



## **SCHOOL NAME SCHOOL PROFILE**

*Insert narrative here. Write a concise 3-5 page School Profile summarizing the findings of the survey, demographic study, and school history. See page B-3 of your MNSAA Handbook for detailed instructions.*

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### **Stakeholder Perceptions**

All stakeholders of SEAS School were given the opportunity to participate in a survey in May 2010. The purpose of this survey was to get an overall picture of the families' satisfaction with SEAS School and the education provided for their children. Parents and parishioners were given the opportunity to take an online survey at their home/ business computer or at school in our computer lab. Our parishioners could also take a hard copy of the survey which was entered into our online survey program by as SEAS staff member. Our school family survey had 67% completion rate with 157 completes out of 234 families. With approximately 2600 parish families, there were only 20 parish surveys completed.

The top three reasons our parents chose SEAS are quality of education, the mission of the school and class size. Ninety-three percent of parents are satisfied overall with educational experience offered to students. Ninety-seven percent of families feel the school's mission and philosophy are evident in the daily work of the school. Our families felt that all subjects are taught well at 84% or higher. The best rated subjects were Language Arts (99%) and Religion at (98%). The lower rated subjects were Science at (87%) and Art at (84%). SEAS families agree (94%) that SEAS education will adequately prepare a child for their next level of education. Our highest level of disagreement with our families is having adequate school facilities for supporting the educational program at 17%. Our families believe financial priority in the next five years should go to improving technology (69%), increasing teacher compensation and benefits (53%), marketing/ recruiting new students (47%), and tied (46%) were building a new school facility and improving quality of school's curriculum.

School/Parish survey results 2010 (on site)

### **Community/ Neighborhood**

St. Elizabeth Ann Seton School is located in Hastings, Minnesota. Hastings is in Dakota County, approximately 20 miles southeast of St. Paul. Founded in 1855, the City of Hastings is a historic old river town. Much of the city feels like a traditional small town with a historic downtown area, home-town small businesses, a historic preservation society, and a very strong community presence at the high school football games in the middle of town. The city also has the qualities of a suburb with chain restaurants, a large commuter population who drive to work daily in the Twin Cities, and new housing developments. Hastings really is a mix of old and new, history and

progress, and it continues to grow with steady residential, commercial, and industrial development.

### **Population**

Hastings had experienced a new home construction and a population boom from the mid-1990's until the mid-2000's. Although new home construction has grinded to a crawl in the past few years, the total population in 2008 was 22,491 (<http://www.mnpro.com>). This represents a 23.5% increase from the population in 2000 (18,204).

### **Housing**

According to the 2007 Dakota County Tax Office, Hastings has 4,574 single family housing units, 3,223 multiple family housing units, and 384 mobile homes. The median sales price for a single family home in Hastings in 2007 was \$243,500. The median rent for a multiple family unit in Hastings in 2007 was \$546 (<http://www.mnpro.com>).

### **Employment**

The major employers in Hastings are as follows:

<b>Employer</b>	<b>Products/Services</b>	<b>Employee Count</b>
Dakota County	Government Offices	1,849
Regina Medical Complex	Medical and Surgical Hospitals	725
Smead Manufacturing Co	Office Supplies and Stationary Stores	600
School District 200	Elementary and Secondary Schools	575
Intek Plastics, Inc.	Plastics Material and Resin Mfg	350
Wal-Mart	Discount Department Store	186
Target	Discount Department Store	150
Allina Medical Center	Offices of Physicians	140
Cub Foods	Supermarkets	140
City of Hastings	Government Offices	130
Con Agra Flour Milling Co.	Flour & Other Grain Products	111

(<http://www.hastingsmn.org/communityinformation.html>)

The unemployment rate for Hastings is estimated at 7.3% ([www.mnpro.com](http://www.mnpro.com))

### **Racial Demographics**

The racial makeup of the city was 97.16% [White](#), 0.43% [African American](#), 0.38% [Native American](#), 0.64% [Asian](#), 0.04% [Pacific Islander](#), 0.36% from [other races](#), and 0.99% from two or more races. [Hispanic](#) or [Latino](#) of any race were 1.14% of the population. (2000 US Census)

