


2025-2026

# CATHOLIC SCHOOL STUDY

# Saint Charles Borromeo Catholic School

## Roadmap for Excellence

Catholic Schools
OF THE ARCHDIOCESE OF
SAINT PAUL AND MINNEAPOLIS

Forming our future. Educating for life.

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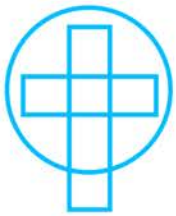
# Catholic School Study Overview

Based on the Principles of Excellence, the Catholic School Study offers an opportunity to review the entire work of a Catholic school in light of its foundational mission: handing on the riches of the Catholic faith through complete formation of the human person. The nine Principles of Excellence are the standard by which all activity is assessed and the guidepost for growth. The Study is divided into two main parts:

1. **Curricula and Instructional Review**
   Rooted in the Principles of Excellence (Student Outcomes), curricula and instruction in a Catholic school are rigorous and high quality.

2. **Organizational Review**
   Rooted in the Principles of Excellence (Institutional Outcomes), governance documents, policies, operating procedures and practices are consistent with canon law, diocesan policy, and the doctrine and discipline of the Church.

Through this review, the school can reflect and discern with the Catholic School Study Review Team areas that are most commendable and areas that present the greatest opportunities for growth in the school's effort to provide a high-quality Catholic education.



# PRINCIPLES OF EXCELLENCE IN CATHOLIC SCHOOLS

## Student Excellence

| PRINCIPLE OF EXCELLENCE | OUTCOMES OF STUDENT EXCELLENCE |
|---|---|
| **Academic Achievement and Integration** | Catholic school students demonstrate mastery of a rigorous academic curriculum. The core subjects studied at each grade level emphasize skills, aptitudes and knowledge that are coherently related to one another and grounded in faith and reason. By rigorously developing their intellectual gifts, Catholic school students have a love for learning, look upon the created world with wonder and awe, and are well prepared for life. |
| **Virtue Formation and Human Development** | Catholic school students have a clear vision of human flourishing. They know how to find happiness and live as mature Christians. The supernatural strength of Christian virtue builds upon and elevates the natural human development of mind and body to make it possible for students to reach their full potential. Animated by the intellectual and moral virtues, Catholic school students are strengthened to choose to become who God has made them to be and, in doing so, fulfill the deepest desires of their hearts. |
| **Apostolic Discernment** | Catholic school students understand that they are a part of the universal call to holiness and have been given unique gifts to build up the Kingdom of God. By discerning God's calling in their lives to serve Him in a particular vocation, they contribute to the good of society through holy families, the priesthood, consecrated life, meaningful work, and good citizenship. |
| **Spiritual Life** | Catholic school students are growing into a mature spiritual life based upon a personal relationship with Jesus Christ whom they know and love. The relationship originates and is nourished in the sacramental and liturgical life of His Church. As love for God grows, so does a desire to reorient all of life to Him. With a strong faith, Catholic school students find in God their ultimate meaning, happiness and purpose. |

# PRINCIPLES OF EXCELLENCE IN CATHOLIC SCHOOLS

## Institutional Excellence

| PRINCIPLE OF EXCELLENCE | OUTCOMES OF INSTITUTIONAL EXCELLENCE |
|---|---|
| **United with the Archdiocese and Parishes** | As a ministry of the Catholic Church, Catholic schools share tangible institutional bonds of communion with the local Church (the Archdiocese of Saint Paul and Minneapolis and its parishes). Catholic schools provide a credible witness to the teachings of Jesus Christ and his Church and intentionally integrate the Gospel into the entire life of the school. |
| **Effective Governance, Leadership and Teaching** | Catholic schools have effective governance, leadership and instructional practices to promote and support educational experiences that attend to the essential dimensions of a child's development as overviewed in the Student Principles of Excellence. |
| **Partnership Engagement** | From parents and volunteers to parishioners and foundations, all stakeholders in Catholic education understand their contribution to advancing excellence in Catholic schools and are engaged in fulfilling their roles. |
| **Financial Sustainability** | Catholic schools work to ensure their long-term viability and financial stability by investing in their personnel, demonstrating good stewardship of resources, and inviting others to support the mission of the school. |
| **Access** | Catholic schools work toward enrolling all families who want to be a part of the mission of Catholic education. The school has identified all barriers — from finances and transportation to special needs and cultural differences — and is making progress in addressing them. |

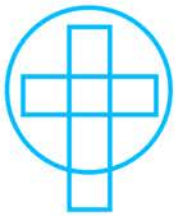
PART I

# Introduction

This document is a comprehensive summary of the Catholic School Study at Saint Charles Borromeo Catholic School in Minneapolis conducted in partnership with Lumen Accreditation at The Catholic University of America and the Office for the Mission of Catholic Education at the Archdiocese of Saint Paul and Minneapolis. The purpose of the report is to recognize areas of commendation and assist the school in identifying areas for growth toward ever greater excellence in Catholic education. Rooted in the Principles of Excellence, this report highlights those areas of strength as well as priority goals based on the Study Report, interviews, documentation and the Onsite Visit.

