Strategic Plan
2018-2021

San Juan Diego Academy
An Open Letter to Our Friends:

San Juan Diego Academy is both a school with a mission and a mission school.

For over 150 years, Catholic schools in the Diocese of Grand Rapids have educated the children of immigrants struggling to start a new life in the United States.

San Juan Diego Academy carries on that mission-school tradition by serving the needs of Latino children and their families. Opened in 2010, the school is a collaboration of six Spanish-speaking congregations: The Cathedral of Saint Andrew, Holy Name of Jesus, St. Joseph the Worker, St. Francis Xavier/Our Lady of Guadalupe, Our Lady of Sorrows and St. Mary’s.

The goal of our school is to become an educational leader in our community by improving academic outcomes for Latino students, up to and including college graduation. This is both practical and noble. Noble because of all the at-risk children out there, Latinos are the population that is growing the fastest and completing school at the slowest rates.

San Juan Diego Academy mentors students living in some of the city’s most vulnerable neighborhoods to dream big. By providing a solid foundation in grades K-8, San Juan Diego Academy assures students have the tools they need to succeed in high school and college.

As we near a decade of existence, San Juan Diego Academy takes time to reflect and strategically plan for the coming years. As Stakeholders, we invite you to review our Mission, Vision, Goal Statements, Strategies and Tactics as we move into a second decade of meeting the educational needs of our Latino community.

We have likened our strategic plan to a tree. Not because of the obvious Biblical connection to the Tree of Knowledge or even to the mustard seed, that lovely illustration of the power of faith. Rather, our plan is like a tree because its branches function both independently and interdependently, each branch producing the generative fruit that ensures the next generation.

Stephen Dudek
Fr. Stephen Dudek, D.Min
Canonical Administrator
Several years ago, the seed that was San Juan Diego Academy accessed its environment and decided it was time to grow.

**STRENGTHS**
- Strategically located in the developing Grandville Ave. & Chicago Dr. Corridor
- Multiple Latino cultures provide diversity of ethnicities and language
- The bishop and Diocese promote and are committed to Catholic Education
- Teachers and administrators are practicing Catholics committed to Catholic Education
- Test scores prove high comparative student achievement outcomes
- Excellent parent involvement and participation
- Dedicated experienced leadership
- Stable enrollment
- Established successful development committee
- Strong list of supporters

**WEAKNESSES**
- Tight budget impede paying teachers at public school levels making it difficult to recruit and retain excellence
- Shortage of multilingual teachers and staff
- Limited capacity within existing pre-school
- Need for more Latino representation at the board level and as role models for students
- Students transferring in from public schools arrive with educational and values deficiencies
- Partner parishes have limited financial resources and struggle to fund their financial commitments to SJDA
- Donor fatigue
Trees can’t run away from danger. Instead, they protect themselves by preventing decay. When a tree is wounded, it compartmentalize its weakness by growing around it.

By recognizing potential threats and weaknesses, San Juan Diego Academy is able to grow around them.

**OPPORTUNITIES**

- Demographic trends - Latinos will represent 25% of West Michigan’s population by 2040;
- Latinos will be future leaders of the Church and the West Michigan community;
- Low unemployment drives demand for well-educated young people;
- Development occurring in the Grandville Ave & Chicago Drive corridor presents leverage and partnership opportunities;
- Latinos account for 71 percent of the growth of the Catholic population
- Opportunity to establish and nurture relationships with successful Latino business and non-profit leaders

**THREATS**

- SJDA parents, most earning under $30,000, cannot afford tuition Catholic School tuition rates
- Parents who speak little to no English, have difficulty helping their children academically
- Donor fatigue resulting from multiple capital campaigns and charitable requests
- Current national political environments regarding illegal immigrants and perception of immigrants
- Competition from tuition-free and public schools
- Security and the presence of gangs in the surrounding neighborhoods
- Lead poisoning and aging local housing
- 70% of the operating budget is dependent on the success of annual development activities
Sensing conditions are right, the tree takes a chance. With hope, it puts down roots.

San Juan Diego Academy is rooted in its mission statement.

In partnership with family, parish and the greater community, San Juan Diego educates, mentors, and inspires Latino children to achieve academic excellence and live their Catholic faith.
San Juan Diego Academy knows its purpose.

It exists to graduate cross-culturally competent and academically superior servant leaders who positively influence our Church, community and the diverse economy in which we now live.