## Household Income

The median income for a household in the city was \$53,145 (2000 US Census) About 2.1% of families and 4.9% of the population were below the [poverty line](#), including 3.4% of those under age 18 and 9.8% of those age 65 or over. (2000 US Census)

## Schools

The city of Hastings contains one public kindergarten center, three public elementary schools, one public middle school, one public high school, St. Elizabeth Ann Seton School (grades Pre-8), and Pine Harbor Christian Academy (grades K-5). The enrollment figures for the Public School system are listed below:

Current District #200 Enrollment (as of May 3, 2010)

Kindergarten = 342

1<sup>st</sup> Grade = 325

2<sup>nd</sup> Grade = 326

3<sup>rd</sup> Grade = 330

4<sup>th</sup> Grade = 305

5<sup>th</sup> Grade = 380

6<sup>th</sup> Grade = 367

7<sup>th</sup> Grade = 392 (Includes 32 shared-time students)

8<sup>th</sup> Grade = 389 (Includes 20 shared-time students)

- 7<sup>th</sup> and 8<sup>th</sup> grade “shared-time students” are students who attend the public school for a portion of the day and attend a non-public school for the other portion of the day.
  
- **The numbers listed above include total enrollment at district #200 public schools. Note that some of the students included in the numbers are students who reside out of the district #200 boundaries but attend school in Hastings.**
  - We currently have approximately 125 non-resident students in grades K-12 attending public school in district #200 (students reside outside of Hastings but are open enrolled here).
  - We currently have approximately 285 district #200 residents who attend public school outside of district #200 (students reside in Hastings boundaries but are open enrolled to another district).
  - We currently have 402 residents attending a non-public school in Hastings. This includes students attending SEAS, St. Johns, Pine Harbor, and St. Mathias. Note that the total enrollment at those non-public schools is more than 402 students. This number includes only the students who reside in the district #200 boundaries.
  - We currently have 62 residents who attend a non-public school outside of Hastings.
  - We currently have 120 residents who are home-schooled.

## School Data:

Catholic Schools have been in Hastings for over 142 years. St. Elizabeth Ann Seton School was officially named when the two parishes merged in 1987. Prior to that year there were two schools – Guardian Angels and St. Boniface. In 1970 the two schools merged into Hastings Parochial School.

The current school building was built in 1959 with an addition built in 1966. In 1999, the former “middle school/faith formation building was closed because of the selling of the entire Guardian Angels block. At this time, grades 6-8 were merged into the current building with plans for a new school set into motion.

This past year it was decided by Parish Council that a new school will not be built for upwards of 10 years due to Parish debt from Phase II building and the freeze from the archdiocese to hold off on building at this time. The Parish Council did allocate funds to upgrade the current building to include repairs that had to be made and to improve the overall atmosphere of the building. The upgrades included roof repair, new windows and doors, library updates, and new carpet in 4 rooms. Money has also been allocated for a new security system and will be installed shortly.

Over the past ten years enrollment has averaged around 345 students in grades K-8. The current K-8 enrollment is 301 students. The enrollment at SEAS School has experienced a slight decline every year over the last 10 years except this current school year we did exceed last year’s enrollment. There are a number of factors affecting this drop in enrollment. It can be assumed that there is a correlation between increase in tuition and decline in enrollment. We have lost some students who have needed to go to public school for special services that we are unable to provide.

