

# School Profile

## A.01 Stakeholder Perceptions

- **Parents and students knowledge and attitudes about the school**
- **Sponsoring organization’s knowledge and attitudes about the school**

In order to document parents’ and students’ knowledge about Guardian Angels School, separate surveys were developed and results tabulated. Students in first through third grades were given one survey on January 29, 2008 in a simplified form, while on that same date; students in grades four through eight were given another survey. A parent survey was mailed out on January 28, 2008 and completed forms were requested to be returned by mail, to be brought to the school office, or dropped off at a family activity. All surveys were developed by faculty members, using sample surveys from MNSAA and other area schools, adapted to match the culture of Guardian Angels School, and approved by the entire faculty. Surveys are included in the onsite files, but results are recorded at the end of this section below.

As Guardian Angels Catholic Church celebrates its 150<sup>th</sup> Anniversary, it’s easy to see the interconnection between the Church and the school. The relationship between both entities has created a uniquely bonded community. Church organizations such as the Catholic Council of Women (CCW), Knights of Columbus, Men’s Club and Daughters of Isabella use the school kitchen and gymnasium for fundraisers. In turn, the CCW, Knights of Columbus and Men’s Club give portions of their proceeds back to the school. Meanwhile, church quilters and the School Age Child Care (SACC) share space at St. Francis Hall. Students at Guardian Angels School participate in weekend Masses as servers and in the music ministry and the Pastoral Council supports school events. Finally, the Finance Council at the church approves the school’s budget and encourages the school to maintain fundraising events. Both the church and the school cooperate to create a healthy and vibrant Guardian Angels community.

## GUARDIAN ANGELS PARENT SURVEY RESULTS—2008

	<b>Communications</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>(N/A)</b>
1	The school's policies and procedure have been adequately communicated.	27	28	0	0	0	2
		47%	49%	0%	0%	0%	4%
2	Newsletters, calendars, and the website	38	19	0	0	0	0

	provide useful information.						
		67%	33%	0%	0%	0%	0%
3	There is open communication between school and home.	27	26	2	2	0	0
		47%	46%	4%	4%	0%	0%
4	Trimester report cards and two formal teacher conferences provide adequate academic information about my child(ren).	17	32	3	4	0	1
		30%	56%	5%	7%	0%	2%
5	The school communicates and uses a process for resolving conflicts and grievances within the school community.	16	22	10	2	1	6
		28%	39%	18%	4%	2%	11%
6	The teachers are approachable and listen to our concerns.	34	18	4	1	0	0
		60%	32%	7%	2%	0%	0%
7	The principal is approachable and listens to our concerns.	30	17	6	2	0	2
		53%	30%	11%	4%	0%	4%
8	The staff responds to our concerns in a timely manner.	29	21	5	1	0	1
		51%	37%	9%	2%	0%	2%
9	We experience a sense of belonging in our school.	37	14	4	1	0	0
		66%	25%	7%	2%	0%	0%
10	School promotes involvement in community activities and events (i.e. food drives, Toys for Tots, etc.).	38	17	3	0	0	0
		66%	29%	5%	0%	0%	0%
11	The school offers opportunity for parental involvement.	45	12	0	0	0	0
		79%	21%	0%	0%	0%	0%
12	Marketing to the public is evident to the community.	15	25	9	6	2	0
		26%	44%	16%	11%	4%	0%
13	In grades 4-8, Powerschool website provides meaningful information regarding academic and behavioral progress.	16	13	2	3	0	22
		29%	23%	4%	5%	0%	39%

	<b>Catholic Identity</b>	<b>Strongly</b>				<b>Strongly</b>	
		<b>Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Disagree</b>	<b>(N/A)</b>
1	Our school respects the traditions of the Catholic Church.	43	13	1	0	0	0
		75%	23%	2%	0%	0%	0%
2	Our school provides students with ample opportunities to participate in the sacraments and various forms of prayer and worship.	44	12	1	0	0	0
		77%	21%	2%	0%	0%	0%
3	Our school effectively teaches religion and religious values.	39	17	0	1	0	0
		68%	30%	0%	2%	0%	0%
4	Our school staff models Catholic teachings.	34	19	3	1	0	0
		60%	33%	5%	2%	0%	0%
5	Our school staff integrates Catholic teachings throughout the curriculum.	31	23	2	1	0	0
		54%	40%	4%	2%	0%	0%
6	Our religion curriculum and resource materials adhere to current teachings and traditions of the Church.	34	22	1	0	0	0
		60%	39%	2%	0%	0%	0%
7	Sufficient time is allotted for religion instruction.	35	20	1	1	0	0
		61%	35%	2%	2%	0%	0%
8	Our school staff is committed to forming the minds and hearts of students and guiding them to develop a total commitment to Christ.	33	21	2	1	0	0
		58%	37%	4%	2%	0%	0%
9	Our school instills a sense of Christian service in students.	35	19	2	1	0	0
		61%	33%	4%	2%	0%	0%
10	Our school cultivates sensitivity for peace and justice.	30	22	3	1	0	1
		53%	39%	5%	2%	0%	2%
11	Students' spiritual lives are enhanced by weekly Masses and liturgical celebrations.	36	19	2	0	0	0
		63%	33%	4%	0%	0%	0%

	<b>Student Support</b>	<b>Strongly</b>				<b>Strongly</b>	
		<b>Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Disagree</b>	<b>(N/A)</b>
1	The teachers have appropriate expectations for student learning.	24	31	0	2	0	0
		42%	54%	0%	4%	0%	0%
2	Students are treated appropriately by the teachers and support staff.	28	27	0	2	0	0
		49%	47%	0%	4%	0%	0%
3	Students are treated appropriately by the principal.	29	22	1	3	0	2
		51%	39%	2%	5%	0%	4%
4	Our school's programs meet the needs of your child.	24	26	3	4	0	0
		42%	46%	5%	7%	0%	0%
5	Our school's programs meet the needs of students with learning disabilities or challenges.	6	9	13	3	2	24
		11%	16%	23%	5%	4%	42%

	<b>School Climate / Environment for Learning</b>	<b>Strongly</b>				<b>Strongly</b>	
		<b>Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Disagree</b>	<b>(N/A)</b>
1	The dress code policy is clearly stated.	38	17	0	2	0	0
		67%	30%	0%	4%	0%	0%
2	School rules and expectations promote respect.	29	23	3	1	0	1
		51%	40%	5%	2%	0%	2%
3	The staff consistently enforces school rules.	20	28	4	3	2	0
		35%	49%	7%	5%	4%	0%
4	Students show respect for each other.	13	31	3	9	1	0
		23%	54%	5%	16%	2%	0%
5	Our school demonstrates sensitivity to diversity.	20	31	2	1	0	3
		35%	54%	4%	2%	0%	5%
6	Our school provides a safe environment for learning.	31	26	0	0	0	0

		54%	46%	0%	0%	0%	0%
7	Our school provides a clean environment for learning.	24	29	3	1	0	0
		42%	51%	5%	2%	0%	0%
8	Our school is well maintained.	16	31	7	3	0	0
		28%	54%	12%	5%	0%	0%
9	Our school playground and outside facilities are properly maintained.	16	36	3	2	0	0
		28%	63%	5%	4%	0%	0%
10	Sufficient time is allotted for lunch and recess.	15	33	5	4	0	0
		26%	58%	9%	7%	0%	0%
11	The school's resources, instructional materials, equipment, and facilities support the educational program.	21	33	2	0	0	1
		37%	58%	4%	0%	0%	2%
12	The school has a written Health and Safety plan that addresses the needs of the students.	19	29	5	1	0	3
		33%	51%	9%	2%	0%	5%
13	The school has a written Crisis Management plan in place for addressing emergency situations.	19	30	5	0	0	3
		33%	53%	9%	0%	0%	5%

	<b>Academics</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>(N/A)</b>
1	Daily classroom instruction supports the mission of our school.	26	29	0	0	0	1
		46%	52%	0%	0%	0%	2%
2	Instructional strategies used by teachers are balanced, allowing for both group learning opportunities as well as independent work.	21	31	3	0	0	1
		38%	55%	5%	0%	0%	2%
3	Technology is incorporated into the curriculum.	28	22	4	2	0	0
		50%	39%	7%	4%	0%	0%
4	Academic expectations are appropriately challenging.	20	28	5	3	0	0
		36%	50%	9%	5%	0%	0%

5	Students and parents understand teachers' grading practices.	20	30	2	4	0	1
		35%	53%	4%	7%	0%	2%
6	Our report cards are informative.	20	30	4	1	0	1
		36%	54%	7%	2%	0%	2%
7	Teachers are competent in the areas they teach.	25	26	3	2	0	0
		45%	46%	5%	4%	0%	0%
8	Appropriate homework is assigned to enhance classroom learning.	17	24	9	5	0	1
		30%	43%	16%	9%	0%	2%
9	Higher level thinking skills and decision-making skills are taught.	16	28	8	2	1	1
		29%	50%	14%	4%	2%	2%
10	The school's library and technology resources support the educational program.	23	26	5	2	0	0
		41%	46%	9%	4%	0%	0%
11	Our school is proficient in teaching basic skills in the following areas:						
	Language Arts (Reading, Writing, English, Spelling)	24	28	1	3	0	0
		43%	50%	2%	5%	0%	0%
	Mathematics	23	30	2	1	0	0
		41%	54%	4%	2%	0%	0%
	Media	22	25	5	3	1	0
		39%	45%	9%	5%	2%	0%
	Social Studies/History	23	29	3	0	0	1
		41%	52%	5%	0%	0%	2%
	Music	23	27	3	2	0	1
		41%	48%	5%	4%	0%	2%
	Geography/ Minnesota History	23	28	3	1	0	1
		41%	50%	5%	2%	0%	2%
	Science	22	27	4	1	1	1
		39%	48%	7%	2%	2%	2%
	Religion	29	25	2	0	0	0
		52%	45%	4%	0%	0%	0%

	Art	20	31	4	1	0	0
		36%	55%	7%	2%	0%	0%
	Health	21	28	7	0	0	0
		38%	50%	13%	0%	0%	0%
	Physical Education	25	24	6	1	0	0
		45%	43%	11%	2%	0%	0%
	Spanish	22	24	4	5	1	0
		39%	43%	7%	9%	2%	0%

## Guardian Angels Student Survey Results Grades 4-8

<b>Are You Catholic?</b>	Yes	No
	105      98%	2      2%
<b>Are you involved in extracurricular activities at Guardian Angels School?</b>		
	Yes	No
	97      91%	10      9%
<b>Yearbook</b>	19	18%
<b>Student Council</b>	12	11%
<b>Band</b>	18	17%
<b>Choir</b>	42	39%
<b>Altar Server</b>	50	47%
<b>Service Club</b>	29	27%
<b>Video Production</b>	32	30%
<b>Sports</b>	73	68%
<b>School Store</b>	32	30%
<b>How much do you think you are learning in school?</b>		
A lot	Some	A little
61	40	6
57%	37%	6%
<b>Do you feel Guardian Angels School is helping you build a relationship with God?</b>		
Yes	No	Not Sure
85	3	19
79%	3%	18%
<b>Do you feel comfortable at school?</b>		
Always	Sometimes	Never
46	53	8
43%	50%	7%