During the fall of the 2025-2026 academic year, Saint Charles Borromeo Catholic School leadership and faculty worked to complete the Study questions in preparation for the Onsite Visit. The Catholic School Study Onsite Visiting Team conducted an Onsite Visit at Saint Charles Borromeo on April 16-17, 2026. Key aspects of this visit included a meet and greet with faculty and staff; classroom observations; teacher, staff and leadership interviews; Mass; and participation in the daily life of the school.

The Onsite Visiting Team is grateful for the warm welcome and hospitality it received while at Saint Charles Borromeo Catholic School.



PART II

# Commendations

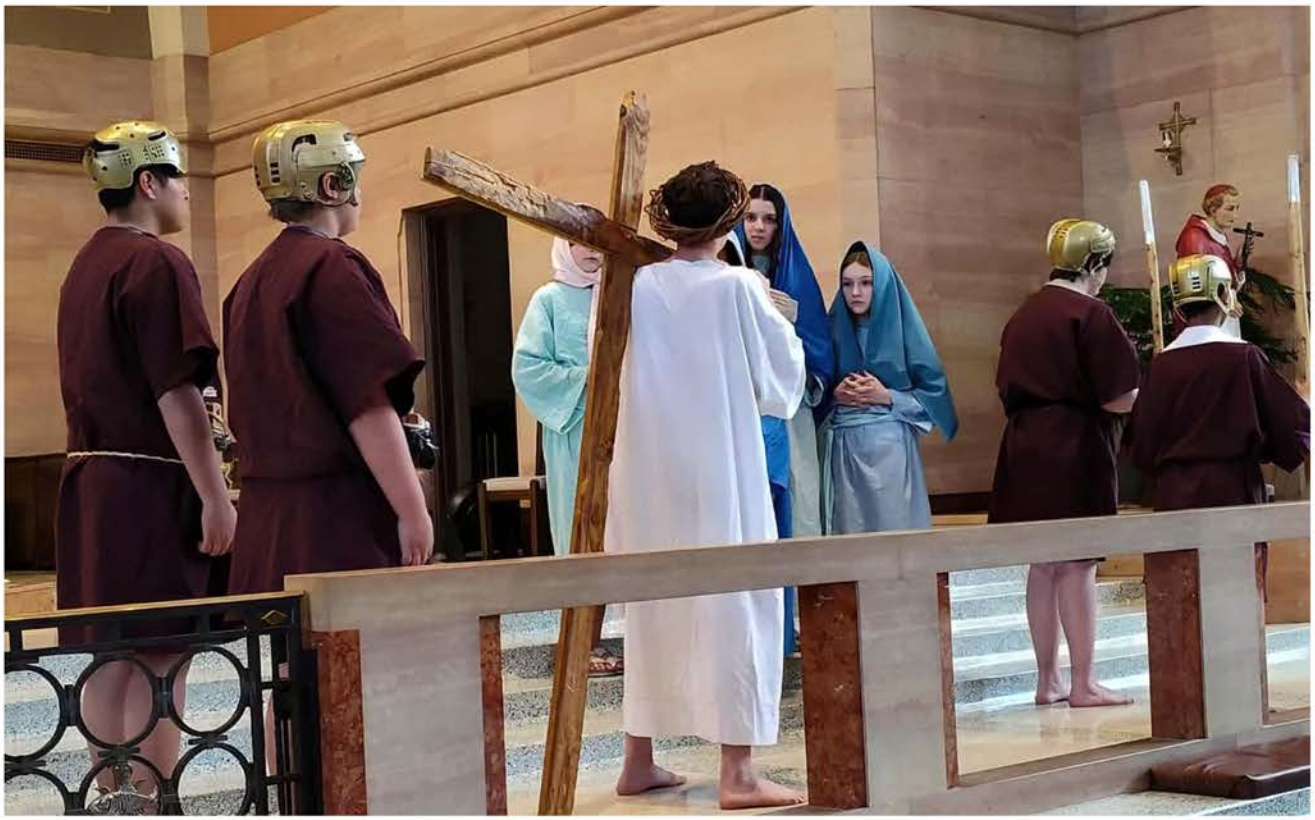
## Commendation 1

### Strong Catholic Identity

The mission statement of Saint Charles Borromeo is simple, poignant and powerful: "Saint Charles Borromeo Catholic School is dedicated to making disciples of Jesus Christ who strive for excellence in faith, virtue, service and academics." This simple phrase embodies the intentional way in which the school leans on its Catholic mission to pursue excellence in academics, extracurricular experiences and faith formation. From the strong Catholic leadership to the resolute faculty and staff members who felt called in spirit to be at the school, to the joyful and faith-filled students, Saint Charles Borromeo is a remarkable example of a Catholic community rooted in the tradition of the faith and clarity in purpose.