## Enrollment History

Year & Grade	Pre	K	1	2	3	4	5	6	7	8	Total
2000-01	72/4	39	50	49	51	54	46	37	21	42	<b>389</b>
2001-02	70/4	54	35	51	48	53	51	39	27	17	<b>375</b>
2002-03	70/4	43	45	33	50	45	52	39	35	26	<b>368</b>
2003-04	62/4	54	43	44	30	54	46	47	32	30	<b>380</b>
2004-05	54/3	38	53	42	41	32	53	34	39	29	<b>361</b>
2005-06	55/4	50	32	54	40	43	34	49	29	41	<b>372</b>
2006-07	47/3	37	47	33	54	39	41	29	43	28	<b>351</b>
2007-08	54/3	30	35	44	35	54	40	26	27	42	<b>333</b>
2008-09	54/3	30	30	34	41	36	54	38	22	25	<b>310</b>
2009/10	53/3	39	29	26	31	44	34	42	32	20	<b>297</b>
2010/11	36/2	36	39	26	26	31	44	30	41	28	<b>301</b>

**Tuition Assistance:** SEAS School has seen an increased demand for financial assistance over the past 6 school years. This may be the result of a declining economy and many parents facing hardships to finance tuition.

#### Number of Students Receiving Tuition Assistance

2005-2006 = 40

2006-2007 = 33

2007-2008 = 51

2008-2009 = 47

2009-2010 = 56

2010-2011 = 71

#### **Parish Data**

St. Elizabeth Ann Seton Parish had its beginnings as two separate parishes serving the Hastings area each operating a separate elementary school. In 1970, these two schools combined to become Hastings Parochial School. In 1987 the two parishes merged under the name of St. Elizabeth Ann Seton with the former Hastings Parochial School also becoming part of this merger.

A new church building, St. Elizabeth Ann Seton Church, was built at a different location on the west end of the city of Hastings in 1994. Capital campaign efforts succeeded in paying off the debt to the new church building (Phase I of Parish Strategic Plan) within a few short years.

A series of campaign efforts have followed in recent years and continue to date. Phase II at parish location was completed in 2006 and included 4 classrooms for preschool and kindergarten. A social hall and several multi-purpose rooms were also included in this second building phase. Phase III is to include building a new school facility for grades 1-8 at same location as parish. At this time, the part of Phase III has been put on hold both due to archdiocese restraints and parish financial limitations.

In July of 2002, the Benedictine Community of St. John's Abbey relinquished the pastorate of St. Elizabeth Ann Seton Parish to the Archdiocese of St. Paul and Minneapolis.





## STANDARDS DOCUMENTATION

### Standard 1: Mission and Philosophy

#### *The Vision and Values of a School*

#### INSTRUCTIONS

- 1) **Narration of Compliance**: For each criteria below (if requested), provide a concise narrative statement that describes how the school complies with the particular criteria. *Be mindful that documented evidence will be necessary during your onsite visit to verify compliance.*
- 2) **Indicators of Compliance**: Review the list of indicators in Section B for each criteria to provide ideas for documented evidence of compliance. Ensure that all essential indicators (found in italics below each criteria) are provided during your onsite visit.
- 3) **Strengths and Challenges**: After completing each of the criteria, identify a summary list of strengths and challenges related to the broader standard category.

*Delete Instructions before printing.*

#### Criteria

- 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.

*St. Elizabeth Ann Seton, SEAS, Catholic School makes Jesus Christ known and loved through living our sacramental way of life in partnership with families and fostered in Spirituality, Excellence, Academics and Service.*

*Mission Statement*

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

*We nurture the total development of each child's spiritual, moral, intellectual, social, emotional, and physical well-being in a positive, safe environment.*

- *Spiritual growth and moral development is encouraged through instruction in the Catholic Faith, weekly liturgy and daily prayer. God is present and alive through the gift of the sacraments.*
- *Excellence is provided in a vibrant educational community through a shared sense of purpose in partnership with parents, St. Elizabeth Ann Seton Parish, and highly credentialed faculty and staff.*
- *Academics are based upon Pre-K through 8 standards that integrate culturally responsive, differentiated curriculum and instruction. We encourage a life-long love of learning and provide students with the opportunity and environment to achieve their full potential as productive members of society.*
- *Service is embedded in the Catholic Social Teachings and*

*demonstrated in our mission to develop young people with a sense of understanding and compassion for others and the courage to act on their beliefs. Each grade-level participates in a specific service-learning opportunity.*

*Philosophy Statement*

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

*The mission and philosophy statements are communicated in the Parish bulletin, on our school website, and in the Patriot Press, our weekly parent newsletter. Additionally, they were shared at a Parish staff meeting, at a School Advisory Committee, SAC, meeting, and were sent to the Parish Council and the Finance Committee.*

*Narration of Compliance;  
Indicators (onsite)*

- 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.