<b>Do you feel safe at school?</b>			
Yes	No	Not Sure	
86	10	11	
80%	9%	10%	
<b>Is it easy for you to make friends at school?</b>			
Yes	No	Not Sure	
86	9	12	
80%	8%	11%	
<b>Do you feel the students at Guardian Angels say or do things that show respect for each other?</b>			
Very Often	Sometimes	Not very often	Never
18	65	19	2
17%	61%	18%	2%
<b>Do you feel that your teachers care about you?</b>			
Yes	No	Not Sure	
90	7	10	
84%	7%	9%	
<b>Do you feel you are treated fairly by teachers at Guardian Angels?</b>			
Yes	No	Not Sure	
71	14	22	
66%	13%	21%	
<b>How often do your teachers encourage you to solve problems by yourself?</b>			
All the time	Sometimes	Never	
49	52	6	
46%	49%	6%	
<b>Do you feel that the principal, Mrs. Ronhovde, cares about you?</b>			
Yes	No	Not Sure	
70	16	29	
61%	14%	25%	
<b>Do you feel that Mrs. Ronhovde treats you fairly?</b>			
Yes	No	Not Sure	
69	22	16	
64%	21%	15%	
<b>How often do you see Father Paul in school?</b>			
Very Often	Sometimes	Not very often	Never
6	41	52	5
6%	38%	49%	5%
<b>Do you feel that you could talk to either Mrs. Ronhovde or Father Paul if you had a problem?</b>			
Yes	No	Not Sure	

57 54%	18 17%	31 29%
<b>Does the staff at Guardian Angels School recognize your accomplishments at school?</b>		
All the time 23 22%	Sometimes 76 72%	Never 7 7%

### Guardian Angels Student Survey Grades 1-3

#	Question	😊	😐	☹️
3	I can talk to my teacher when I need help.	65 88%	8 11%	1 1%
4	I feel safe at Guardian Angels School.	65 88%	6 8%	3 4%
5	I like school.	58 78%	12 16%	4 5%
6	The teachers care about me.	69 93%	4 5%	1 1%
7	The principal cares about me.	69 93%	5 7%	0 0%
8	I have friends at school.	73 99%	1 1%	0 0%
9	I am learning at school.	71 96%	3 4%	0 0%
10	Guardian Angels School teaches me how to be a follower of Jesus.	74 100%	0 0%	0 0%
11	At Guardian Angels School, we treat each other with respect.	71 96%	3 4%	0 0%
12	Guardian Angels School teaches me to solve problems peacefully.	68 92%	5 7%	1 1%

13	I can talk to either Mrs. Ronhovde or Father Paul if I have a problem.	51 69%	20 27%	3 4%
14	The teachers at school say or do things to make me feel proud.	59 80%	13 18%	2 3%

## A.02 Community/Neighborhood

- **Demographic and growth studies from local community**
- **Enrollment trends and projections from local school district**
- **Community issues (crime, business, growth, pending bonds, housing developments)**

Information about the community and neighborhood of Guardian Angels School was obtained through meetings, interviews, and research done by faculty members and local community contacts.

### Chaska Demographics from the US Census Bureau

#### Population total and by age:

Total Population (2000):	17,449
Population estimate (2005):	22,820
Percent of population under 18 years old:	32.9%
Percent of population 65 years or older:	5.8%

#### Population by race/ethnicity:

Percent of population:	
White	90.9%
Black/African American:	1.2%
American Indian/Alaska Native	0.2%
Asian, Hawaiian/Pacific Islander	1.1%
Hispanic/Latino	6.6%
Multiracial	0.6%

#### Household size and type:

Total Households (2000)	6,119
Average Household size	2.82
Average Family size	3.31
Married-couple hhlds with children under 18	39.4%
Single Parent hhlds with children under 18	8.4%

#### Education:

Persons 25+ with no high school diploma or GED	8.4%
Persons 25+ with a bachelors or graduate degree	32.1%

**Income/employment of residents:**

Median household income	\$60,325
Average household income	\$71,505
Poverty rate	4.7%
Unemployment rate	4.1%
Percent of pop. 16 + who are employed	76.9%

**Housing costs:**

Median value for specified owner-occupied housing	\$161,000
Average value of specified owner-occupied housing	\$188,254

Top sectors for employment in Chaska are manufacturing, educational, health and social services, retail trade, professions, management, administrative, and waste management services.

**Metropolitan Council****2030 Regional Development Framework-Revised Forecasts as of January 9, 2008. (Chaska's forecast was revised by council action in 2006)**

Chaska 2000 population:	17,603
2010:	27,600
2020:	33,000
2030	35,700
Households 2000:	6,169
2010:	10,200
2020:	12,500
2030:	14,000

The City Planner of Chaska, Mr. Dave Pokorney, was interviewed and shared the population estimates and the housing trends from 2007-2030.

They are as follows:

**Population estimates**

2007	23,000
2010	27,500
2020	33,000
2030	35,700

**Housing unit estimates**

2007	8,500
2010	10,200
2020	12,500
2030	14,000

When Mr. Pokorney was asked about his thoughts on Guardian Angels School, he responded that Guardian Angels Church and School are a "very positive influence on the community." "Great small towns have very active religious communities which Chaska does have. Also, parents like to have choices relative to their kid's education and the great private and public school options here provide that opportunity."

Officer John Kehrberg from the Chaska Police Department met with teachers from Guardian Angels to discuss the relationship between the school and community at large. He stated that Chaska is a relatively safe place to live. The city provides a good industrial base and therefore, there are lots of jobs available for the people that live in Chaska. Since the income per capita is higher in Chaska, this affects the types of crimes that occur here. Most crimes involve people who know each other or involve people who are from Chaska rather than transients. Financial crimes, identity theft, scams, check counterfeiting, and credit card fraud are crimes that are on the rise in Chaska, and these crimes are on the rise everywhere. Gangs are present in Chaska, but the police department is aware of them and controls this issue by having a "gang unit" who strictly enforces the law by keeping in close contact with gang members and their parents. In 2001, there was one gang murder; however, there have been no significant gang crimes recently. Officer Kehrberg stated repeatedly that Chaska is not any worse than other communities in terms of crimes/violence. In fact, Chaska has proportionately less crime than many other cities. As far as major crimes, Chaska has had one murder in 1991, one murder in 2001, and one murder in 2006. In 20 years, there have been 1-2 bank robberies. The Chaska Police Department does anticipate, however, that the opening of Highway 212 may open Chaska up to more transient crimes (i.e. robberies).

The relationship with Guardian Angels School is positive within the police department, one reason being it does not require a lot of police presence. There is a School Resource Officer assigned to Guardian Angels School, but his presence is on an on call basis only. Guardian Angels has a safe environment and understands that at any time, a request can be made for the presence or the leadership of our local law enforcement members. Officer Kehrberg noted that Guardian Angels School has a clear, concise lockdown procedure, and the police department has specific duties and a clear view of what their role is when they arrive on the scene. The principal, Mrs. Ronhovde, has studied with the City of Chaska personnel on two occasions, once in Washington D.C. and once in New Orleans, regarding safe communities, in conjunction with the Office for Missing and Exploited Children.

David Jennings, Superintendent of District #112, shared in a presentation to the school board in November of 2007, overall district enrollment K-12 between now and 2017 will grow from 8,662 to 10,110. The study suggests that numbers of new students in the district for the next two years will "flatten out a bit" and then a growth of 2.2% to 2.5% annually for the foreseeable future. When asked about what percent of students living in the Chaska/Chanhassen school district choose to attend the public schools, Mr. Jennings shared that it is a ratio of about 80/20. Eighty percent attend the local public school, and 20% choose private or another public school out-of-district. Below is the actual numbers enrolled in District #112 for the past three years. This data was found on the Minnesota Department of Children, Families, and Learning website.

### District #112 Enrollment

Grade Level	2005-2006	2006-2007	2007-2008
K	664	679	608
1	693	708	722
2	681	702	714
3	677	675	702
4	690	687	678
5	649	689	693
6	602	649	702
7	639	609	663
8	630	648	615
9	606	667	661
10	642	612	666
11	611	657	618
12	627	620	651
<b>Total</b>	<b>8411</b>	<b>8602</b>	<b>8693</b>

#### A.03 Students

- Current enrollment data for each grade
- Changes in enrollment over the past five years (explanation)
- Racial/ethnic/religious composition, special needs, disabilities
- Overview of alumni relationship

### GUARDIAN ANGELS YEARLY ENROLLMENT

GRADE LEVEL	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Preschool	38	39	41	50	43	48	42	48
Kindergarten	26	28	38	29	30	32	47	40
First Grade	23	29	24	27	24	44	36	49
Second Grade	29	23	27	25	39	32	46	40
Third Grade	22	22	23	37	29	40	35	36
Fourth Grade	15	23	30	27	36	30	33	32
Fifth Grade	20	31	27	34	27	32	32	34
Sixth Grade	27	25	31	21	27	24	30	30
Seventh Grade	20	30	21	27	25	26	28	26
Eighth Grade	28	20	25	25	23	26	25	17
<b>TOTAL</b>	<b>248</b>	<b>270</b>	<b>287</b>	<b>302</b>	<b>303</b>	<b>334</b>	<b>354</b>	<b>352</b>

Enrollment as of February 2008: 210 K-8 students

Racial/ ethnic religious composition:  
Religious: Catholic – 205 / Non-Catholic – 5

Racial Composition:

White:	196
Black:	0
Hispanic:	6
Asian:	5
American Indian:	2
Multiracial:	1

Special needs:

Guardian Angels School currently has three students who qualify for ELL services, but no services are being provided to non-public students at this time in District #112.

There are also ten students who currently have Independent Service Plans (ISP), who receive direct services in our school by a District #112 employee.

Guardian Angels School has ten students receiving Title I services. These students receive services provided by the local public school personnel in our school facility.

There is also one student on a 504 Accommodation Plan. Accommodations and plan maintenance are met by the individual classroom teachers responsible for the student's instruction.

Overview of alumni relationship:

Guardian Angels School has had a very informal alumni group. Because Guardian Angels was at one time, both an elementary and high school, it is in a more unique position than most elementary schools. Over the past 5 years, many efforts have been made to build an alumni data base, so alumni can receive newsletters and annual development letters. There currently is one person that is the liaison between the school and a small group that occasionally organizes a reunion. Plans are currently underway to plan reunions in conjunction with the 150<sup>th</sup> anniversary of the parish and to connect them more with the current school through regular communications and using the website. The Alumni has been helpful to Guardian Angels School through monetary donations to the school for things such as the yearly Rake-a-thon, donations of school portraits to the Super Sunday Funday, Spring Fling and other events, and just recently purchasing new children's hymnals for the school.

**A. 04 Families**

- **Socio-economic profile of families (education levels, single parent families, one/two wage-earners, general assistance recipients)**

Data from survey is listed below, and tuition assistance forms from bookkeeper's office.

<b>Family Income from All Sources</b>	<b>&lt;25,000</b>	<b>25-50K</b>	<b>50-75K</b>	<b>75-100K</b>
	1	5	8	14
	2%	9%	14%	25%
	<b>100-150K</b>	<b>150-200K</b>	<b>&gt;200K</b>	<b>Blank</b>
	11	8	1	8
	20%	14%	2%	14%

<b>How many wage earners in household?</b>	<b>One</b>	<b>Two</b>	<b>Blank</b>
	21	35	1
	37%	61%	2%

<b>Are you a single parent household?</b>	<b>Yes</b>	<b>No</b>
	4	53
	7%	93%

<b>Family level of education</b>	<b>Mom</b>	<b>%</b>	<b>Dad</b>	<b>%</b>
High School Graduation	2	4%	3	5%
Some College	9	16%	10	18%
College Graduate	40	71%	33	59%
Post Graduate Degree	5	9%	10	18%

#### **A.05 History**

- **Highlights within the school history**
- **Review of significant improvement efforts/issues**

### **SCHOOL HISTORY**

The community of Chaska has not only had Native American roots, but also the pioneering spirit of early German and Scandinavian settlers. The Sioux and Dakota nations and those European settlers found this area to be great for trading. This trading center took on the name of the Sioux Chief, Chaska.