Onsite interviews and observations revealed the following:

- Saint Charles Borromeo is clearly oriented to the spiritual life of its students. This is a palpable experience as you enter the building and are present in the school. From the religious art and icons that adorn each classroom, to the way prayer and sacramental life are woven into the daily routine of school life, Saint Charles is a place where students, faculty, staff and families feel a strong sense of loyalty and belonging, and where each member of the school community can encounter Jesus Christ.
- Catholic social teaching is taught and lived out mostly through corporal works of mercy. Children have ample opportunities throughout the school year to share their faith with the school community and the community at large. Catholic social teaching is taught in the classroom and then lived out, clearly honoring the dignity of the human person and highlighting the call of the community to care for the poor and vulnerable, and God's creation.
- The Onsite Visiting Team heard in all the interviews about the myriad ways that the sacraments and prayer are offered to the school children. Prayer is an integral part of the school day as the day begins and ends with prayer, along with every class in every grade.
- The Onsite Visiting Team witnessed students who reverently and boldly led and proclaimed prayers. Prayer is a priority and practiced throughout the school day.
- In Saint Charles Borromeo's submitted Study, there is clear evidence of a strong emphasis on faith formation and prayer being offered to the students. A commitment to the habit and life of prayer was evident. Students were strong in participation in prayer in the classroom and at Mass. The integration of prayer into the culture of the school was observed in the authentic and organic way prayer was discussed and experienced. The hallways and classrooms were alive with images of the faith, virtues and an inviting call to holiness.
- Evidence provided includes a focus on virtue of the week, field trip to the Shrine of Our Lady of Guadalupe in La Crosse, Wisconsin, confirmation and first Holy Eucharist retreats, optional small groups during middle school lunch and a strong connection to the youth faith formation programming through the parish.



- In interviews, the strong faith of teachers was stated. The connection to the parish annual theme of "Be still, peace" was mentioned, along with staff retreats. As the Archdiocesan Manual for Catholic Schools states, a school should encourage, "daily personal and communal prayer, regular opportunity for reception of the sacraments, and participation in the liturgical life of the Church" (Policy #316). Saint Charles Borromeo does this well.
- Although only one year into implementation, Saint Charles Borromeo has boldly embraced the new virtue program. Faculty are using and accessing the virtues curriculum well. The program is dimensional and clearly woven throughout the school day; not only in the way students and teachers model virtue, but also in the way they call out virtue among student behaviors and use a common curriculum.
- The new virtue program also aligns well with Saint Charles' religion curriculum and seamlessly incorporates the lives of the saints. In an observation, a group of eighth graders were all able to connect the fruit of the spirit with a saint who struggled, which was impressive. It has been evident through observation that the awareness of saints is filtered into the daily lives of the students.

From preschool to eighth grade, as well as among the faculty and staff, there is observable, integrated practice of the Catholic faith. With intention, the approach to formation includes an attractive invitation to the fruits of the faith. This includes accessibility to spiritual opportunities for families, a strong and consistent teaching of the truth of our faith in developmentally appropriate ways, an emphasis on prayer and a priority for collaboration and unity among parish and school staff. Through interviews, it is evident that the pastor, principal and faith formation director work closely together to plan and implement the vision for a vibrant parish and school community.

## Commendation 2

### A Warm and Inviting School Community

It was evident during the course of the visit that Saint Charles Borromeo is a tight-knit community that values and supports those within it. In interviews conducted by the Onsite Visiting Team, stakeholders consistently expressed that they are proud to belong to the Saint Charles Borromeo school and parish community. There was a strong sense that the school feels like home to its members and there is a profound desire to support the school financially and prayerfully. In the evidence submitted and interviews conducted with faculty and staff, there is clearly a powerful sense of calling to teach, learn and serve. Repeatedly, it was reported that the members of Saint Charles Borromeo feel welcome, included, known and loved. Particular areas of commendation include:




- The Onsite Visiting Team heard from teachers that Saint Charles Borromeo is a welcoming community of which it feels good to be a part. Despite inevitable turnover in some faculty and staff, each new faculty member that has come to serve at the school has proven to be a mission fit addition to the team. In interviews with the new faculty and staff, they all reported that they felt called to come to the school to work.
- Evidence submitted from the school in Standard Area 6.5 indicated that since 2019, the faculty retention rate average is 86%. The leadership of the school is to be commended for the high retention rate and the work they have done to attract and retain quality faculty and staff who buy into the mission of the school. This stability has fostered strong personal and professional relationships. The Onsite Visiting Team witnessed positive and collaborative relationships among faculty and staff. In interviews faculty and staff affirmed the strong appreciation for each other and the communal warmth that has served as a charism of the school and parish for many years.
- It was often heard in interviews with faculty and staff that the school makes significant efforts to ensure that all students and families feel welcome, belong and know that the needs of students are being met. One strong example of this was evidence shared in Section 8.4:
    - "Saint Charles Borromeo School facilitates opportunities for new families to integrate into the larger school community. Saint Charles offers a variety of gatherings throughout the school year at both the school and church. Events and gatherings for new families are both individual to their student's grade as well as the greater school community. Communications are sent out through flyers and newsletters. These events encourage engagement between new families and current families, providing new families with opportunities to socialize, connecting them to the school in a deeper way through relationships. Saint Charles Home and School Council has a New Family Liaison Coordinator who facilitates mentorships for new families entering Saint Charles from preschool through grade 8."