*Our mission statement is displayed in every classroom and throughout the building. We often use the mission statement as our prayer for SAC and faculty meetings. When implementing policies and procedures, we use these as guidelines. By aligning goals, policies and procedures to the mission and philosophy statements, SEAS School can support the total development of each child – Spiritually, Educationally, Academically, and through Service.*

*Narration of Compliance;  
Indicators (onsite)*

- 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.

*During the self-study year, we reviewed our mission and philosophy statements. The staff was asked to review our mission and philosophy and the Parish's mission statement for greater alignment. They also were asked to view several different Catholic school websites for their mission and philosophy statements and choosing words and phrases that depict who and what SEAS is all about.*

*These ideas were submitted via Google Docs and shared at a staff meeting which the priests also attended. During that meeting, teams of staff were given the task to write a mission statement. The 5 mission statements were then put on the S drive, shared drive, for all staff to review. Eventually it was narrowed down to three via discussion. Those three proposed were shared with all staff, SAC, parents on Facebook, and SAC approved the final version. It was then sent to the Pastor for his approval.*

*The Philosophy Statement was done in the same format. This process took most of the 2009-2010 school year and was well thought out to more closely align with the Parish mission statement.*

*We plan to review the mission and philosophy each year at the staff level, the SAC level, and with parents & our Pastor. We will do this via the school's Annual Report.*

*Narration of Compliance;  
Indicators (onsite)*

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## **SUMMARY: MISSION AND PHILOSOPHY**

### **Strengths and Challenges**

#### **Strengths:**

- Our mission and philosophy statements are aligned with our Parish mission statement.
- We collaborated with all stakeholders when revising our mission and philosophy statements.

#### **Challenges:**

- Regularly review mission and philosophy.
- Continue to increase awareness and practice of SEAS school mission statement and philosophy, especially to our parish members.

### **RELIGIOUS IDENTITY**

Schools may incorporate a Religious Identity component (if applicable), or parts of another self-study to deepen their reflection within the Mission and Philosophy standard. MNSAA encourages schools to consider this implementation to both enhance and personalize their self-study process. Some jurisdictional offices require their schools to complete a religious identity standard.



## STANDARDS DOCUMENTATION

### Standard 2: Curriculum and Instruction

#### *The Planning and Implementation of Learning*

##### INSTRUCTIONS

- 1) **Narration of Compliance:** For each criteria below (if requested), provide a concise narrative statement that describes how the school complies with the particular criteria. *Be mindful that documented evidence will be necessary during your onsite visit to verify compliance.*
- 2) **Indicators of Compliance:** Review the list of indicators in Section B for each criteria to provide ideas for documented evidence of compliance. Ensure that all essential indicators (found in italics below each criteria) are provided during your onsite visit.
- 3) **Strengths and Challenges:** After completing each of the criteria, identify a summary list of strengths and challenges related to the broader standard category.

##### Criteria

- 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.

*St. Elizabeth Ann Seton (SEAS) has Parent Curriculum Guides detailing the standards taught at each grade level in addition to a Student/Parent Handbook that describes SEAS curriculum policies & procedures. We also document our yearly curriculum along with teaching objectives, assessments, resources used, and standards learned in Curriculum Mapping software.*

*Narration of Compliance  
Written Curriculum Handbook (onsite)*

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

*Our written curriculum is based on the McRel Standards. Our teachers use Curriculum Mapping software to record actual curriculum taught in each classroom for each subject. Curriculum Mapping enables teachers to align daily objectives, skills, and assessments to meet the needs and learning styles of all students. Modifications and adjustments are ongoing which allows differentiated instruction and learning to take place. It is required that each teacher reviews and updates his/her respective curriculum maps annually. Most teachers review and update their maps at various times, such as after a unit and throughout the school year. We are continuing our work of implementing standards, analyzing scope and sequence, and revising*

***curriculum so we can continually provide a challenging and comprehensive curriculum as stated in our school philosophy.***

*Narration of Compliance  
Indicators (onsite)*

- 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, and literature); mathematics and science; social studies (including history, geography, and government); and other subject areas appropriate to the school, such as health, physical education, computer skills, fine arts, and foreign language, either as separate subjects or part of a core area.