The first attempt to establish the Catholic Church in this area was in 1842 by Father Ravoux, but it was unsuccessful. The next effort wasn't made until eight years later, this time by Benedictine priests. Their efforts were in both Carver and Scott counties, and by 1858, it was decided that Chaska would be able to support a church, so the first church was built here.

In 1869, additional land was purchased, and a house was converted into a school. For five years the school was staffed by Benedictine sisters. In 1876, things changed again, and Franciscan priests were assigned to the parish. Then Father Wendel Grote, O.F.M. requested the Sisters of Christian Charity to come teach at the parish school, and within a year the first school structure was begun. By 1880 the school was completed for the amount of \$7,000. That amount seems shocking to us now, but it was only accomplished through the hard work of all the early parishioners, priests, and sisters. Thus began an excellent tradition for outstanding education.

The present school building was constructed in 1912 and by 1922, Father Benventue Mueller, with the help and hard work of many, established Guardian Angels High School. The High School was in existence for fifty-one years. Guardian Angels High School may have closed in 1973, but the school has grown in many other ways to the present day. A kindergarten and preschool were added, a sixth through eight grade middle school concept within an elementary setting was adopted, and in keeping with changing world, sports programs, computer programs, foreign language instruction have been added. Enrollment continues to increase, reflecting growth in the Chaska area and a long history of benefit to the local community.

Today the school and parish are undergoing changes and facing challenges to meet the future. In June of 1995, after one hundred ninety-nine years of Franciscan leadership, the parish began a new era of diocesan pastoral leadership. At the end of 2001, the Church had completed a restoration project. The school may no longer benefit from Religious serving on its staff, but the tradition of a strong Catholic school continues under lay leadership. And the story continues.....

Significant improvement efforts/issues:

Since our last onsite team visit, in April of 2002, significant improvements have been made to the facility: a fire suppression system was installed, a new boiler was purchased and installed, a "suite" of 2 kindergarten classrooms were remodeled, a mobile computer lab was purchased and is used daily, projectors, screens, and equipment to link and use computers, CDs, DVDs along with a GATV studio enable every classroom to use the technology. Following an accident in February 2008, 16 radiators were removed from the basement level ceilings, and the preschool and kindergarten rooms were completely remodeled. New ceilings were installed in all rooms on that level, with new lighting and adjustment of sprinkler heads.

*Guardian Angels Mission Statement*  
*(adopted January 2008)*

*Guardian Angels Catholic School is a vibrant expression of the spiritual, moral, intellectual, physical and personal formation of each student, based on Catholic tradition, Christian values and the pursuit of academic excellence.*

**1.11 MISSION & PHILOSOPHY STATEMENTS:** The school will have mission and philosophy statements that articulate the Catholicity of the school community's shared vision, principles, beliefs, and core values.

Guardian Angels School has written Mission and Philosophy Statements based on the Catholicity of the school community. After reviewing the Church's Mission and Philosophy statements, teachers worked collaboratively to develop cohesive statements. The viewpoints reflect the Catholic belief of the full faculty and staff of the school. This was shared with the school community during the process and feedback and input was sought.

On-site Indicator:

- Mission and Philosophy Statements are posted in each classroom.

**1.12 GOVERNANCE AND POLICIES:** The school's governing body, policies, and documents and its management practices will reflect the Catholic mission and philosophy of the school.

Guardian Angels School exists, as part of the parish mission, to form students in their Catholic faith, while also educating students to be productive citizens. Because our mission statement further explains our intent to form the whole child, in all aspects of development, our faculty, School Advisory Committee (SAC), and parent community hold that belief up to each decision that is made. Tuition, fees, salary compensation are discussed, analyzed and set with the reality of parish finances, needs of our community and the desire that each child deserves the opportunity to be educated in their parish school.

All of our handbooks and policies, which include parent/student handbook, personnel handbook, Discipline with Purpose policies, and SAC bylaws, do have the mission and philosophy included, not for the words alone, but for their intent.

**1.13 LEADERSHIP, FACULTY AND STAFF:** The school's leadership team, faculty and staff will know, support and model the teachings of the Church as outlined in the General Directory for Catechesis, paragraphs 114-115 and the National Directory for Catechesis, sections 25. A – I and 54.9 a-d. School employees will pursue ongoing religious formation that will enhance the school's Catholic identity. Included in this section, all school employees will adhere to the school's

**“standards of conduct” that reflects Catholic tradition, Canon Law and current policies (including Article 12, Charter for the Protection of Children and Young People).**

The Guardian Angels’ code of conduct is the Pastoral Code of Conduct. Our faculty handbook includes the addendum, which has a very detailed Code of Ethics for Catholic school teachers. The Code of Ethics was developed by the Department of Elementary Schools from the National Catholic Education Association. At the beginning of every school year, the teachers review the handbook and return the Code of Pastoral Conduct page signed, which is then kept in their personnel file. These files are located in the principal’s office.

Every week the entire faculty gathers for a full faculty meeting. These meetings always begin with a prayer that a staff person has the opportunity to plan. During these meetings, the faculty, as a group, participates in discussions pertaining to articles from “Today’s Catholic Teacher” Magazine focusing on the Educators Moral Development Series. The year 2008-2009 has been a reflection on Catholic Social Principles. “The Catechist” Magazine is another resource used to discuss or plan for different liturgical seasons. Before workshop begins in the fall, the faculty gathers for Mass. This allows each of us to start the year recalling our mission and vision as a staff. Attendance is required of the entire faculty at the bi-annual MCEA convention. The Principal attends NCEA conventions annually.

Guardian Angels’ school leaders and faculty have opportunities to participate in faith formation activities in their own parish communities. The teachers reflect on their personal faith journey and find ways to enhance it. Collectively, the faculty has participated in and evaluated his/her faith in a variety of ways: Bible studies, Parish ministries, retreats, mission trips, and theology classes at Catholic Universities. Each faculty member has recorded his/her individual faith activities and that information is available in the on-site documentation.

**1.14 FORMATIVE SCHOOL CLIMATE & FACILTIES: Catholic schools will be welcoming, inclusive and safe for all who enter the facilities, including families, volunteers and guests. A variety of oppourtunities will be available for the entire school community to worship and pray together. Schools will develop age appropriate standards of conduct and training programs for children and young people according to the USCCB’s Office of Child and Youth Protection.**

Guardian Angels school decisions regarding its facilities, curriculum, instruction and governing policies are all made with our Mission and Philosophy statements in mind. Evidence of our Catholic Identity can be found throughout our school and classrooms. Each person who enters the school walks beneath this sign: “Be it known to all who enter here that Christ is the reason for this school, the unseen but ever present teacher in its classes, the model of its faculty, the inspiration of its students.” There are several other signs and symbols that show our Catholicity as well. “Christ-Centered Zone”

signs are posted around the building. Outside the Principal's office there is a plaque stating the Religious Dimension of Education in a Catholic School that reads, "From the first moment that a student sets foot in a Catholic School, he or she ought to have the impression of entering a new environment, one illuminated by the light of faith and having its own unique characteristics, an environment permeated with the Gospel spirit of love and freedom."

We have a number of opportunities for our students and the greater community to participate in prayer throughout the school year. We gather together as a school community during weekly Mass, Advent services, Stations of the Cross, for all of which there are extended invitations through parent newsletters and Parish bulletin. Morning and afternoon prayer are broadcast on GATV, and there are classroom prayers, prayer intentions, hallway prayer board, and Bible readings. Through our Religion curriculum and several other curricular areas, we have the opportunity to learn and practice the Catholic Social Teachings, Growing In Love series, have a week of studying a Columban Mission, learning about Saints and Holy days and the Liturgical calendar of the church. Our halls and classrooms all contain signs and symbols of our faith and our faith in action.

Guardian Angels school staff and administration have all been trained under the Archdiocesan Virtus program. School volunteers are encouraged to have the Virtus training, and it is required for any volunteer who works alone with students, coaches, or chaperones student activities. Background checks have been done on all staff members. Every year our student body goes through a Safe Environment program, we use Net Smart and the Harrisburg programs. The Safe Environment program is mandated by the Archdiocese from their Protecting Children and Youth Initiative (PCYI) Program. The school's discipline program, Discipline With Purpose (DWP), supports self-respect and responsibility for oneself and others using the same rules and skills found throughout our Mission and Philosophy Statement. This program was adopted in 2004.

**1.15 INFORMATIVE DEVELOPMENT OF FAITH: The school will be a faith community that nurtures the spiritual lives of students, families, staff members and all others having contact with the school.**

Guardian Angels School uses the process of choosing religious education materials in the same manner as any other educational series under review. Sample books are requested through various publishers recommended by the Archdiocese. We examine materials especially in light of what they offer as teachings on the Catholic Social Principles.

Our faith formation director and principal work together to see that our school and parish programs both have the same core content. At this time both are using the same series and value that cohesiveness. The Sacramental program is operated as a parish program.

We believe that the parents are a child's first teachers. Therefore, we involve them through take-home letters from our workbooks as well as their involvement in the grades 3-8 "Growing In Love" series. Parents are encouraged to come to our weekly school Masses, and seasonal prayer services.

On-site Indicators:

- See Curriculum Handbook for the religion curriculum.
- Evidence is noticeable throughout the school. Pictures of saints, statues, and prayer corners with the Bible, rosaries and prayer cards are in classrooms. Children participate in the weekly Mass and special Sunday Masses. Penance services are attended before the Christmas and Easter season. Teachers use storytelling and plays in their classroom as part of teaching some of the values of the Catholic traditions.
- At the end of each unit in our religion series, Call to Faith, a specific lesson is taught on the Catholic social teachings.
- The Growing In Love series is one sent out to families in grades 3-8. Parents are involved in teaching this at home. Notification is sent to parents when to pick up their materials and when to start teaching the program each year through our weekly communications letter. For parents of students receiving the Sacrament of Penance and First Communion special meetings are set up for them to attend.

**1.16 TRANSFORMATIVE FAITH COMMUNITY: The school will actively promote faith-to-action service and social justice experiences as integral elements within the life of the school.**

Students at Guardian Angels School are being given opportunities to study social justice issues through:

- Discipline With Purpose, a school wide program that all teachers have been trained in, promotes self discipline. Respect for oneself, others, authority, property, and the maintenance of a safe and healthy environment in which to learn, is at the heart of this discipline program. Students are expected to behave in a manner which reflects positively on themselves, their families, and their school, or are given age appropriate consequences. This program has been enhanced to incorporate Gospel values, respect for God, as well as others, property and ourselves. Many classrooms display the Biblical versions of the 15 self-discipline skills.
- Lessons pertaining to all Catholic Social Teaching (CST) Principles are included in K-8 Religion Curriculum, *Call To Faith*, including Family-Life Curriculum, *Growing In Love*. These CST principles permeate all curricular areas, not just isolated lessons during Religion class. The Gospel value of service is important to our school, and is taught and modeled frequently throughout the school year.

- Lessons devoted to Mission study, which include the study of the cultures of several countries, along with World Hunger and World Poverty at the Middle School level. Teachers strive to teach students empathy, as well as compassion to all humans.

Students at Guardian Angels School are being challenged to become active in both the Church's and the broader civic community's social justice needs through:

- Middle School Service Club organization
- Mission Week
- Grades 4-8 altar servers
- Pennies for Patients
- Holy Childhood Association
- Busy Bee Thrift Store clothing drive
- Food Drives
- Samaritan's Purse project
- Christmas Toy Drive
- Rake-a-thon
- H2O Well Project
- 6<sup>th</sup> grade Peace Poster Contest
- 8<sup>th</sup> grade Retreats
- Student voluntary participation as servers at Church dinners and various functions.
- Super Sunday Funday participation
- Feed My Starving Children
- Paper Drive
- Letters to Troops
- Weekly Mass envelopes for giving of Time, Talent and/or Treasure
- 2<sup>nd</sup> and 8<sup>th</sup> grade Buddies straighten pews, water plants and replace used votive candles
- Adopt a Family at Christmas time or as needed

### **Strengths:**

- Multiple forms of community prayer and worship.
- Discipline With Purpose in place, all teaching staff has been trained, and several components of program have been linked with faith elements.
- Daily prayer is a priority throughout the entire school. School-wide prayer to begin and end day via GATV studio.