Trees know their purpose. They exist to oxygenate the air, preserve soil, support wildlife, and produce the seeds and fruits.
Think of branches as goals. By pruning some branches, a tree can concentrate its energy and grow stronger. San Juan Diego Academy has hard-pruned its tree to four branches.

**ACADEMIC BRANCH**
SJDA graduates are prepared to achieve academic success in high school, have internalized expectations to attend college and exhibit spiritual readiness for a life of servant leadership as practicing Catholics.

**CULTURAL BRANCH**
Students and families are empowered to participate in a culturally diverse society from a position of strength and are inspired to do so with reverence, ease and confidence.

**OPERATIONAL BRANCH**
Best-in-class facilities with a high-performing staff are established and maintained within a collaborative, welcoming and accompanying environment.

**FINANCE BRANCH**
Attain operational solvency on a predictable basis through funding arrangements capable of sustaining operations at full enrollment while maintaining a tuition structure that allows impoverished families affordable access.
ACADEMIC STRATEGIES
• Establish a college-bound culture where students from Kindergarten through 8th grade are made aware of the academic prerequisites for a college bound path
• Build scholarship by encouraging students and modeling the courage and perseverance
• Build faith and leadership by following in the path of Jesus, tying academic lessons to our Catholic foundation and fostering a desire to give back to our larger community.

CULTURAL STRATEGIES
• Create a safe environment where cultural identity including ethnicity, race, language and national origin are respected and valued
• Provide opportunities for students, staff and families to learn the skills necessary to develop intercultural competency and become effective cross-cultural leaders
• Understand, express and celebrate our Latino Catholicity

OPERATIONAL STRATEGIES
• Offer competitive salaries and professional enrichment to attract and retain excellent staff
• Integrate technology into the curriculum, the classroom and the administrative environments
• Develop professional Master Plans for capital, maintenance and curriculum needs
• Develop and maintain a vibrant and engaged Board of Education representing various professions and ethnicities who actively support the school financially and directionally

FINANCE STRATEGIES
• Maintain and enhance SJDA’s culture of financial transparency and accountability to ensure financial resources are managed with a business-like mindset
• Acknowledge and embrace the need for consistent revenue streams combined with sound financial controls
• Develop and maintain a vibrant and engaged SJDA Board of Philanthropy representing various professions and ethnicities who actively support the school financially and directionally

Leaves store and transport the tree’s nutrients. Think of leaves as strategies, the foundational ideas that give us energy.
Academic Objectives

YEAR 1
• MAPS and MEAP scores show continuous improvement
• Measurement tools track student success while at SJDA as well as post-graduation.
• Concrete study habits such as note-taking, organization and time management are incorporated into daily learning.

Responsible: Principal and Teaching Staff

• Lessons of scripture and church tradition are incorporated into the teaching of every subject

RESPONSIBLE: Canonical Administrator and Teaching Staff

YEARS 2-3
• Standardized test scores continue to improve with SJDA students achieving ahead of their peers in public and charter schools statewide.
• Incorporation of other indicator surveys such as personality and career aptitude testing to build upon leadership traits and nurture individual contributions to group efforts.
• A cycle of curriculum updates in cooperation with the Diocese of Grand Rapids to meet current academic standards and the needs of San Juan Diego Academy learners is established.
• Students are prepared to become leaders in their faith and leaders at their respective parishes and in-school leadership opportunities are planned and implemented including celebration of the mass.
• Teachers are provided with opportunities for Catechetical growth as well as professional development.

RESPONSIBLE: SJDA Board of Education and Principal

• Students demonstrate knowledge and skills in a variety of ways including projects, papers, and rubric-measured assignments.
• Instruction is differentiated to match the needs of students in accordance with data and teacher observations.
• Extracurricular activities include university visits, speakers and SJDA alumni who have started or completed college are incorporated into instructional plans.
• Learners are wise consumers of information, critical thinkers who adapt to changing environments and self-confident change agents who rise above expectations.