- In keeping with Policy #333, "Catholic schools are to strive to be inclusive of all learners. Each school will have a process that identifies the special educational needs of students and, when possible, work with parents and other professionals to develop a plan (distinct from those offered by local public schools) for meeting the educational needs of the students." In recognition of growing needs in this area and a profound desire to serve the students and families of the school, Saint Charles Borromeo is creative in meeting the needs of students in their building each day and has begun strategic plans for expanded service and accessibility at the school.
- As reported in Section 1.8, Saint Charles Borromeo works to strengthen communication with parents to best meet the needs of students in the school: "We partner with parents to address their children's needs, such as academic, emotional behavior, executive functions, or medical diagnoses."
- Faculty and staff pointed to a variety of things that help to form and strengthen the community they love — in particular, strong leadership from the principal and pastor, who has provided stable, consistent, faith filled leadership in support of the mission of the school and parish. This has fostered tremendous buy-in from the Saint Charles team and a stable and supportive school culture for all. Comments from interviewed faculty and staff revealed:
    - A sense of loyalty among colleagues, with a desire to "carry out their work" for the school and for one another. Collaboration is particularly strong with teachers working well together to meet the needs of their students and support one another.
    - A feeling of support from the leadership of the school to trust the educators to conduct their work.
    - Recognition among faculty and staff that much of the sense of comfort and belonging comes from working in a stable environment where each stakeholder upholds the mission of the school, coupled with a respect for one another in their relationship with the school.

Observations of classrooms, interactions with school parents and interviews with faculty and staff served as living examples of Saint Charles Borromeo embracing a school culture that is warm, welcoming and inviting: "Our ultimate goal is we want to make sure that being a Catholic school does not just mean that we teach religion and take our kids to Mass. As we foster growth in their faith, we grow in our own. We intentionally bring our belief in Jesus Christ and the teachings of the Catholic Church into classroom discussions and lessons in any subject area. Being Catholic manifests in how we treat our students, how we expect them to treat one another, and how we expect them to treat us. This is all tied to the example of Jesus in the Gospel."

## Commendation 3

### Parish and School Leadership Open to Growth

The leadership team of pastor and principal at Saint Charles Borromeo has a strong spirit of openness to growth and improvement. While Saint Charles has served the community of Northeast Minneapolis for many decades, there isn't a sense of "this is how we do things" that immobilizes creativity or growth. Rather, both the pastor and principal desire to continue to examine and improve identified areas of need to serve the students and families even better through the mission dedicated to making disciples of Jesus Christ who strive for excellence in faith, virtue, service and academics. Onsite interviews and observations lead to:

- The Onsite Visiting Team's interviews with both pastor and principal made it clear these two individuals are not interested in resting on their laurels, but rather want to think about new ways to achieve the mission of the school and respond in a strategic manner that addresses the "here and now" along with the future of the school and parish.
- Leadership was self-reflective and able to point to strengths and weaknesses with clarity and humility. This spirit is what allows a school to grow and improve. It was evident in the interviews with school leaders that the school has a strong understanding of who they are as a Catholic school and lean on the foundational strengths of the community in looking to the future. This allows for growth without compromising mission and tradition.
- The Onsite Visiting Team was impressed with the transparent attitude of the submitted materials as well as interviews. The school seemed to embody that spirit of Saint Charles Borromeo — a pastor whose love for his flock fueled his untiring efforts to care for them. There seems to be a palpable excitement for the future, which is refreshing in an educational landscape that is often wrought with worry and apprehension.
- Recognizing the dignity of the human person is clearly a priority at Saint Charles, and there is a wonderful balance in planning for and responding to students and school needs. This work is conducted in a manner that affirms that childhood is honored and respected, teaching is engaging and fruitful, and the desire to grow, earn and improve is embraced by all.
- In interviews, stakeholders affirmed the strength of tradition at the school, along with the desire to improve and meet the needs of families. There was also a great confidence expressed in the pastor and principal in leading the community into the future.

The submitted Study Report reveals the openness to growth and identifying gaps in plain and straight forward language such as:

- Standard 6.4 outlines the teacher observation and evaluation approach used at Saint Charles Borromeo and a clear narrative is provided about how that process is conducted. However, in interviews conducted with the principal, it also includes an attitude of continual growth and improvement with the teacher's development at the heart of it.
- Standard 1.8 asks Saint Charles Borromeo to outline the ways it serves students with particular needs. To that end, a clear list of interventions is given, coupled with a reference to a desire to form a Child Study Team in order to improve current work. Despite the clarity in the process and response to student needs, the school is aware that these types of needs will likely grow in the future, creating new demands on teaching and learning, along with restricting access of potential families to the school. To that end, the school is building on a strength in their program and has plans to expand and enhance this area in future years.

Lastly, Standard 10.1, which asks for an upload of the school's proposed Roadmap for Excellence, reveals a well thought out strategic vision for the future. The narrative provided indicates that the school desires to improve in a number of identified areas that address the academic mission of the school along with operational vitality, including Academic Achievement and Integration, Virtue Formation and Human Development, Apostolic Discernment, Governance and Leadership, Access, Parent Engagement, and Financial Stability. The careful introspection, diligent planning and openness to growth and improvement will serve Saint Charles Borromeo well in years ahead.