- Service opportunities organized throughout entire school year.
- Consistent K-8 Religion curriculum
- GA Parish and School share common goals and ideals as to the Mission and Philosophy.

**Challenges:**

- Encourage each member of the Faculty to reflect on his/her own faith formation. Retreats and consistent faith formation program for faculty to be developed.
- Continue to infuse DWP lessons into our curriculum making the connection to our faith evident
- Have all volunteers complete both Virtus training and background check forms
- Resources to supplement school religion curriculum



## **STANDARDS and INDICATORS OF COMPLIANCE**

### **STANDARD 1: MISSION AND PHILOSOPHY**

**1.01 MISSION STATEMENT: The school will have a mission statement that concisely articulates a shared vision for the school community and establishes an overall commitment to a particular course of action.**

Guardian Angels Catholic School is a vibrant expression of the spiritual, moral, intellectual, physical and personal formation of each student, based on Catholic tradition, Christian values and the pursuit of academic excellence.

**1.02 PHILOSOPHY STATEMENT: The school will have a philosophy statement that articulates the principles, beliefs and/or core values of the educational program.**

Guardian Angels Catholic School is dedicated to:

- Empowering students to grow in their Christian faith through the teaching and modeling of Catholic principles and values.
- Providing a safe and caring learning environment for all students.
- Recognizing the variety of learning styles and abilities while striving to meet individual needs with an adaptable, written curriculum.
- Fostering respectful and open communication among parents, staff and students.
- Encouraging students to build a strong relationship with God in order to serve parish and broader community.

**1.03 COMMUNICATION OF STATEMENTS: The school will communicate the mission and philosophy statements to the stakeholders in the school community.**

Once both the Mission Statement and Philosophy were reviewed and adopted, they were laminated and given to each teacher to be posted in each classroom. They were highlighted in the weekly parent newsletter, under the section of “School News” in the church bulletin. The Mission Statement and Philosophy are both on the website. In the next printing of marketing materials, the newest version is scheduled to be printed on all materials.

On-site Indicators:

- Copies of newsletters and publications displaying the Mission and Philosophy and asking for stakeholder feedback and input.
- GA School Handbook

- Website contains Mission and Philosophy—[www.gachaska.org](http://www.gachaska.org)

**1.04 USE OF STATEMENTS: The school will provide evidence that the mission and philosophy statements guide the school's goals, processes, policies, and procedures.**

The faculty considers all curriculum review in light of the Mission and Philosophy of Guardian Angels School. The Middle School teachers and students review the Mission and Philosophy Statements in their Advisory periods in the fall.

On-site Indicators:

- Meeting minutes and agendas displaying Mission and Philosophy
- Copies of subject area Philosophies

**1.05 EVALUATION OF STATEMENTS: The school will have mission and philosophy statements that have been developed by appropriate representatives of the various stakeholders and a shared evaluation process that periodically reviews the effectiveness, relevance and quality of the statements.**

In the Fall of 2007, as we began the process of a self study, the statements were given to faculty to review and discuss. This review is actually done before the start of each school year. It was agreed upon that the intent of both statements is still meaningful and represents the beliefs that guide the school. Wording changes were the only suggestions. Three versions of the Mission Statement were presented to the parents, as evidenced in the school newsletter, parental input was requested, and the same was presented to the parish staff. We received several responses, and the same versions were presented in April to the student representatives and officers of the Student Council.

On-site Indicator:

- Copies of meeting minutes

**Strengths:**

- The Mission statement of Guardian Angels School is well publicized and was designed purposefully and collaboratively by all invested stakeholders
- The Mission Statement and Philosophy are used as a driving force to guide our educational programs
- Both the Mission Statement and Philosophy are reviewed annually

**Challenges:**

- Continue to widen the awareness of the Mission Statement and Philosophy to all of our supporting organizations

## **STANDARD 2: CURRICULUM AND INSTRUCTION**

**2.01 CURRICULUM HANDBOOK: The school will have a written comprehensive curriculum handbook that outlines the standards or criteria for students to successfully complete the prescribed educational program; the school's curriculum handbook will be sequentially organized with a demonstrated correlation between grade levels and course topics.**

Guardian Angels has a written comprehensive Curriculum Handbook that outlines the criteria for students to complete the prescribed educational program based on Minnesota State Standards. It is sequentially organized with a correlation between grade levels and course topics. It was developed collaboratively by all grade levels and is organized by subject area, sequentially by grade level, with course topics appropriately spiraled to ensure mastery at each level.

On-site Indicator:

- Copies of the Curriculum Handbook are located in the school office, faculty resource area in library, as well as on the faculty server. Every classroom contains all subject areas for the appropriate grade level and classes taught.

**2.02 USE OF HANDBOOK: The school will demonstrate that the written curriculum guides instructional practices.**

The school handbook guides the instructional practices of the school. This is demonstrated by curriculum maps and lesson plans. These show a variety of instructional practices and assessments being used.

On-site Indicators:

- Variety of assessments, examples of differentiated instruction and lesson/unit plans on file
- Administrative evaluations of instructional practices available in teacher files

**2.03 CONTENTS OF CURRICULUM <sup>LR</sup> The school's curriculum will provide for at least the following subject areas: basic communication skills (including reading, writing, literature, and fine arts); mathematics and science; social studies (including history, geography, and government); health and physical education.**

The school's curriculum provides for the following areas: Language Arts (which includes reading, writing, literature, grammar, spelling, vocabulary and speech), Mathematics, Science, Social Studies (including Geography and MN History), Health (6-8), Music,

Physical Education, Religion, Art, Media/Technology, and Foreign Language. Band and choir is offered to students in grades 4-8.

On-site Indicator:

- Curriculum Handbook

**2.04 VARIETY OF INSTRUCTIONAL PRACTICES: The school will utilize a variety of instructional practices that accommodate varying learning styles and needs.**

The faculty of Guardian Angels plan and implement lessons using a variety of techniques including Bloom's Taxonomy, differentiated learning, and multiple intelligences. In our classroom, teachers use hands-on activities including math manipulatives, educational games, science equipment, and technology. Teachers have students work in a variety of ways, from independently to small groups to whole class instruction. Other instructional practices include cooperative learning, performance-based learning, infusion, modeling, and interdisciplinary areas of study. To meet varying needs and learning styles the teachers plan lessons using tactile, auditory, visual, and mobile methods.

**2.05 CORRELATION WITH MISSION/PHILOSOPHY: The school's curriculum and instructional practices will reflect the mission and philosophy statements of the school.**

The Mission and Philosophy Statements are an integral part of the curriculum. Catholic Christian values are taught throughout the day. Guardian Angels offers an excellent academic environment in which students experience a challenging curriculum aligned with the current Minnesota State Standards. This includes all subject areas as well as technology, art, music (vocal and instrumental), physical education, and Spanish. A variety of extra-curricular sports are offered during the school year. The emotional development of each child is guided through modeling and instruction in the traditions of the Catholic Church. A safe and caring learning environment is provided to help students grow to be respectful and respected individuals in their parishes and communities.

Faculty, staff, parents, and students collaborate to ensure that there is open communication and that the Mission and Philosophy of the school are being fulfilled.

On-site Indicator:

- Copies of subject area Philosophies

**2.06 AWARENESS OF RESEARCH / PROFESSIONAL PRACTICE: The school's written curriculum will reflect an awareness of current research and professional practices.**

Guardian Angels Catholic School's curriculum is aligned with the Minnesota Department of Education's Standards. Religious training is specific to the Religion Standards for Education in grades kindergarten through eight as prescribed by the Archdiocese of St. Paul and Minneapolis. These standards are in compliance with the Catechism of the Catholic Church, General Directory for Catechesis, and the National Directory for Catechesis. Best practices within the curriculum reflect an awareness of current research, such as differentiating instruction, multiple intelligences, and process writing. In addition, Guardian Angels' teachers attend workshops and/or inservices regularly to maintain an awareness of current research and practices.

On-site Indicators:

- Workshop records
- Professional publications, membership in professional organizations
- Records of professional development in curricular best practices

**2.07 EVALUATION OF CURRICULUM AND INSTRUCTION: The school will have an established collaborative process for the ongoing evaluation and development of the curriculum handbook, instructional practices, and educational resources.**

The Guardian Angels curriculum development/evaluation process ensures that the resources used to teach students appropriately correlate with the curriculum outcomes listed in our handbook. When a particular subject is up for review, various educational publishers are contacted to send sample teacher's manuals, textbooks, and supplemental materials for the school to review and consider. Teachers from each grade level examine all materials, and then meet as a group to discuss and decide which series is preferred. After careful discussion and evaluation, a selection is made and the materials are purchased and put into place for the next school year.

Guardian Angels School reviews textbooks and resource materials based on the following schedule:

2008-09	Religion, Language Arts
2009-10	Math
2010-11	Science

When we review potential textbook and resource materials, they are evaluated according to the standards in our curriculum handbook and the latest educational research and best practice.

On-site Indicators:

- Written process of evaluation on file
- Textbook evaluation tool

**2.08 TECHNOLOGY: The school will use technology, and have a written plan for providing growth in this area, to meet curricular goals in teaching and learning.**

Guardian Angels teachers use technology to meet curricular goals by integrating technology into all subject areas, at nearly all grade levels. Teachers also use technology for personal productivity in areas such as communication, publication, scheduling. The school has written technology expectations for each grade level.

On-site Indicators:

- Inventory of technological resources
- Samples of projects and multimedia use
- Copy of lab schedule

**2.09 SPECIAL NEEDS: The school will have a written process for identifying, assessing and prescribing services for learners with special needs; in addition, the school will provide an educational program for advanced learners.**

Guardian Angels School works in conjunction with the Public School District #112, as mandated by the State of Minnesota, and referenced on page 9 of the Student Handbook to help students with special needs. Students may qualify for an ISP with the Public School District based on the Special Education Team's assessment of the student.

The teaching staff of Guardian Angels initiates the process by identifying students who may be considered for Special Education assessment through a variety of techniques; parental concerns, classroom observations, curricular assessments, and/or results of standardized testing (MAP). The process formally begins when interventions are documented to aid the student. If interventions are not adequately meeting the student's needs, a conference with the parents is held to assess or monitor the situation. Based on agreement with the parents and teacher, a referral is made to the District #112 Special Education Department. This team then determines if the student

meets the qualifications for district testing. After test results are analyzed, a staffing is held including parents, teacher, administrator and special education team to determine whether an ISP and/or other accommodations should be implemented.

In addition to this, GA has access to counseling through the offices of Dr. Steven Kahn and Associates. Dr. Kahn, as well as one of the associates, come weekly to our school. They work with students and will work with families as requested. Dr. Kahn also provides parent information sessions, as well as articles for our faculty and parents.

Guardian Angels' curriculum is designed to meet the needs of all students through the practices of differentiated learning instruction. Lesson plans and activities are designed to accommodate all learner types from gifted and talented to students who are challenged by the performance indicators and benchmarks for their grade level. Lessons also take into consideration the multiple intelligences to reach all learners.

We are currently researching gifted and talented programs.

