.
	(Action Step 3) Research and identify grant resources for school programs and equipment.	Fall 2017 and ongoing	Grant Coordinator, Teaching Staff and Principal	¹⁵⁻¹⁶ This school year a Marketing Committee volunteer attended a grant writing workshop and met with regional service cooperative personal to obtain a local grant list. The committee will follow-up and pursue communication with possible grant opportunities.
	(Action Step 4) Create and update	Spring	Administrative	¹⁵⁻¹⁶ Designated hours have been dedicated to this project, and it is an ongoing endeavor. A basic

	comprehensive database of alumni, parents, grandparents and friends of Morning Son for marketing and fundraising efforts.	2019	Assistant, Principal and Marketing Coordinator	<i>database is in place, but additional fields for more detailed data tracking and communication will be developed. We used a preliminary draft of the database for special mailings and events and continue to update it as we receive additional feedback and information.</i>
• (Strategy 4) Develop a plan for continued periodic review of the mission and philosophy statements.				
		Timeline	Responsibility	Progress Report
	(Action Step 1) Establish an annual review/orientation of the school mission and philosophy statements for all staff, parents, school board.	Fall 2015 annually	School Board Chair and Principal	<i>¹⁵⁻¹⁶ There is an annual review of the mission and philosophy statements every fall for school staff and school board members during "Back to School" workshops and meetings. Beginning of the year chapel services emphasize our mission for our students, yet a more focused effort needs to be developed for parents. This action step needs a bit more fine tuning to address all stakeholders.</i>
	(Action Step 2) Identify a team of school staff, parents, and board members and establish a formal review process every 3 years to affirm the school mission and philosophy statements and consider recommendations for future revisions at a dedicated work session.	Fall 2015 Fall 2018 Fall 2021	School Board, Principal and Teaching Staff	<i>¹⁵⁻¹⁶ We are not yet at a review date, but that will allow time to consider the review process and procedures. This action step is ongoing.</i>
	(Action Step 3) Identify a collaborative development process to evaluate/revise the school's mission and philosophy statements every 6 years at a dedicated work session/retreat.	Fall 2018 Fall 2024	Qualified Facilitator, School Board, Principal and Teaching Staff	<i>¹⁵⁻¹⁶ We are not yet at a review date, but that will allow time to consider the review process and procedures. This action step is ongoing.</i>