***SEAS provides a curriculum for the following areas:***

***Year Long: Religion, Family Life, Reading/Language Arts, Math, Social Studies, Art, Physical Education, Music, Media Literacy, Library, Science, Health, and 8<sup>th</sup> grade Spectrum class.***

***Semester: 7<sup>th</sup> grade Catholic Social Teachings class and 8<sup>th</sup> grade World Language class***

***Trimester: 6<sup>th</sup> grade Media Literacy, 6<sup>th</sup> grade Music, and 6<sup>th</sup> grade Art***

*Narration of Compliance  
Written Curriculum Handbook (onsite)*

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

***It is our goal at SEAS School to embrace the uniqueness of all students and inspire them to recognize and strive to be the best they can be. We foster this by providing an educational program that is faith-based and challenging. We offer culturally responsive differentiated instruction in content, process, and product using research proven strategies that accommodate the variety of learning styles as well as developmental and interest levels. Examples of instructional practices include the use of:***

- ***Cooperative groups***
- ***Independent Learning***
- ***Flexible grouping***
- ***Small group/partner group***
- ***Movement***
- ***Manipulatives***
- ***Interdisciplinary Units***
- ***Cooperative teaching with the classroom teacher and***

*library/media specialist*

- *Authentic assessments such as portfolios, rubrics, teacher observation, and performance-based projects*
- *Technology*
- *Multiple Intelligence/learning preferences*
- *Blooms Taxonomy*
- *Differentiation*

*Other programs and resources used to enhance the curriculum include:*

- *Junior Achievement*
- *Guest speakers*
- *Field Trips*
- *Reading Buddies*
- *Service Projects*
- *District 200 – Geometry (Gr. 8), World Language Promo.*
- *Use of Title 1, PSA, counselors, District 200 SPED services, and parent volunteer help*
- *Mentoring Program (Gr. 6-8)*
- *Visual Aids*
- *Learning Centers*
- *Learning board games*
- *Interactive Whiteboards*

*Narration of Compliance  
Indicators (onsite)*

**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 of St. Elizabeth Ann Seton School is to make Jesus Christ known and loved through living our sacramental way of life in partnership with families and fostered in: Spirituality, Excellence, Academics and Service*

*We accomplish this goal by being devoted to forming the whole person body, mind and soul.*

*We integrate the Catholic Social Teachings into subject areas and across grade levels.*

*We engage the students in community service at each grade level as part of the school-wide curriculum.*

*We give our students opportunities to plan and participate in liturgies and prayer services.*

*We foster a relationship with the larger community by providing service-learning opportunities in the school neighborhood, the parish*

*and other areas.*

*We strongly encourage active participation in every aspect of parish life. Please see our “Parish Volunteer Signup” form for complete list of opportunities.*

*Lastly, we support and encourage parents to be living as authentic witnesses of faith and so fulfill their most important role of being their child’s primary religious educators.*

*Compliance*

*Narration of*

Indicators (onsite)

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

*Curriculum brochures contain information about the curriculum being taught at SEAS and are used as a communication tool for parents and learners alike. They contain the philosophy for each subject area and the standards and benchmarks for that particular grade level.*