On-site Indicators:

- School Handbook
- Referral Form from District #112

**2.10 EFFECTIVE CLASSROOM MANAGEMENT: The school will have classroom environments that are conducive to learning.**

Guardian Angels School is driven by our Mission Statement, which addresses the needs of the whole child. We consider this when creating an environment that is conducive to learning. The entire faculty has been trained in Discipline With Purpose, and we regularly teach these skills to the students. The skills include things like listening, respecting time, space, people and things, and sacrificing and serving others. These skills promote respect to oneself, as well as to peers and adults. These skills are posted throughout the building and in the classrooms. They are also in the student handbook.

**Strengths:**

- Use of a variety of instructional practices
- All teachers trained in Differentiated Instruction
- All teachers are licensed, with four of them holding a Master's Degree or higher

- Curriculum Handbook was collaboratively designed and aligns with Minnesota State Standards
- All teachers are trained in the use of Curriculum Mapper and use it
- There are full time specialists in Music and Physical Education, and a part time teacher of Spanish
- Current on our curriculum review
- Current technology equipment is available in all classrooms
- Curriculum is enriched by technology in well-equipped classrooms and lab

**Challenges:**

- Remain current with our maps
- Coordinate mapping data, and align them with standards
- Continue to integrate technology throughout the curriculum
- Develop a writing methodology across all grade levels
- Continue to develop a Gifted and Talented program
- Develop a formalized art program for the younger grades

## **STANDARD 3: LEARNER PERFORMANCE**

**3.01 ASSESSMENT PROCESS: The school will provide a systematic and clearly understood process of learner assessment that includes at least one standardized testing instrument.**

Guardian Angels School has learner assessments that are developed by individual teachers or provided through the curriculum materials. Learner assessments are expected to pre-assess knowledge, used throughout the unit and at the end of units to show student growth. Guardian Angels school administers the Measures of Academic Progress (MAP) computerized standardized tests created by the Northwest Evaluation Association (NWEA). MAP tests are given twice an academic year, with the possibility of up to four times a year in the future, to all students in grades two through eight.

On-site Indicators:

- MAP test results from Fall 2008
- Samples of rubrics used

**3.02 ASSESSMENT AND CURRICULUM: The school will have an assessment process that evaluates whether the learners are meeting the expectations of the curriculum handbook.**

In alignment with Guardian Angels' Mission and Philosophy, teachers use many different ways to evaluate and track student progress and learning of the curriculum as it is set forth in the Curriculum Handbook and recorded in Curriculum Mapper. These include, but are not limited to, unit tests, chapter tests, practice books, oral presentations, foldable projects, projects, journals, rubrics, weekly spelling tests, monthly themed book reports, grade level research projects, smaller scale reports, observations, daily work-worksheets, quizzes, games, verbal, listening to students read aloud, asking questions within the classroom, oral evaluation, peer evaluations, Classroom Performance System, internet quizzes, webquests, lab tests in science, interactive whiteboard, dry erase boards, and musical compositions.

On-site Indicators:

- Samples of teacher designed tests, unit tests, or special projects
- Examples of Curriculum Maps

**3.03 ASSESSMENT DEMONSTRATES ACHIEVEMENT: The school will have a curriculum and instructional practices that result in positive student achievement over time.**

Guardian Angels Catholic School has a curriculum handbook that encourages positive student achievement. Some of the instructional practices used are: computer programs, research projects, independent cross-curricular projects, full and small group work, literature circles, peer teaching, role playing, modeling, and other activities that assist and enhance student achievement.

Guardian Angels Catholic School over the past years has been able to obtain information from the surrounding Catholic high schools about the continuing academic honor roll achievements of our graduates. The information is publicized three times a year in the weekly newsletter and stated in the church bulletin.

On-site Indicators:

- MAP testing data from Fall 2008 showing student growth over time
- Report Card samples
- Alumni tracking examples

**3.04 ASSESSMENT RESULTS EFFECT CHANGE: The school will regularly evaluate the results from the learner assessment process, and if necessary, make changes in curriculum and instruction.**

Each teacher, through curriculum mapping, makes adjustments each academic year as to the effectiveness of the assessments and materials used to convey curriculum. In addition to each individual classroom making adjustments, teachers also meet in grade level groups (K-2, 3-5, 6-8) to discuss student progress and changes that may need to be made to meet the needs of students. Guardian Angels uses the MAP test results to fine tune the assessments used in the classrooms and make instruction more effective based on individual student needs.

During the 2007-2008 academic year, the teachers attended an in-service in which they learned how to analyze the MAP test scores and find out strengths and areas of growth for the students in their classes. With the MAP test results, teachers are able to see specific skill sets that students may not have mastered and what their instructional level is. This allows teachers to gain a greater understanding of their students and to best design assessments to meet those

specific skills that may be lacking, or to enrich students' skills beyond basic mastery.

On-site Indicators:

- Examples of Curriculum Maps
- MAP testing results

**3.05 STUDENT RECORDS: The school will maintain student records containing assessment documentation, in addition to other information required by law and as necessary for the operation of a quality educational program.**

Guardian Angels' student records are kept in locked file cabinets in the school office. These cumulative files are updated yearly for attendance and tardies and after our NWEA testing. A copy of the end of the year report card is also placed in the student's files. Any student having an ISP has a sticker on their cumulative folder. This indicates their individual ISP is kept with the Special Education Department for the District.

On-site Indicator:

- Student records in file cabinet in school office

**3.06 ASSESSMENT RESULTS COMMUNICATED: The school will communicate learner progress to parents and the school community while respecting principles of confidentiality and respect.**

Guardian Angels is on a trimester school year. Report cards are mailed out to students in grades 4-8 at the end of each trimester. K-3 students receive report cards in class and bring them home, three times a year. A letter explaining NWEA testing goes home to our parents with the results after each testing session.

The teachers of grades 4-8 update the online grading system, Power School, weekly so students and their parents are able to access their own grades by entering their own personal code. Grade level meetings occur frequently to discuss teacher or student/parent concerns.

Individual conferences, phone calls, or e-mail communication are used for school concerns or school related enrichment opportunities. Guardian Angels also holds Parent/Teacher Conferences every fall for all students and again in March for teacher or parent requested conferences.

On-site Indicators:

- Copy of Kindergarten Report Card, Grades 1-3 Report Card, Grades 4-5 Report Card, & Middle School Report Card
- See GA School Handbook for grading criteria
- Conference materials used at various grade levels

**3.07 ATTENDANCE / TARDINESS: <sup>LR</sup> The school will have attendance and tardiness policies and procedures that are written, published, communicated and enforced; in addition, the school will, in a timely manner complete annual enrollment reports as is required by the local public school district and the state, and maintain copies of such reports.**

The attendance and tardiness policies are written and explained on page 18 of our school handbook. Parents and students are required to read and sign the handbook showing they understand and agree to be governed by its policies. Attendance is taken daily through our Power School system. Follow up calls from the teaching staff to parents is done if tardies or absences become excessive. All annual reports that the school district or state would require are generated out of the principal's office in a timely manner.

On-site Indicators:

- GA School Handbook
- Faculty Handbook
- Cumulative Student Files

**Strengths:**

- NWEA is in place for grades 2–8, and is also available to test and make diagnostic decisions for students new or transferring to Guardian Angels
- Power School/Power Grade is available for students, families, and staff to access and view current grades
- Curriculum Mapper is on line to annually update, modify, and change assessments
- Using a variety of instructional practices throughout our curriculum

- Publishing received documentation of achievements by our alumni attending Catholic high schools

**Challenges:**

- Use technology in creating a portfolio of creative works from Kindergarten through Eighth grade
- Improve and expand our database in keeping track of our alumni students as they move on into high school, especially the public school students
- Increase the use of differentiated strategies throughout our curriculum
- Continually use the results of the NWEA tests in order to benefit our students learning performance

## **STANDARD 4: SCHOOL CLIMATE AND FACILITIES**

**4.01 STUDENT BEHAVIOR EXPECTATIONS: The school will communicate expectations for student behavior and will enforce a student discipline code that is supportive of the school's mission and philosophy, and conducive to learning.**

Guardian Angels School has behavior expectations that are developed by the faculty and use Discipline With Purpose and Gospel values as guides. The specific behavior expectations that GA expects the students to follow can be found in the GA School Handbook on pg 18-28. All parents and faculty receive a handbook. At the beginning of the school year, the parents and students must sign off that they have read the handbook and agree to follow its written policies. Guardian Angels has also reviewed and coordinated, with our GA School Handbook, an Athletic Handbook for student athletes. These handbooks are distributed to all athletes at the beginning of their seasonal sport and are on file with the school and the athletic department. Discipline With Purpose (DWP), our school wide discipline program, has lessons to be taught and school-wide rules are to be followed. Posters showing the behaviors are visible in each classroom and common student areas. The School Age Child Care Program (SACC) also has its own handbook and follows the same rules of the school.

On-site Indicators:

- GA School Handbook—pages 18-28
- Faculty Handbook
- SACC Handbook
- Athletic Handbook
- DWP Manual
- Consequence forms (DWP)

**4.02 CONFLICT RESOLUTION: The school will communicate and use a process for resolving conflicts and grievances within the school community.**

Guardian Angels handles conflict resolution in many different ways, depending on the age of the child and the severity of the conflict at hand. Grievance policies are found in the GA School Handbook on pg. 11.

Conflict Resolution Examples:

DWP-Discipline With Purpose has consequence cards that are used for grades 3, 4, 5. The Peace Formula can be found in our on-site indicators.

2<sup>nd</sup> grade (room 101)-Bathtub is used to help resolve student to student conflicts

Bullying Forms-Any age child can fill out a Bully Form and the teacher will then deal with the request and take appropriate action.

Friendship Groups-School Psychologist will meet with different children and age groups to work on friendship issues or help children to build better friendships.

Peer Mediation-In the past we used to have Peer mediators. We have not done this training for the past two years.

On-site Indicators:

- GA School Handbook-page 11
- DWP Coordinator's Book
- Sample Consequence forms

**4.03 SPACE CONSIDERATIONS: The school and class enrollments are compatible with the capacity of the facility.**

Guardian Angels School has more than adequate space for all classes. There are dedicated rooms for preschool, computer lab, music, library, and gym. The gym space is also used as a lunchroom, auditorium and community space during the school day and for School Age Child Care before school. Guardian Angels administrative offices include a nurse's office, a conference room, and private offices for school administration. Room 110 is used as a multi-purpose room, and Special Education is in room 108. There is office space for onsite district personnel and for psychological consults.

The space allows for continued enrollment increases. We have suggested a maximum student limit of 25 per classroom for Kindergarten through eighth grade. For specific admission policies and procedures please see the GA School Handbook, pg 5.

- GA School Handbook-page 5
- Enrollment Statistics

**4.04 RESOURCES/ FACILITIES: The school's resources, instructional materials, equipment, and facilities support the educational program.**

Guardian Angels has a variety of ways to access information needed for various educational topics or areas of concern that need to be addressed in the classroom. The following is a list of the items we have and use:

Resources: video library, CEFM, websites from textbooks, library/teacher resources, Chaska Public Library, search engines, and Virtus training

Instructional Materials and Teacher Manuals are used for the following subjects: Language Arts (Literature, Vocabulary, Spelling, Writing, & Grammar), Math, Religion, Social Studies, Geography, Minnesota History, Science, Health, Spanish, and Media

These other resources are used to enhance learning in various subject areas: Curriculum Maps, DWP, Current Health Magazine, Library, Time for Kids, Today's Catholic Teacher, Catechist, Catholic Spirit, Maryknoll, Middle Ground, Master Teacher, and The Magazine of MN Agriculture in the Classroom

Equipment: Computers, Mobile lab, CPS, LCD projectors, Interactive White Board, Triple Beam balances, microscopes, human body models, Broadcast Studio and equipment, sound system, security system, new scoreboard, wireless microphones for music productions, TIVO, and Finale Notepad

The Vision Committee is the brain trust of the parish that researches and investigates a situation, discusses the situation from multiple angles, suggests possible solutions, and makes at least two recommendations to the appropriate committees. This committee will benefit the school in making future decisions regarding the facilities.