PART III

# Recommendations

## Recommendation 1

### Continued Evangelization of School and Parish Families

Catholic school educators make the project of Catholic schools convincing by their witness. Faculty and family formation is critical for ensuring fidelity to the Catholic faith, promoting a Catholic culture, enhancing teaching and learning, and affirms the responsibility of parents to serve as the primary educators of their children. All of these goods are essential for preparing each family to conduct the extraordinary plans that God has for them. By investing in family formation, Catholic schools can strengthen their mission and provide an education that prepares families to be grounded and led by faith in Jesus Christ.

According to the Archdiocesan Manual for Catholic Schools, each Catholic school is called to establish a culture that supports the spiritual life (Policy #316). It is recommended that Saint Charles Borromeo give attention to the spiritual formation of school and parish families. With a focus on spiritual growth, the family commitment to sacramental life can become a powerful charism of the culture of the school and parish, and affirm the school's mission to make disciples of Jesus Christ who strive for excellence in faith, virtue, service and academics.

The faculty and staff of Saint Charles Borromeo are open to living out their Catholic faith in many beautiful ways. A faculty actively committed to growing their faith animates even more beautifully the Catholic culture at Saint Charles Borromeo and the witness for their students. It is recommended that Saint Charles Borromeo build on the robust faculty faith formation currently in place to inform and strengthen student and parent evangelization and faith formation.

During the Onsite Visit, the team met faculty and staff receptive to the life of faith. Teachers talked openly of their commitment to the Catholic faith and their hopes that their students would continue to be formed at home. In practice, there is a hope that ongoing formation becomes a fundamental part of who they are as children of God. Some examples witnessed by the Onsite Visiting Team include:

- School-wide, classroom and personal prayer that was authentic and a consistent part of the day-to-day experience at Saint Charles.
- Deep reverence and engagement of students and faculty during the all-school Mass.
- Impressive integration of the new virtue curriculum into the life of the school.
- Faculty and staff serve as a witness to the faith for the students and stakeholders of the school.
- A deep desire expressed by school leadership, as well as faculty and staff, to engage in ongoing formation in the hope of deeper evangelization with students and families.

It's clear that Saint Charles Borromeo has a strong foundation from which to build, as it is encouraged to further engage in regular, predictable and consistent formation for students, faculty and families.



In Standard 6.6, Saint Charles cites the formation offered to faculty and staff to set the stage for the 2025-2026 school year:

- A spiritual retreat with school and parish staff that allows for the pastor to bring all together in prayer and embrace the spiritual vision for the year.
- A mid-year retreat serves to follow up and build upon the retreat experience that began the year.
- Opportunities for sacraments and prayers, including Mass and recitation of the Rosary,
- School small group spiritual book studies that align with small group opportunities in the parish.

A Catholic school is called to establish a culture that supports the spiritual life of its parents as their children's primary educators in the ways of faith (Policy #332a). During interviews conducted during the visit, the leadership, as well as faculty and staff expressed a deep desire to engage the families of the school and parish more fully into the life of the Church. To that end, it is recommended that Saint Charles Borromeo participate in the Archdiocesan Synod offerings on Archbishop Bernard Hebda's pastoral letter to families, "Only One Thing Is Necessary: How Catholic Families Can Strive to be United in This Life and the Next."

The school could build on its good work by considering additional opportunities to meet this goal:

- Promote the resources and support materials for schools and families for the pastoral letter "Only One Thing Is Necessary."
- Update the religion curriculum to meet the expectations outlined in the Integrated Catholic Curriculum for Religion and Culture that the Office for the Mission of Catholic Education published in fall 2025.
- Expand opportunities for the students and faculty to participate more fully in school Masses through word and song.
- Enhance monthly Benediction and Eucharistic Adoration after Mass, or monthly Adoration during which grades take shifts to cover from the start of the school day to dismissal.
- Add a common devotion, such as praying the Angelus at noon, into every school day.
- Include Marian themes in the life of the school, such as singing the seasonal Marian hymns at Mass.
- Consider expanding or adding to the annual middle school student pilgrimage to the Shrine of Our Lady of Guadalupe to include opportunities for families to attend.
- Consider a longer trip to the National Shrine of Our Lady of Champion near Green Bay, which might serve as a family pilgrimage for school and parish families.

Saint Charles Borromeo has a great opportunity to build on the regular habit and culture of prayer among its faculty and staff, as well as their regular engagement in and witness to the faith. The Archdiocesan Synod priority of the pastoral letter "Only One Thing is Necessary" will provide excellent content for building the bridge to evangelize school and parish families so that they, too, become a bold witness to the faith in the home.

# Recommendation 2

## Strengthen Ongoing Communication and Collaboration

As evidenced in Standard 8.2, Saint Charles Borromeo is deeply committed to its mission of forming disciples of Jesus Christ who strive for excellence in faith, virtue, service and academics. This mission is clearly aligned with that of Saint Charles Borromeo parish, which seeks to make and nurture disciples in union with the Roman Catholic Church. The scope and ambition of the initiatives currently underway are both impressive and commendable, positioning the school and parish for continued vitality and growth.

At the same time, the presence of multiple concurrent strategic initiatives can introduce complexity in communication and execution. Through interviews with faculty, staff and leadership, it became evident that the pace and breadth of recent efforts have, at times, contributed to a lack of clarity regarding expectations, roles and priorities. As the school continues to build on its many strengths, there is a clear opportunity to improve coherence by strengthening systems of communication and collaboration across the community.