RESPONSIBLE: Principal and Teaching Staff
### Cultural Objectives

**YEAR 1**

- Students reflect pride in their heritage, language and bicultural identity and student work and activities reflect their cultural and immigrant experience.
- Staff readily promotes intercultural competency and curricular integration such as honoring Latino saints of the Americas and studying their lives as models of missionary discipleship.
- Spanish speaking parents are provided with opportunities to learn English.
  RESPONSIBLE: Principal

**YEARS 2-3**

- The five dimensions of multicultural education are clearly demonstrated: content integration, knowledge construction, prejudice reduction, pedagogy equity and an empowering school culture and social structure.
- Student work and activities reflect their culture and immigrant experience.
- Latino mentors from a variety of professional settings are brought into the school to demonstrate the advantage of bilingual skills and diversity in the workplace while also expressing their faith, ethnic heritage and community involvement.
- Parents are provided with opportunities to develop intercultural competency, are empowered to share their cultural gifts in the welcoming school environment and are encouraged to share those same gifts within the broader community.
- With courage, risk-taking and perseverance, students utilize their gifts of dual language and pride of heritage to make the world an inclusive land of opportunity.
- Materials, including sacramental information, newsletters and announcements are presented in the home language of the parent.
- By following the path of Jesus, tying academic lessons to their Catholic foundation and fostering a desire to give back to their community, SJDA student will represent the next generation of Church leaders.
  RESPONSIBLE: Principal and Teaching Staff
- Staff is trained in individual intercultural competency.
- Bilingual, bicultural staff and volunteers are actively recruited - one-third of the teaching staff is bilingual.
- Bi-lingual parents are encouraged to earn State of Michigan teacher aid training certification and to be present in the classroom as certified teacher assistants.
  RESPONSIBLE: SJDA Board of Education and Principal

### Operational Objectives

**YEAR 1**

- Create a 3-10 year major maintenance schedule to achieve best-in-class school environment while retaining the current building footprint.
- Retain Fishbeck Thompson to complete a full engineering study and develop a facility master plan that addresses needs of both the school and the parish.
- Prepare a 5-7 year budget to keep curriculum materials and technology current across all subjects and grades.
- DOGR feedback loops are used to measure SJDA student readiness and performance.
  RESPONSIBLE: SJDA Board of Education and Principal

**YEARS 2-3**

- Board resources are dedicated to nurture relationships with education departments at Catholic universities throughout the midwest to actively recruit bilingual, tech-savvy, and faith-filled staff, promoting SJDA’s unique mission to offset pay disparity v public schools.
- Board resources are dedicated to researching, promoting and funding a cohort of 5-10 bilingual parents to earn the State of Michigan teacher aid training certification and are willing to commit five hours per week to assist in SJDA classrooms over the course of the school year.
- Retain a leading educational architectural firm to design an educational environment plan for state-of-the-art classrooms, including shared spaces and technology.
- Research and assess open source curriculums.
- Formally review and revise master plans twice annually.
  RESPONSIBLE: SJDA Board of Education and Principal
- Ensure every SJDA student has access to technology outside of school hours.
- Limit class size to no more than 25.
- Reach and maintain full capacity of 225 students.
- Technology is fully integrated into the curriculum and classroom operation environments.
  RESPONSIBLE: Principal and Canonical Administrator
Financial Objectives

YEAR 1
• Create an operating budget at full enrollment anticipating new staffing needs and including market competitive compensations.
• Retain a leading fundraising consulting company to conduct a donor feasibility study.
• Identify and cultivate new donors from untapped sources including high net-worth Latinos, the non-Catholic community, corporations and local businesses especially those with a large number of Latino employees.
• Review and refine the annual budgeting process, capital improvement forecasting and cost controls.
RESPONSIBLE: Board of Education and Development Director

YEAR 2-3
• Develop near and long-term funding strategies to match revenue streams within budget requirements.
• Have an endowment in place that begins to contribute revenues and ultimately grows to the point it funds a significant portion of SJDA’s operations needs.
• Establish separate capital fund raising campaigns to meet physical plant needs.
• Identify potential profit centers within the school such as fee-based diversity training.
• Expand the Development Board to include millennials and others of influence and affluence.
• Assign individual or team champions to have ownership of these major initiatives.
• Utilize proactive marketing and public relations tools to tell the SJDA story.
RESPONSIBLE: Development Board, Development Director and Finance Committee

Objectives are like blossoms. They are signposts we take stock of along the way to measure the health of our plan.
Blossoms become fruit.
Inside the fruit, there is a seed

Teacher of the Year
Most Influential Leader
College Soccer Star

ArtPrize Contestant
He’ll create a Fortune 500
Young Environmentalists

Learning English
Poetry Contest Winner
Active in the neighborhood association
Reads at a high school level

Future Engineer
Plans to enter a nursing program

Wants to be a priest
Mentor

Destined for Political Office
Already a Cantor
Dances her heart out
Wants to feed the world
A new life waits...
Appendix

Bibliography


To Nurture the Soul of a Nation: Latino Families, Catholic Schools, and Educational Opportunity. Alliance for Catholic Education Press at the University of Notre Dame, 2009, To Nurture the Soul of a Nation: Latino Families, Catholic Schools, and Educational Opportunity.