#### **4.05 LIBRARY / MEDIA: The school's library and media resources support the educational program.**

Guardian Angels School has a library that supports the kindergarten through eighth grade curriculum. There is a stipended part-time library volunteer who oversees the administration of the library. In addition, many volunteers assist with checking out and shelving books.

Guardian Angels School uses the Accelerated Reader Program for students in third through eighth grade, as well as younger advanced readers. Library volunteers sponsor various reading contests and enrichment activities throughout the school year, such as the Maud Hart Lovelace book contest, an annual book fair, and the Junior Great Books Program. The proceeds from the book fair are used to purchase new books and resources for the library.

Guardian Angels has a both a stationary Media lab as well as a mobile lab that is adequate for all class sizes. Middle School has Media class taught by a Media teacher.

Media also has its own GATV studio in two labs which are used daily to broadcast morning prayer and other announcements. Each classroom has at least one computer available for use by students.

**4.06 PREVENTIVE MAINTENANCE: The school facilities are safe, sanitary, and routinely maintained to assure effective working order and compliance with all legal and code requirements.**

Guardian Angels School maintains an environment that is clean and safe for a 97 year old building. Maintenance staff makes repairs when needed, and there is a daily cleaning service. In addition, they make repairs and complete special cleaning tasks when needed. During school breaks and summer vacation, the maintenance staff shampoos carpets, washes windows, touches up paint, and waxes floors. The maintenance department follows the state and federal guidelines for cleaning up blood and bodily fluids and storing hazardous chemicals. The maintenance staff is trained in Asbestos Management Plan (ACM Management Plan). This plan is located in the Maintenance Office and compiled in two large binders.

Guardian Angels School has undergone a number of improvements in the past few years. In the summer of 2002, a sprinkler system was put in place. During the summer of 2004 new lighting was installed throughout the building and the hallways were completed the following summer. Also in 2004, a new vinyl composition tile floor was installed in Room 004. In December 2005, the ceiling was dropped and new lighting was installed in Room 106. A new boiler was put into place and asbestos was removed in the fall of 2006. In February 2008, the rooms on the lower level received drop ceilings, new lighting, sprinkler retrofits, and new vinyl composition tile floors (Room 002 and 005). The steps and bricks in the front of the building were also redone. The carpet is being replaced in rooms as needed and when money is available.

The Building, Grounds, and Gardens (BGG) is much more of a hands-on committee that takes the recommendation of the Parish and Finance Councils and School Advisory Committee recommendations and finds the talent in order to accomplish the tasks at hand when they relate to the building, grounds, or gardens on the Parish and School campus. The BGG Committee is not necessarily composed of those who do the work, but moreover, those who can act as parish general contractors who have the expertise to oversee the work. The BGG Committee is involved in creating a scope of work and obtaining bids from contractors qualified to do the work.

On-site Indicator:

- Asbestos Abatement Schedule

**4.07 HEALTH AND SAFETY ISSUES: <sup>LR</sup> The school has a written plan in place and is actively addressing any health and safety issues reported to the school, or that the school is aware of or reasonably should know or should have known about.**

MacNeil Environmental completes semi-annual inspections of all encapsulation of asbestos, asbestos-related repair, and cleanup and disposal of polychlorinated biphenyls and provides extensive written documentation of all inspections and test results. This documentation is made available upon request by employees, parents, and visitors.

On-site Indicators:

- Health and Safety plan
- Health records
- GA School Handbook
- Wellness Policy

**4.08 CRISIS MANAGEMENT: <sup>LR</sup> The school has written published and communicated policies and procedures for addressing emergency situations and regularly conducts drills and reviews policies/procedures with school community.**

An established and trained Crisis Management Team is in place at the school. Several faculty members and parish staff were included in a Carver County Grant to train and develop a Crisis Management Team during the summer of 2006. The listed criteria in the indicators of compliance have all been addressed and can be located in the school office. Each classroom is equipped with an Emergency Procedure chart, emergency exit maps and emergency supply kits. All emergency exit doors are clearly labeled.

Each teacher has a copy of the Emergency Operations Plan that lists specific procedures for each crisis.

AED's (Artificial External Defibrillators) are located near gymnasium facilities, in the church and in St. Francis Hall and include both adult and juvenile pads. The teaching staff of Guardian Angels has received AED training in conjunction with updating our CPR certification.

On-site Indicators:

- Log of fire, tornado and lockdown drills
- Copy of Emergency Operations Plan
- Copy of Teacher Flipbook for an Emergency

**4.09 RIGHT TO KNOW, BLOODBORNE PATHOGENS: <sup>LR</sup> The school annually provides professional training to its employees on “right to know” laws regarding the handling and storage of chemicals, blood borne pathogens, and other biohazards as required by OSHA.**

Guardian Angels faculty and staff receive training in Bloodborne Pathogens each year with the building nurse. The dates of the yearly training are on file in the nurse’s office.

On-site Indicators:

- Training logs
- Faculty Handbook

**4.10 PRESCHOOL LICENSURE: <sup>LR</sup> The school will attain licensure through the Minnesota Department of Human Services (Child Care Centers) if operating an accredited preschool program (pre-kindergarten, early childhood, etc.).**

Guardian Angels Preschool is licensed by the Minnesota Department of Human Services and is not included in this accreditation.

**Strengths:**

- Building Improvements 2007-2008 school year
- Vision Committee
- Building, Grounds and Gardens Committee

**Challenges:**

- Encourage all parents and staff to review the handbook and follow the policies written in them
- Making sure all staff follow the DWP policies
- Investigate the possibility of reinstating the peer mediator program for students
- Effective use of space

## **STANDARD 5: COMMUNITY RELATIONS**

**5.01 ORIENTATION: The school will provide orientation for all new staff, new/prospective families, new students in age-appropriate ways, and school volunteers. The orientation shall include: school mission and philosophy, roles and responsibilities, school programs, and expectations for learners.**

Guardian Angels School provides orientation for all new/prospective families, new students and school volunteers through buddy programs designed to welcome and inform new families of our school and training sessions. We offer kindergarten round-up, back to school night, curriculum night, move up day for soon-to-be middle schoolers, VIRTUS training, and the volunteers' LOVE agreement (Lots Of Volunteer Energy).

All new staff is also adequately oriented to the GA school community before the school year begins. The administrator and selected mentors attend a full-day in-service with the new hires to begin the mentoring process before the full staff resumes duties in the fall. The same person mentors the new staff member for the entire school year. They make sure that the culture of the school is explained and special events are clearly shared to decrease the stress of being a new teacher.

On-site Indicators:

- Workshop agenda
- School calendar with events listed
- Handbooks
- Curriculum Night handouts
- MS Orientation PowerPoint Presentation
- Buddy Family Communication
- LOVE agreement

**5.02 REGULAR COMMUNICATION: The school will maintain regular communication between the school and home.**

Guardian Angels School maintains regular communication between the school and home in many ways. Teachers communicate with parents through face-to-face meetings/conferences, e-mail messages, and telephone calls. Teachers have web-pages on [www.gachaska.org](http://www.gachaska.org). Middle School has a homework page and weekly newsletter that is electronic, as well as hard copy upon request. There is also a school-wide, weekly, electronic newsletter that is distributed each Thursday. Hard copies are available upon request. There is a Guardian Angels School and Parish website at

[www.gachaska.org](http://www.gachaska.org). It is updated weekly, and includes the following information: news, administration and policies, athletics, calendar, lunch menu, middle school homework, individual classroom newsletters and homework, SAC minutes, educational resources, home and school links, PowerGrade, and staff information. GATV is the school-wide communication video system that is used daily for announcements and prayer.

On-site Indicators:

- Copies of Newsletters
- E-mail correspondence
- Parent/Teacher/Student Conference information
- Brochures

**5.03 PUBLICATIONS: The school's written communication will help to develop informed relationships between learners, their families, the school, and the civic community.**

Guardian Angels Catholic School has a variety of written communication between learners, their families, the school, and the civic community. They are: classroom web-pages, the weekly school-wide newsletter, the Middle School homework page, GATV, the annual fund drive letter, and weekly newsletter. The Guardian Angels School Handbook is read and signed by each family before school starts indicating their agreement with the school policies. Other written communication is sent for field trips and special announcements as they arise. The school also promotes regular communication with the public through pictures and articles appearing in the local newspaper, the Chaska Herald. We have developed a rotating schedule of two teachers each month to submit pictures and articles to the local newspaper. This has increased our visibility in the community.

On-site Indicators:

- Publication policy in GA School Handbook
- Publication samples

**5.04 PARENT ORGANIZATIONS: The school will develop and promote organizations of parents involved in positively promoting the school and its mission.**

There are multiple opportunities for parents to volunteer within Guardian Angels School such as, the Buddy Family program, Sports Boosters, and the School Advisory Committee. There is a Volunteer Coordinator who organizes room parents and playground and lunchroom helpers to assist in the lunchroom with food service, and on

the playground with supervision. Room parents perform a variety of tasks including supplying treats for concerts, organizing teacher luncheons, and promoting Grandparents' Day activities. Art Adventure is a unique opportunity for parents to provide enrichment in the arts. There is a Book Fair and spaghetti dinner at which parents help raise money for our school and classroom libraries. Individual classrooms have opportunities for participation in book clubs and other reading enrichment. The work of the PTO is continued but there are no organized meetings at this time. All volunteers have had background checks and VIRTUS training.

On-site Indicators:

- Alumni Newsletter
- Buddy Family information
- Booster Club information
- Marketing/Development information

**5.05 COMMUNITY INVOLVEMENT / PARTNERSHIPS: The school will promote involvement in community activities and events and will develop community partnerships with local and school organizations that sponsor and support educational projects.**

Guardian Angels develops and promotes involvement in community activities and events through the fall and spring food drives, the Samaritan's Purse Project, the Rake-a-thon, Yearbook, Choir, Band, sports activities, Grandparents' Day, May Crowning, the Middle School Service Club, Feed My Starving Children, Auburn Manor, Lion's Club Peace Poster contest, VFW Poppy Poster Contest, Helping Paws, Carver County Historical Society, Holy Family Catholic High School, Archdiocese Essay/Poster contest, educational field trips within our community to organizations such as the Fire Department, Ridgeview Hospital, and the Chaska Government Center, Minnesota Twins' Father of the Year Essay Writing Contest, Birthright, Holy Childhood Association, H2O Project, Pennies for Patients, church organizations such as Knights of Columbus, the Council of Catholic Women, the Daughters of Isabella, the Men's Club, and through articles in the Catholic Spirit and the Chaska Herald. Flyers are distributed from community organizations such as the Girl Scouts, Boy Scouts, and community education programs.

On-site Indicators:

- Service Projects
- Scouting information
- Community involvement

**5.06 MARKETING/DEVELOPMENT PLAN: The school will have a marketing/development plan in order to increase public visibility, foster community relations, and maintain necessary revenue and enrollment.**

The School Advisory Committee (SAC) of Guardian Angels School is a consultative group established to provide leadership in marketing and development. Guardian Angels School spreads the good news by having a float in the Carver parade, a booth at River City Days and Chaska Area Taste, and displaying school information at a Catholic Schools' Fair at Pax Christi in Eden Prairie. The G.A. website, at [www.gachaska.org](http://www.gachaska.org), is another tool the school uses to increase visibility and foster relations. Other methods used to foster community relations and maintain revenue and enrollment are displays and announcements at other churches and schools in the area, pamphlets dropped off at new residents' homes, ads in the local papers and real estate magazines, real estate agent breakfast, open house, and senior luncheons.