*Along with the curriculum brochures, each teacher creates, maintains, and updates his or her own curriculum maps to demonstrate how the content is being taught. These maps are continually being updated to reflect the ongoing professional development of the staff and curriculum. This year we established Professional Learning Communities, PLC’S, to provide opportunities for across and between grade and subject level curriculum development and evaluation. Our LMS and principal, who attended the National Curriculum Conference in Chicago, provide ongoing training on curriculum mapping. Other areas of professional development have included workshops on differentiated instruction, using literature circles and reader’s workshop, discipline, problem solving, current and best instructional strategies, Orton Gillingham phonics instruction, NWEA MAPS training and testing, Top 20 Teaching, and technology training. Teachers have taken part in the National Catholic Teacher’s Convention and also The National Council of Teacher’s of Mathematics Convention.*

*Subscriptions to professional journals and online subscriptions such as Today’s Catholic Teacher, Mathematics in the Middle Journal, Association of Curriculum and Supervision, NCEA Momentum, School Library Journal, National Middle School Association Journal, Middle Ground, Education For Justice, Catechist, Math Forum, E-Compass and Mailbox help to keep teachers up to date on the most recent research and professional practices.*

*Narration of Compliance*

Indicators (onsite)

**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.

*Instructional practices are continually being modified, adjusted, and updated using curriculum mapping.*

*At grade level, across grade level, and PLC meetings, discussions take place regarding curriculum issues like scope and sequence and identifying gaps and overlaps.*

*We have a Textbook Review Cycle in which each subject's teaching resources are reviewed every 7 years.*

*Review of MAPS test results helps us review the curriculum by identifying patterns in student performance.*

*We have established Lead Teachers within every subject area who keep current with issues in practices in his/her curricular area. The responsibilities of lead teacher include but are not limited to ordering supplemental materials, gathering materials for textbook review, passing along professional development articles and staff development information, and giving input to the yearly schedule.*

*Informal dialogue among teachers occurs daily.*

*Narration of Compliance  
Written Process of Evaluation (onsite)  
Written Schedule of Review (onsite)  
Other Indicators (onsite)*

**2.08 TECHNOLOGY:** The school will have and support appropriate technology that both enhances the learning process and trains students in the use of technology.

*It is SEAS goal to incorporate technology into the curriculum rather than use it in isolation. We incorporate technology into teaching and learning through ongoing teacher technology training and expectations and through the application of student technology and media literacy standards. Our technology/media literacy curriculum is based on the McRel and American Association of School Librarians (AASL) standards.*

*We employ Star Tech Computing, Inc. as our technology specialists. Once a week a representative comes to our parish and school sites to trouble shoot technology problems, keep our server and systems working properly, and to assist us in upgrades and technology planning.*

*Students in grades 1-3 receive technology/media education in their library classes which meet for 30 minutes 2 times a week and in their classrooms throughout the year. Each grade visits the computer lab once a week for a 30 minute session. Students in 4<sup>th</sup> and 5<sup>th</sup> grade receive library/media literacy education for 30 minutes 3 times a week and within those classes use the computer lab. Our 6<sup>th</sup> grade students have a trimester technology/media literacy class, and 7<sup>th</sup> and 8<sup>th</sup> grade technology/media literacy standards are embedded into the core classes.*

*All teachers have a PC which they use to communicate with staff and parents through e-mail, design and plan lessons, update teacher websites, research, grade, and curriculum maps.*

*Most classrooms have student computers for access to the internet and for running educational software which reinforces skills learned.*

*We have 8 Smart Boards, 3 projection systems, and 2 3M Interactive White Boards. We have 2 Alpha Smarts labs mostly used in grades 3 and 5. Our computer lab consists of 25 computers. We have a technology plan due for revision.*

*Narration of Compliance  
Curriculum handbook (onsite)  
Inventory of Technological Resources (onsite)  
Upgrade/Replacement Schedule (onsite)  
Other Indicators (onsite)*

**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.

*At SEAS we emphasize learning in a community atmosphere. This includes a cooperative partnership between the school and home. We believe that the learning process is guided by a shared vision among the students, teachers, parents, and guardians. Within this partnership students accept responsibility for their education and teachers facilitate and guide the education of students. We believe that parents and guardians serve as the primary educators of their child.*