To support this work, the following areas are recommended for focused attention:

- **Strengthen parish-school alignment**
  Enhance planning and coordination on shared initiatives to ensure unity of mission and efficient use of resources.
- **Integrate early childhood programming**
  Continue efforts to incorporate the preschool more fully into the broader K–8 academic and spiritual experience.
- **Clarify roles and responsibilities**
  Provide greater definition of faculty and staff roles, particularly in the context of new initiatives and potential staffing expansion.
- **Develop instructional leadership capacity**
  Consider identifying lead teachers to support peer observation, mentorship and instructional coherence, thereby allowing the principal to maintain a stronger focus on strategic leadership.
- **Improve internal communication systems**
  Establish clear, consistent channels to ensure faculty and staff are well informed regarding both daily operations and long-term strategic priorities.
- **Enhance external communication**
  Strengthen outreach to stakeholders to ensure transparency, build trust and invite deeper engagement in the mission of the school and parish.

As Saint Charles Borromeo continues to respond to current realities while planning for future growth, a deliberate emphasis on clear, consistent and mission-driven communication will be essential. Strengthening these systems will not only support effective implementation of strategic initiatives, but will also ensure that all members of the community are aligned in purpose, informed in practice and engaged in advancing the shared vision.

## Recommendation 3

## Continued Attention to Institutional Sustainability and Viability

During the course of the visit, it became evident that Saint Charles Borromeo is a strong and vibrant Catholic school. Interviews with school leaders demonstrated a clear commitment to long-range planning and thoughtful responsiveness to emerging needs. Documentation and evidence provided by the school reflect intentional strategic efforts to address academic, spiritual and facility-related priorities. This initiative-taking and mission-driven approach has contributed significantly to the school's robust Catholic identity and overall vitality.



A notable example of this strategic orientation is the work undertaken to support students with special needs. Policy #331 in the Archdiocesan Manual for Catholic Schools emphasizes the expectation that Catholic schools strive to be inclusive of all learners. Saint Charles Borromeo has embraced this call through the development of a tiered system to identify and respond to diverse learning needs. Building on this strong foundation, school leadership has articulated a vision to expand and enhance services for students with special needs — both to improve instructional effectiveness and to broaden access for families who might not otherwise be able to attend. It is recommended that Saint Charles Borromeo continue to advance this important work.

In alignment with the leadership's growth mindset and commitment to future planning, the following areas are recommended for focused attention within the school's strategic initiatives:

- Clarify and prioritize future needs, particularly in the areas of academic programming, student services, personnel, faculty formation and the infrastructure demands associated with an aging facility.
- Leverage and expand stakeholder engagement, especially by intentionally cultivating the growing alumni community as partners in sustaining the school's mission and future viability.
- Strengthen advancement and development efforts by aligning marketing for the school gala, endowment and annual fund with clearly defined strategic priorities (e.g., expansion of special education services).
- Evaluate and expand personnel capacity to ensure effective implementation and sustainability of key strategic initiatives.

To ensure sustained leadership and execution in these areas, Saint Charles Borromeo should consider investing in dedicated advancement infrastructure. Establishing a focused role in this domain would provide the capacity necessary to carry forward the school's long-term vision. Specific considerations include:

- Hiring an advancement director to serve both the school and parish by developing and implementing a comprehensive advancement strategy. This role would focus on cultivating relationships with current and prospective benefactors, strengthening donor engagement and supporting leadership in fundraising efforts.
- Developing and maintaining a robust donor database to support strategic communication, stewardship and long-term fundraising effectiveness.
- Continuing to address facility and space constraints through thoughtful planning and programming aligned with enrollment trends and instructional needs.

Taken together, these efforts will position Saint Charles Borromeo to sustain its current strengths while proactively preparing for future growth and challenges.



PART IV

# Roadmap for Excellence

The Roadmap for Excellence is a comprehensive response to the Study Report, the Onsite Visit and Saint Charles Borromeo's initial Roadmap draft. The goals outlined here will inform Saint Charles' action plan. The Office for the Mission of Catholic Education will partner with the school to assist it in living out ever more deeply the richness of the Catholic education tradition.

## Goal 1

### Prioritize Evangelization of School and Parish Families

- **Initiative 1: Engage school and parish families in the implementation of Archbishop Bernard Hebda's pastoral letter to families: "Only One Thing Is Necessary: How Catholic Families Can Strive to be United in This Life and the Next" (Policy #316)**
- **Initiative 2: Utilize book studies, speakers and video series to enrich small groups and build on the pastoral letter to families (Policy #316)**
- **Initiative 3: Expand the experiences of prayer and liturgy at the school (Policy #316)**

## Goal 2

### Strengthen Ongoing Communication and Collaboration

- **Initiative 1: Clarify the organizational chart and lines of reporting for the school and parish (Policy #222a)**
- **Initiative 2: Develop instructional leadership capacity (Policy #344b)**
- **Initiative 3: Enhance internal and external communication to faculty, staff and stakeholders**