On-site Indicators:

- Marketing/Development Plan
- Newspaper ads
- Brochures
- Alumni newsletter
- Parish/church bulletin samples

**5.07 ANNUAL REPORT: The school will publish and distribute an annual report to parents and other stakeholders.**

Guardian Angels School does not publish a formal annual report. It does, however, distribute an annual development letter to parents, grandparents and alumni. Also, Mrs. Ronhovde has visited all three parishes, Guardian Angels, St. Nicholas, and St. Victoria, to present a state-of-the-school pulpit address.

On-site Indicator:

- Copy of Annual Development Newsletter

**Strengths:**

- Technology in our school and in our classrooms
- We are well established in the community and have a strong base with the organizations both within the school and the greater Chaska area

- Administration meets with new and prospective families for touring of the building and to answer questions
- The Buddy Program is established to welcome and answer questions of new families

**Challenges:**

- Reorganize a Parent Teacher Organization (PTO) program.
- Develop an annual school report that would include a formal format with a financial report included and timeline for distribution
- Continue to inform our parents of school functions
- Continue to inform parents of student progress via PowerGrade, report cards, and NWEA testing results
- Maintain our informative website, including SAC minutes and PowerSchool access
- Improve and expand our Alumni Data Base to include 8<sup>th</sup> grade graduates since 1973

## **STANDARD 6: PERSONNEL**

**6.01 ADMINISTRATOR QUALIFICATIONS: The school will have principals/administrators who have Minnesota administrative licensure; or at a minimum, have a masters degree in education from an accredited institution, are enrolled in such a program leading to a qualified degree within a five-year period, or can demonstrate equivalency of such a degree.**

Mrs. Nancy Ronhovde, the current principal, has a Master's degree in Curriculum and Instruction from the University of St. Thomas, an Educational Specialist's degree from the University of St. Thomas and both a current Minnesota Teacher and Administrator's license.

On-site Indicator:

- Verification of licensure of principal

**6.02 ELEMENTARY TEACHER QUALIFICATIONS: The elementary school's grade level teachers and those teaching math, science, social studies, or language arts will have Minnesota teacher licensure; or at a minimum have a baccalaureate degree from an accredited institution.**

All teachers of grades kindergarten through eighth grade have a baccalaureate degree from an accredited institution and hold a current Minnesota teaching license. Four of the teachers also hold Master's degrees, and one has her Education Specialist's degree.

On-site Indicator:

- Personnel records indicating compliance for all

**6.03 ELEMENTARY SPECIALTY TEACHER QUALIFICATIONS: The elementary school's specialists (world language, fine arts, technology, library, physical education, religions, etc.) will have a baccalaureate degree from an accredited institution; or at a minimum be able to demonstrate proficiency in their teaching area.**

The specialty teachers at Guardian Angels have baccalaureate degrees, as well as current teaching licenses. This includes the Music teacher and the Physical Education teacher. The contracted Spanish teacher holds a degree in Spanish, but does not have a teaching license.

On-site Indicator:

- Personnel records for all specialty teachers

**6.04 SECONDARY TEACHER QUALIFICATIONS: The secondary school's teachers and specialists will have Minnesota teacher licensure; or at a minimum have a baccalaureate degree from an accredited institution.**

N/A

**6.05 CRIMINAL BACKGROUND CHECKS: <sup>LR</sup> The school will conduct appropriate criminal history background checks on all individuals who are offered employment in the school.**

Following the Justice in Employment policy of the Archdiocese, all employees have the required background checks on file. All employees have also completed the Archdiocesan VIRTUS program.

On-site Indicator:

- Personnel records containing valid background check

**6.06 STAFF CODE OF ETHICS: The school will publish and maintain a professional code of ethics for all staff persons.**

All of the employees of Guardian Angels Parish have received and signed off on the Employee Handbook, Personnel Policies and Procedures. On pages 1-10 of section V, they received and reviewed the "Code of Pastoral Conduct" for Church Employees within the Archdiocese of St. Paul and Minneapolis.

On-site Indicator:

- GA Faculty Handbook

**6.07 EVALUATION PROCESS: The school will have an evaluation process for all school personnel that includes job descriptions, annual written reviews, clear expectations, formative feedback on performance, a clear relationship between evaluation and employment decisions, and suggested courses of action to improve performance.**

A job description for each staff member is included with the annual letter, and a signed copy of the letter, as well as the job description is in each personnel file. As stated in the Faculty Addendum of the Personnel Handbook, each teacher is formally observed, evaluated, and consulted with annually, as a minimum. The results of that process are located within the personnel file, as well as any additional observations that were requested by the teacher or required by the Principal.

On-site Indicators:

- Written description of evaluation process and supervision process
- Personnel files
- Job descriptions
- Faculty Handbook

**6.08 PROFESSIONAL DEVELOPMENT FOR STAFF: The school will have all teaching staff and administrators annually participate in professional development opportunities that are related to significant planning objectives and job responsibilities.**

The entire faculty is involved in in-service days in August before school starts, as well as during the four late starts initiated by ISD #112, in which we are located. Our calendar indicates teacher days, when students are not in session, to be used for professional staff development. Each teacher is asked to attend a minimum of one workshop day specific to their grade level or subject area, unless they are enrolled in a graduate level program or use their professional day for observation in another school intended for a specific purpose. In addition to those aspects of professional development, there are some specific to school leadership. Mrs. Nancy Ronhovde is a member of ACSPA and has served on its Board, a Minnesota Principals' Academy (MPA) participant, and either attends or sends a representative to each session, a member of the DESEC Board of NCEA, representing Region 8, and attends regular Deanery and Principal meetings, including MNSAA and Legal Day events.

On-site Indicators:

- Staff professional development report
- Continuing education units
- Annual progress report to MNSAA

- Submission request forms

**6.09 BUDGETING FOR PROFESSIONAL DEVELOPMENT: The school will provide necessary resources in the budget for all staff to participate in annual professional development.**

The school budget includes specific money to be used for teacher in-service opportunities or to help with the expenses of graduate level courses. A professional day is given to each teacher annually to be used in an activity of professional development. We use Title monies to help in any area we can qualify as group training in such things as Discipline With Purpose, Differentiated Instruction, etc.

On-site Indicator:

- Budget reports

**6.10 PERSONNEL RECORDS: The school will have accurate, confidential, and complete personnel records as required by law and as necessary for its effective operations, including professional qualifications and credentials.**

Guardian Angels School and Parish maintain personnel records for each staff member, as required by law. The records are current and complete, as mandated.

On-site Indicator:

- Personnel records including background checks, W-4, I-9 immigration forms, state hiring report, and written evaluations

### **Strengths:**

- All staff members have current licenses and are qualified for the areas they teach
- By allocating money for professional development, teachers are encouraged and supported in their own professional growth

### **Challenges:**

- Staff members cannot participate in every opportunity that presents itself, and there is no process in place to share information.

## **STANDARD 7: LEADERSHIP AND GOVERNANCE**

**7.01 ADMINISTRATOR: The school will have an onsite administrator who is responsible for the day to day administrative leadership and management of the school.**

Mrs. Nancy Ronhovde is the current administrator who is responsible for the day-to-day administrative leadership and management of the school. The administrator's job description clearly outlines those duties. The administration of Guardian Angels School does not fall solely on one person, however. We are fortunate to have a Middle School teacher, Mrs. Amy Gallus, who has completed her work at the University of St. Thomas for an Education Specialist's Degree and administrator licensure, who serves as an Assistant Principal. We also have a lead teacher for the primary grades, Mrs. Peg Scott, who also does some administrative tasks. The Pastor, Father Paul Jarvis, is also consulted and informed in any serious matters.

On-site Indicator:

- Onsite verification

**7.02 JOB DESCRIPTIONS: The school will provide written position descriptions for all administrative staff, which include roles, responsibilities, and accountability.**

Guardian Angels School presents a job description for each position annually, when it is time to hire, renew or confirm employment. As they are reviewed, Justice in Employment Policies are followed, as required by the Archdiocese of St. Paul/Minneapolis.

On-site Indicator:

- Job descriptions

**7.03 GOVERNANCE: The school will have a governing body to which the administrator is accountable.**

Guardian Angels School has a School Advisory Committee (SAC). It is a consultative board, which includes the Pastor, Business Administrator and Principal, as well as a minimum of six parents, serving rotating three year terms.

On-site Indicators:

- Flow chart
- Governing body roster
- Administrator evaluation schedule

**7.04 GOVERNANCE OPERATIONS AND DEVELOPMENT: The school has established written roles and responsibilities for members of the governing body and provides opportunities for orientation, ongoing development and training.**

There is a set of By Laws, which lay out the specific articles to govern and guide the work of the School Advisory Committee. An orientation training is provided for new members to help them understand the policy and procedure process. All recommendations must be approved by the Pastor, following discussion and before implementation. Regular work that falls under SAC's direction is Marketing and Public Relations for the school, the Budgeting Process, Policy review, as needed, and long range planning. Ad hoc committees may be set up for other needs; for example, there is presently a Uniform Committee reviewing the current school uniform.

On-site Indicators:

- Copy of job descriptions
- Documentation of in-service

**7.05 BUDGET: The school will have an annual budgetary process and budget that is consistent with the achievement of its goals; in addition, the school will produce an annual budget and financial report, and will make it available to stakeholders.**

The principal, with assistance from a select member or members of the School Advisory Committee prepares an annual school budget. This budget, with proposed tuition rates and staff salaries, is presented in draft form to all SAC members for discussion and recommendation for approval. Once a recommendation has been made, the proposed budget is brought before the Finance Council of the Parish and presented to that group, who oversees the financial operations of the parish and school. The Finance Committee, with the approval of the Pastor authorizes the figures to be given to parents in the tuition contract for the next school year. That information is given to current families in January, giving them an opportunity to register first, then is put out to all interested families in late January for their registration.

On-site Indicators:

- Previous year's budget
- Current budget
- Current financial reports
- Written budgetary process
- Long-range financial projections
- Audit report
- Documentation of published reports and minutes

**7.06 TUITION AND FEE SCHEDULE: The school will develop and communicate a tuition and fee schedule.**

Once the School Advisory Committee, the Guardian Angels Finance Council, and the Pastor have approved the tuition for the upcoming school year, it is communicated to families and published in the tuition contract and all registration materials.

On-site Indicators:

- Letters to parents
- Tuition/fee schedule
- Newsletters

**7.07 COMPENSATION STRUCTURE: The school uses a communicated compensation structure for determining faculty salaries and benefits.**

Guardian Angels School has traditionally used a step/lane format for their salary schedule, taking into consideration both years of service and education. That schedule is reviewed annually during the budgeting process. Salary amounts are communicated in the annual employment letters. Guardian Angels Parish pays 75% of the single coverage for benefits.

On-site Indicators:

- Salary determination process
- Written salary schedule

**7.08 EMPLOYEE HANDBOOKS: The school has written, updated employee handbooks or published and communicated policies and procedures that affect school faculty and staff.**

At the beginning of each school year, during the August workshop period, faculty members receive their copy of an Employee Handbook/Personnel Procedures. They are asked to sign off that they have received it and agree to be governed by it. Annual reviews and any adjustments are made during the summer and communicated upon return to school.

On-site Indicator:

- GA employee handbook and/or published policies and procedures including, but not limited to: job/position descriptions, hours and compensation, family and medical leave act, other leave/time off, sexual discrimination, discrimination, data privacy, violence in the school/workplace, student and employee records, workers compensation, performance reviews/appraisals/evaluation, discipline, reduction in workforce/layoffs, suspensions, voluntary separations, discharge/terminations, grievance/dispute resolution policies/procedures, signed statement of receipt from employees, professional code of ethics for all staff persons.