*Students are given opportunities to make their learning experience at SEAS school the best it can be. From the spectrum of the student with special needs to the advanced learner, all aspects of a child's learning abilities are taken into account. Some services/programs offered to*

*meet both our special needs students and advanced learners are:*

**Special Needs**

- *PSA's (Pupil Support Assistants) and volunteers helping students in the classroom*
- *Title 1*
- *Parent conferences, IEP referrals, child study reviews with District 200, and implementation of IEP's*
- *Resource Room/Time on a limited basis*
- *Onsite school counselor 2x/week*
- *Differentiated instruction*
- *Services received from Public School (speech, LD)*
- *Modified coursework where needed*

**Advanced Learners**

**Elementary**

- *Maud Hart Lovelace All-Stars (4th) & Book Bonanza (5th) reading challenges*
- *"Hastings Reads" school/community literacy program*
- *Quiz Bowl (grades 5-6)*
- *Volunteers/parents read with small groups for more exposure in oral reading*
- *Junior Achievement*
- *BizTown (2009/10- every other year)*
- *Spelling Bee*
- *Differentiated instruction*
- *Ability grouping in math and reading (grade 5)*
- *Creativity Festival*

**Middle School,**

- *"Hastings Reads" school/community literacy program*
- *Spelling Bee, Religion Bee, Geography Bee, Knowledge Master, St. Thomas Quiz Bowl*
- *Junior Achievement*
- *BizTown (2009/10- every other year)*
- *Ability grouping for Math*
- *Accelerated program offered in Math*
- *Differentiated Instruction*
- *Creativity Festival*

*Narration of Compliance  
Indicators (onsite)*

**2.10 EFFECTIVE CLASSROOM MANAGEMENT:** The school will have classroom

environments that are conducive to learning.

*At SEAS we strive to strengthen our philosophy and mission by providing effective classroom management. Our school-wide discipline is based around the works of H. Stephen Glenn (Developing Capable People) and Jane Nelsen, Ed.D. (Positive Discipline). Both of these professionals promote self-discipline, responsibility, and judgment.*

*This model is congruent and supportive to help us live out our school philosophy and mission. Our Philosophy and mission helps us develop mutual respect, cooperation and responsibility. Expectations for attitudes and behavior are clearly communicated to students. Students are encouraged to understand that behavior results in consequences, either positive or negative, and those actions may have an impact on both themselves and others. We expect the students to conduct themselves in a respectful and courteous manner so that the Christian Philosophy and Mission of the Catholic school may be maintained. Each classroom includes:*

- *Classroom discipline plan*
- *Classroom rules posted in each classroom*
- *Use of class meetings*
- *Incentives and trimester reward activities*
- *School wide discipline policy for area such as lunchroom, playground, hallways, and bus. Stop, Think, Plan Sheets(Elem) Conduct Referrals/Logs(MS)*

*Narration of Compliance  
Indicators (onsite)*

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## **SUMMARY: CURRICULUM AND INSTRUCTION**

### **Strengths and Challenges**

#### **Strengths:**

- *Use of curriculum mapping*
- *Standards – adopting them and using them for instruction*
- *Differentiation*
- *Beginning of PLC's*

#### **Challenges:**

- *Schedule and plan for curriculum committees to meet – review on a regular basis – ongoing*
- *Social studies scope and sequence needs attention*
- *New (2009-10) Reading Textbooks and aligning with Standards*
- *Integrating technology into the curriculum*





## STANDARDS DOCUMENTATION

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### Standard 3: Learner Performance

#### *The Identification, Prioritization and Monitoring of Student Achievement*

##### INSTRUCTIONS

- 1) **Narration of Compliance:** For each criteria below (if requested), provide a concise narrative statement that describes how the school complies with the particular criteria. *Be mindful that documented evidence will be necessary during your onsite visit to verify compliance.*
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- 3) **Strengths and Challenges:** After completing each of the criteria, identify a summary list of strengths and challenges related to the broader standard category.

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##### Criteria

- 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.