## Goal 3

### Continued Attention to Institutional Sustainability and Viability

- **Initiative 1: Consider hiring a director of advancement or similar position (Policy #370)**
- **Initiative 2: Consider establishing a future vitality task force (Policy #370)**
- **Initiative 3: Continue to develop programming to support students with special needs (Policy #331)**

# Goal 1: Prioritize Evangelization of School and Parish Families

| | Year 1 (2026-2027) | Year 2 (2027-2028) | Year 3 (2028-2029) | Year 4 (2029-2030) |
|---|---|---|---|---|
| **Initiative 1**<br>Engage school and parish families in the implementation of Archbishop Bernard Hebda's pastoral letter to families: " Only One Thing Is Necessary: How Catholic Families Can Strive to be United in This Life and the Next" (Policy #316) | **Summer 2026:**<br>Require faculty and staff from the parish and school to read the pastoral letter.<br>**Fall 2026:**<br>Engage school and parish faculty and staff in a kickoff retreat with the pastoral letter as a focus.<br>**2026-2027 school year:**<br>1. Conduct monthly faculty and staff meetings with a focus on topics from the pastoral letter.<br>2. Engage parish and school families with monthly topics, resources and activities from the pastoral letter.<br>3. Close the year with a retreat for school and parish faculty and staff that reflects on the work done through the pastoral letter during the year. | Building on the fruit from the work carried out with the pastoral letter during the previous school year:<br>• Engage small groups with topics driven from the letter to encourage greater participation of families in the life of the Church. | | |

| | Year 1 (2026-2027) | Year 2 (2027-2028) | Year 3 (2028-2029) | Year 4 (2029-2030) |
|---|---|---|---|---|
| **Initiative 2** Utilize book studies, speakers and video series to enrich small groups and build on the pastoral letter to families | Engage with both the school advisory and home and school council to help determine faith formation needs for the Saint Charles community.<br><br>Explore potential book studies, speakers or formation videos/platforms that serve to enrich small groups over the next three years. | Continue formation opportunities with faculty and staff from the parish and school, along with families in small groups.<br><br>Consider "Enchanted by Eternity" by Father William Slattery as a book study to build on the topics of the pastoral letter. | Continue formation opportunities with faculty and staff from the parish and school, along with families in small groups. | Continue formation with faculty and staff from the parish and school, along with families in small groups. |
| **Initiative 3** Expand the experiences of prayer and liturgy at the school (Policy #316) | Explore opportunities for faculty and staff to more fully participate in school Masses in word and song.<br><br>Add a common devotion, such as praying the noontime Angelus, into every school day.<br><br>Continue to work with the Office for the Mission of Catholic Education in the rollout of the Integrated Catholic Curriculum for Religion and Culture. | Enhance and expand monthly Benediction and Eucharistic Adoration opportunities for students with invitations to families to participate.<br><br>Continue to work with OMCE in the rollout of the Integrated Catholic Curriculum for Religion and Culture. | Consider expanding or adding to the annual middle school student pilgrimage to the Shrine of Our Lady of Guadalupe to include opportunities for families to attend.<br><br>Continue to work with OMCE in the rollout of the Integrated Catholic Curriculum for Religion and Culture. | Consider a longer trip to the National Shrine of Our Lady of Champion in Green Bay, Wisconsin, that could include school and parish families.<br><br>Continue to work with OMCE in the rollout of the Integrated Catholic Curriculum for Religion and Culture. |

# Goal 2: Strengthen Ongoing Communication and Collaboration

| | Year 1 (2026-2027) | Year 2 (2027-2028) | Year 3 (2028-2029) | Year 4 (2029-2030) |
|---|---|---|---|---|
| **Initiative 1** Clarify the organizational chart and lines of reporting for the school and parish (Policy #222a) | Begin the school year with a review of roles and responsibilities and lines of reporting based on the organizational charts of the school and parish.<br><br>Identify areas for further collaboration between the parish and school starting with the school Mass.<br><br>Set the stage for an annual review. | Conduct annual review of organizational charts, and roles and responsibilities.<br><br>Continue to identify opportunities for collaboration between the parish and school. | Conduct annual review of organizational charts, and roles and responsibilities.<br><br>Continue to identify opportunities for collaboration between the parish and school. | Conduct annual review of organizational charts, and roles and responsibilities.<br><br>Continue to identify opportunities for collaboration between the parish and school. |
| **Initiative 2** Develop instructional leadership capacity (Policy #344) | Identify areas of administrative support needed such as curriculum review, student support and the teacher evaluation process.<br><br>Identify lead teachers to support peer observation, mentorship and instructional coherence and serve on an administrative team to support the principal.<br><br>Identify teachers to send to OMCE's annual Leadership Discernment Retreat. | Continue to meet, plan and refine administrative tasks and responsibilities with the administrative team.<br><br>Identify teachers to send to OMCE's annual Leadership Discernment Retreat. | Continue to meet, plan and refine administrative tasks and responsibilities with the administrative team.<br><br>Identify teachers to send to OMCE's annual Leadership Discernment Retreat. | Continue to meet, plan and refine administrative tasks and responsibilities with the administrative team.<br><br>Identify teachers to send to OMCE's annual Leadership Discernment Retreat. |

| | Year 1 (2026-2027) | Year 2 (2027-2028) | Year 3 (2028-2029) | Year 4 (2029-2030) |
|---|---|---|---|---|
| **Initiative 3**<br>Enhance internal and external communication to faculty, staff and stakeholders | As the school enhances its leadership capacity, consider utilizing survey data of stakeholders and staff to identify gaps and overlaps in communication.<br><br>Target areas and streamline internal and external communication. | Continue to assess and refine communication to faculty, staff and stakeholders based on survey data. | Continue to assess and refine communication to faculty, staff and stakeholders based on survey data. | Continue to assess and refine communication to faculty, staff and stakeholders based on survey data. |