Projected Budget at Full Enrollment

<table>
<thead>
<tr>
<th>INCOME</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations</td>
<td>$600,000</td>
</tr>
<tr>
<td>Fund raising</td>
<td>$220,000</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$75,000</td>
</tr>
<tr>
<td>Grants</td>
<td>$200,000</td>
</tr>
<tr>
<td>Parish Subsidies</td>
<td>$180,000</td>
</tr>
<tr>
<td>Tuition</td>
<td>$150,000</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$1,425,000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENSE</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor - Existing</td>
<td>$810,000</td>
</tr>
<tr>
<td>Labor - New - IT</td>
<td>$25,000</td>
</tr>
<tr>
<td>Labor - New Family Liaison</td>
<td>$18,000</td>
</tr>
<tr>
<td>Labor - New ESL Teacher</td>
<td>$50,000</td>
</tr>
<tr>
<td>Labor - New Coach</td>
<td>$10,000</td>
</tr>
<tr>
<td>Labor - New Title Teacher</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Total Labor</strong></td>
<td><strong>$923,000</strong></td>
</tr>
</tbody>
</table>

| FICA/Medicare | $75,000 |
| Employee Benefits | $120,000 |
| Conferences/training | $2,000 |
| Travel expenses | $9,000 |
| Staff development | $5,000 |
| Hospitality | $4,000 |
| Professional fees | $5,000 |
| Technology support | $4,000 |
| Contracted services | $20,000 |
| Dues & memberships | $17,000 |
| Postage/shipping | $3,000 |
| General supplies | $27,000 |
| Printing/copying | $5,000 |
| Telecommunications | $30,000 |
| Textbooks/instructional supplies | $70,000 |
| Liability insurance | $18,000 |
| Electric/utilities | $30,000 |
| Repairs and maintenance | $40,000 |
| **Total Expense** | **$1,407,000** |

Operating surplus-shortfall | $18,000
### Sample Classroom Evaluation Checklist

**FOCUS ON CURRICULUM:**
- Objective Clearly Visible to Students: **Yes**
- Objective(s): Learning Objective(s) on Target for Grade Level Standards: **Yes**

**FOCUS ON INSTRUCTION:**
- **Identify Instructional Practices:**
  - Anticipatory Set
  - Hands-on Exercise
  - Presentation
  - Direct Instruction
  - Learning Centers
  - Review/Closure
  - Discussion
  - Lecture
  - Role Play
  - Faith Integration
  - Modeling
  - Teacher directed Q&A
  - Guided Practice
  - Testing/Assessment
- **Identify Research-Based Instructional Strategies:**
  - Identifying Similarities and Differences
  - Cooperative Learning
  - Summarizing/Note-Taking
  - Setting Objectives/Feedback
  - Reinforcing Effort/Recognition
  - Generating/Testing Hypotheses
  - Homework/Practice
  - Cues/Questions/Advance Organizers
  - Nonlinguistic Representations

**FOCUS ON THE LEARNER:**
- **Student Actions:**
  - Collaborating
  - Observing
  - Working Hands on
  - Demonstrating
  - Reading
  - Writing
  - Listening
  - Speaking
- **Level(s) of Student Work:**
  - Knowledge (Recalling info.)
  - Analysis (Breaking down info. into parts)
  - Comprehension (Understanding info.)
  - Synthesis (Putting info. together in new ways)
  - Application (Using info. in a new way)
  - Evaluation (Making judgments and justifying positions)
- **Level of Class Engagement:** 25% 0%

**Notes:**
- Miss Starr has incorporated ideas from her mentor teacher as well as recent professional development focused on collecting feedback from students. A variety of effective instructional approaches maintained a high level of engagement among students.

**Teacher’s Comments:**

---

### Sample Student Intervention Tracking Chart

**Sample Professional Development Scoresheet**
In partnership with family, parish and the greater community, San Juan Diego Academy educates, mentors and inspires Latino children to achieve academic excellence and live their Catholic Faith.