**7.09 IMMUNIZATION RECORDS: <sup>LR</sup> The school annually obtains and maintains records of state required immunizations on its students; the school enforces state immunization requirements.**

Guardian Angels School maintains health records for each student, as required by the State of Minnesota. The District #112 school nurse is on site for 20 hours each week, and it is her responsibility to review and update those records, as needed.

On-site Indicator:

- Immunization records

**7.10 ADMISSIONS POLICY: The school will implement admissions policies and procedures in accordance with legal, ethical, and professional acceptable practices, including a statement of nondiscrimination.**

Guardian Angels School follows all required guidelines and is published in the GA School Handbook.

The admissions policy for Guardian Angels School follows all required guidelines and is published in the GA School Handbook.

On-site Indicators:

- GA School Handbook outlining school policies
- Copies of public relations materials

**7.11 PARENT/STUDENT HANDBOOKS: The school will provide parents and students an updated, comprehensive school handbook that includes policies and procedures.**

Every member of the school community, both student families and teachers, is given a GA School Handbook. Students and parents are required to sign a statement that they have read the handbook and agree to be governed by it. Teachers review pertinent portions of the Handbook with their classes as the school year begins. Because the Handbook outlines all of the school's policies and procedures, it is referred to frequently throughout the school year. It is reviewed at least annually by the entire faculty and reprinted each summer.

On-site Indicators:

- GA School Handbook
- Examples of signed statement of receipt

**Strengths:**

- Regular review of all handbooks and communication of any changes and/or additions
- Well communicated policies and procedures, with a clear structure of leadership

**Challenges:**

- Predict enrollment and staffing needs for upcoming years, in light of a declining enrollment

- Operate within a balanced budget, while maintaining a quality educational program

## **STANDARD 8: SCHOOL IMPROVEMENT**

**8.01 SCHOOL STRATEGIC PLAN: The school has developed a written School Strategic Plan that identifies measurable, end-result objectives; strategies for achieving the objectives; and time specific action steps for fulfilling the strategies.**

The School Strategic Plan is based on the results of the MNSAA Self-Study document that was completed during the 2007-2008 school year. The study was compiled by the entire staff and they also received input from both parents and parish staff.

**8.02 QUALITY OF PLAN: The school has developed a written School Strategic Plan in conformity with the Quality Expectations of MNSAA.**

The School Strategic Plan for Guardian Angels School is in compliance with the Quality Expectations of MNSAA. The self-study and the plan accurately represent the school community. The objectives, strategies, and action steps are clear, concise, and are set within a reasonable time frame that will be challenging, yet attainable.

**8.03 COMMUNICATION OF PLAN: The school uses a process for communicating the School Strategic Plan, in addition to regular updates on progress, to the various stakeholders of the school community.**

The School Strategic Plan and its progress will be communicated to the various stakeholders through the weekly school newsletter, school web-site, church bulletin and parish and school committee meetings.

**8.04 EVALUATION AND DEVELOPMENT OF PLAN: The school has a process for regularly evaluating and further developing its School Strategic Plan.**

The School Strategic Plan will be evaluated continually throughout each school year. Faculty meetings and staff development time will be dedicated to monitoring the progress of the stated objectives and determining if and when new objectives, strategies, and action steps need to be included in this ongoing plan.

**Objective 1: The school will continue to implement and improve communication with all stakeholders of Guardian Angels community to increase the foundational support to our students.**

<b>Strategy 1: Expand our existing Alumni Committee to include graduates from 1973 (the last year of Guardian Angels High School) to the present.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Establish a sub-committee consisting of school administration and School Advisory Committee to gather alumni data.	2009-2010	Principal School Advisory Committee	
	Action Step 2: Meet bi-annually to update alumni status and create a newsletter for distribution.	Spring 2010	Sub-committee	
	Action Step 3: Merge data bases of high school graduates and elementary school graduates.	2011	Parish Staff Alumni Committee	
	Action Step 4: Organize and host alumni events.	2012	Alumni Committee School & Parish Administration and Staff	
	Action Step 5: Recognize alumni annually.	Annually starting 2009	School Administration & Staff Alumni Committee	
<b>Strategy 2: Re-establish the Parent Teacher Organization (PTO) to strengthen and support the relationship between parents/guardians and teachers.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Review PTO by-laws and compare to other PTO models	Fall 2009	Current Volunteers and School Staff	
	Action Step 2: Elect PTO Officers	Fall 2009	School	

			stakeholders	
	Action Step 3: Meet quarterly to inform stakeholders of school events.	2009-2010	PTO Principal	
	Action Step 4: Organize presentations to link school community with parents.	2010-2011	PTO	

**Objective 2: The school will continue to develop curricula that will enhance student learning.**

**Strategy 1: Utilize Curriculum Mapper effectively.**

		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Remain current with content area maps	Ongoing	All teachers	
	Action Step 2: Train teachers in standard alignment in conjunction with Curriculum Mapper.	2009-2010	Principal Qualified Expert	
	Action Step 3: Align maps with Minnesota State Standards	2010-2011	All teachers	
	Action Step 4: Align maps K-8 throughout school in all subject areas	2011-2012	Principal All teachers	

**Strategy 2: Expand the use of technology for the benefit of the students.**

		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Hire Media Specialist	Spring/Summer 2009	Principal	
	Action Step 2: Analyze current technology usage	Fall 2009	All teachers Principal	
	Action Step 3: Provide in-services on technology usage in classrooms	Ongoing	Principal Media Specialist Parish Technology Coordinator	
	Action Step 4: Use technology to create electronic student portfolios	2012	All teachers	

<b>Strategy 3: Develop and implement a gifted and talented program specific to our school.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Investigate best practices of GAT programs.	2009-2010	Principal Identified Teachers	
	Action Step 2: Train leadership team of in-school experts for GAT program.	Summer 2010	Principal Qualified Expert	
	Action Step 3: Write and communicate philosophy.	Fall 2010	Principal Teachers	
	Action Step 4: Design program and share with stakeholders.	Spring 2011	Principal Teachers	
	Action Step 5: Implement Gifted and Talented Program.	Fall 2011	All Teachers	
	Action Step 6: Monitor and evaluate.	Fall 2012	Principal Teachers	
<b>Strategy 4: Develop a writing methodology across all grade levels.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Review current trends and research.	Fall 2010	Principal Committee	
	Action Step 2: Determine source of funding.	Fall 2010	Principal Finance Council	
	Action Step 3: Provide professional development in instructional practices for all teaching staff.	Spring 2011	Principal	
	Action Step 4: Implement writing program.	Fall 2011	Teachers	
	Action Step 5: Monitor and evaluate.	Fall 2012	Principal Teachers	

<b>Strategy 5: Develop a formalized art program for grades K-5.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Review art curricula.	Fall 2011	Principal Teachers	
	Action Step 2: Determine source of funding.	Fall 2011	Principal Finance Council	
	Action Step 3: Provide professional development in instructional practices for all teaching staff, if needed K-5.	Spring 2012	Principal	
	Action Step 4: Implement art curriculum.	Fall 2012	Teachers	
	Action Step 5: Monitor and evaluate.	Fall 2013	Principal Teachers	
<b>Strategy 6: Increase use of differentiated instructional practices throughout curriculum.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Provide opportunities for teachers to observe and share best teaching practices.	Fall 2009	Principal	
	Action Step 2: Develop an evaluation tool for monitoring teacher use of best teaching practices in differentiated instruction.	Spring 2010	Principal Teachers	
	Action Step 3: Monitor and evaluate.	2010-2011	Principal	
<b>Strategy 7: Continually use the results of the NWEA tests in order to benefit our students' learning performance.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Provide time to analyze testing results three times per year.	Beginning Workshop	All Staff	

		August 2009		
	Action Step 2: Provide additional training through NWEA trainers.	2009-2010	Qualified Expert All teaching staff	
<b>Strategy 8: Encourage all staff compliance with the Discipline With Purpose program.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Schedule a Discipline With Purpose lesson at least once a month.	Fall 2009	Teachers	
	Action Step 2: Skills and tips addressed at faculty meetings monthly.	Fall 2009	Principal	
	Action Step 3: Discipline With Purpose experts brought in to demonstrate skills in action	Spring 2010	Principal	
	Action Step 4: Monitor and evaluate.	Ongoing	Principal	
<b>Strategy 9: Investigate a peer mediator program for students.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Review current trends and research programs.	Fall 2011	Principal	
	Action Step 2: Determine source of funding, if needed	Winter 2011-2012	Principal Finance Council	
	Action Step 3: Train leadership team of in-school experts for selected program.	Spring 2012	Qualified Expert	
	Action Step 4: Select and train student leaders	Fall 2013	Peer Leadership Team	
	Action Step 5: Implement program	Fall 2013	Teachers Students	
	Action Step 6: Monitor and evaluate program.	Ongoing	Principal Teachers	

**Objective 3: The school will address issues of financial viability in order to continue providing quality educational services to students.**

<b>Strategy 1: Develop a long range facility plan for daily use of a ninety-seven year old building.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Create a schedule and report of daily maintenance and repairs	2009-2010	Facilities Director/School staff	
	Action Step 2: Analyze available classroom space and determine most effective use	2009-2010	Principal/School staff	
	Action Step 3: Evaluate current storage and reallocate space	2010-2011	Parish/School staff/Buildings, Gardens & Grounds Committee	
	Action Step 4: Identify and prioritize long range school improvements coordinated with parish	2013-2014	School Staff/Parish Vision Committee	
<b>Strategy 2: Guardian Angels School will operate within a balanced budget.</b>				
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Continue to analyze, track and predict Enrollment trends in local area	Annually	Principal/SAC	
	Action Step 2: Determine funding source for facility maintenance and improvements	2014-2015	All Parish and School Leadership	
	Action Step 3: Match school personnel to student	Annually	Administration	

	needs			
	Action Step 4: Expand funding sources for school	2011-2012	All Parish and School Leadership, School Advisory Committee	
	Action Step 5: Build and maintain a constant and sustainable source of tuition assistance	2009-2013	All Parish and School Leadership, School Advisory Committee	
	<b>Strategy 3: Actively increase and improve marketing and communication efforts.</b>			
		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Pursue all avenues of publicity available	2009 >	Principal, Pastor, School Advisory Committee	
	Action Step 2: Create and publish annual development report	Annually	Principal	
	Action Step 3: Increase alumni financial support	2009>	Administration – School and Parish, Alumni Committee	

**Objective 4: Enhance the Catholic Identity of Guardian Angels School.**

Strategy 1: **Develop and implement a formal plan of ongoing faith formation for teachers and staff.**

		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Establish a sub-committee of teachers to assess faculty needs in the area of faith formation.	2009	Principal Sub-committee of teachers	
	Action Step 2: Create a formal staff development plan for faith formation.	2009-2010	Principal Sub-committee of teachers	
	Action Step 3: Budget additional funds for staff's ongoing faith development.	2010	Principal School Advisory Committee	
	Action Step 4: Begin implementation of staff development plan for faith formation—retreat day for staff.	Fall 2010	Principal	

Strategy 2: **Strengthen the K-8 faith formation curriculum.**

		<b>Timeline</b>	<b>Responsibility</b>	<b>Progress Report</b>
	Action Step 1: Develop a plan to increase budgeting of funds to purchase more resources to supplement the school religion curriculum.	2010	Principal SAC	
	Action Step 2: Investigate new ways for students to put faith into action through organized service opportunities.	2011	Faculty Principal	
	Action Step 3: Include 7 <sup>th</sup> grade in the scheduling of annual retreats.	Spring 2010	Principal Pastor	