# Goal 3: Continued Attention to Institutional Sustainability and Viability

<table>
<tr><th></th><th>Year 1<br>(2026-2027)</th><th>Year 2<br>(2027-2028)</th><th>Year 3<br>(2028-2029)</th><th>Year 4<br>(2029-2030)</th></tr>
<tr><td>Initiative 1<br>Consider hiring a director of advancement or similar position (Policy #370)</td><td colspan="2">Consider the skills needed at the moment to engage all benefactors and to empower and mobilize them with zeal for the mission of Saint Charles Borromeo.<br><br>Search for an individual to do this time-consuming work. Ideally this would begin in 2026 and be in place before the end of the 2026-2027 school year.</td><td colspan="2">Work carried out by the advancement office would be linked with the strategic priorities established by school leadership, the school advisory council and the proposed Future Vitality Task Force. Priorities for the office could include:<ul><li>Developing and implementing a comprehensive advancement strategy.</li><li>Affirming benefactor relationships that are currently in place.</li><li>Cultivating relationships with potential new benefactors.</li><li>Working with school leadership to explore new opportunities for financial support, such as through planned giving.</li><li>Developing and maintaining a robust donor database.</li><li>Aligning advancement initiatives with enrollment and marketing plans.</li></ul></td></tr>
<tr><td>Initiative 2<br>Consider establishing a Future Vitality Task Force (Policy #370)</td><td colspan="4">Fall 2026<br><br>Identify and invite 5-7 individuals who possess:<ol><li>Unequivocal support of Catholic education at Saint Charles Borromeo</li><li>Professional expertise in strategic planning and fundraising, and understanding market demographics.</li><li>Desire to serve on a task force to support the pastor, principal and school advisory council.</li></ol>The goal would be to gain clarity around areas such as:<ul><li>Clarifying and prioritizing future needs, particularly in the area of academic programming, student services, personnel, faculty formation and the infrastructure demands that come with an aging building.</li><li>Leveraging and expanding stakeholder engagement, especially by intentionally cultivating the growing alumni community as partners in sustaining the school's mission and future vitality.</li><li>Strengthening advancement and development efforts by aligning marketing for the school gala, endowment and annual fund with clearly defined strategic priorities, such as the planned expansion of special education services.</li><li>Evaluating and expanding personnel capacity to ensure key strategic initiatives' effective implementation and sustainability.</li></ul>The task force will likely have other areas to consider and pursue, but the goal is a group who get at the heart of the most important questions surrounding the future viability of St. Charles Borromeo and then identify logical initiatives to build upon the strategic work already in process.</td></tr>
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| | Year 1 (2026-2027) | Year 2 (2027-2028) | Year 3 (2028-2029) | Year 4 (2029-2030) |
|---|---|---|---|---|
| **Initiative 3** Continue to develop programming to support students with special needs (Policy #331) | Follow through on efforts to hire staff to support the expansion of services to students with special needs:<br>• Full-time Special Services Teacher<br>• Full-time Special Services Paraprofessional | Identify special needs students and implement plans for access and support.<br><br>Deploy enhanced support team based on needs.<br><br>Year end: Assess results of student support during the year. | Continue student support cycle of identification, application and assessing results at the end of the year. | Continue student support cycle of identification, application and assessing results at the end of the year. |

PART V

# Conclusion

## Onsite Visiting Team

- Steve Cunningham, Office for the Mission of Catholic Education
- Shay Berchem, Office for the Mission of Catholic Education
- Emily Dahdah, Office for the Mission of Catholic Education
- Alison Dahlman, Office for the Mission of Catholic Education
- Betsy Hand, Catholic School Leader
- Jennifer Krieger, Catholic School Leader

This report has been collaboratively prepared, reviewed and agreed upon by the following organizational representatives:

**Archdiocesan Team**

Steve Cunningham, Site Visit Chair

**Saint Charles Borromeo Catholic School Team**

Father Troy Przybilla, Pastor

Danny Kieffer, Principal

9/16/2026

Date

Catholic Schools OF THE ARCHDIOCESE OF SAINT PAUL AND MINNEAPOLIS

LUMEN ACCREDITATION The Catholic University of America

ARCHDIOCESE OF SAINT PAUL & MINNEAPOLIS

OFFICE FOR THE MISSION OF CATHOLIC EDUCATION

777 Forest Street, Saint Paul, MN 55106
651-291-4400
catholicschools@archspm.org
**spmcatholicschools.org**

LUMEN ACCREDITATION
*The Catholic University of America*

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