*Learner assessment at St. Elizabeth Ann Seton School, SEAS, is multifaceted and an essential piece of our curriculum. Learners are assessed and evaluated both formally and informally. The NWEA-MAPS test is given to students Kindergarten through eighth grade in the Fall and Spring, the 2009-2010 school year being our pilot year. We are learning to evaluate results to drive our learning and help identify weak areas to close learning gaps. The NNAT 2 Ability Test is given to all students in second grade and other targeted students in grades K-8. The NNAT 2 helps in identifying gifted and talented students, as well as those students that need additional support. Eighth grade students take the Stanford 10 test in the fall. We also use our curriculum maps to help us align lessons with our standards, drive assessments, and adjust to student needs.*

*When a student is demonstrating significantly delayed achievement, individual testing is conducted by the public school Child Study Team. Students who qualify receive Special Education services and an Individual Education Plan (IEP) is developed.*

*Narration of Compliance  
Standardized test results (onsite)  
Other Indicators (onsite)*

**3.02 ASSESSMENT AND CURRICULUM:** The school will have an assessment process that evaluates whether the learners are meeting the standards or criteria to successfully complete the prescribed educational program.

*SEAS School has an assessment process that evaluates whether the learners are meeting standards or criteria to successfully complete the prescribed educational program. Standardized assessment results are used to determine if each student is attaining adequate annual progress and to identify consistent curriculum weaknesses. Throughout the school year teachers assess progress in a variety of ways including:*

- *NWEA-MAPS Testing*
- *NNAT 2 Ability test (Grade 2 & other targeted students)*
- *Teacher- designed tests*
- *Chapter and Unit tests*
- *Portfolios*
- *Special Projects or Products*
- *Oral presentations utilizing visuals/technology*
- *Teacher Observation*
- *Written assessments*
- *Oral assessments*
- *Self/peer evaluation*

*Narration of Compliance  
Indicators (onsite)*

**3.03 ASSESSMENT DEMONSTRATES ACHIEVEMENT:** The school will have an assessment process that documents student growth and achievement over time.

*SEAS School has an assessment process that documents student growth and achievement over time. Teachers use a variety of formal and informal assessment tools. Assessments may be before, during, and after instruction; therefore, student learning is supported in a comprehensive manner. The following processes are used:*

- *MAPS testing*
- *Pre & Post-testing in curricular areas*
- *Teacher observation*
- *Daily assignments*
- *Performance/Product assessment*

*Narration of Compliance  
Indicators (onsite)  
)*

**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.

*At SEAS, teachers assess students daily through observation, assignments, and assessments and adjust curriculum and instructional practices accordingly. We implemented MAPS testing in the 2009-2010 school year. These tests are given in the fall and spring. These test results are a tool we use to evaluate student growth throughout the year. This evaluation will help us see patterns in learning and allow us see any gaps and/or overlaps which will lead us to a closer examination of curriculum and instruction practices. Our curriculum teams evaluate standards and curriculum and make changes when necessary. Our PLCs focus on student achievement within and across grade levels and we use this time to make curricular changes when necessary.*

*Narration of Compliance  
Indicators (onsite)*

**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.

*SEAS School maintains a cumulative file for each student. These files contain student and family data, report cards, standardized testing results, attendance records, Title I participation, and Referral for Educational Assessment (IEP), when applicable.*

*Teachers document academic achievement with a physical grade book (Grades K-4) and Grade 5-8 use Cornerstone computer grading system.*

*The principal has separate Special Education files for students that have been evaluated for Special Education services.*

*Narration of Compliance  
Aggregated Test Data (onsite)  
Other Indicators (onsite)*

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

*At SEAS School we maintain an effective, appropriate, and timely means of communicating learner progress with the school community.*

*Parent- teacher conferences are held twice each year, fall and spring, to*

*keep parents informed of student progress. Other conferences may be scheduled at the request of a parent, a teacher, or administrator.*

*Individual standardized test results are sent home to parents in sealed envelopes and discussed at parent-teacher conferences. School-wide results of standardized testing are compared to the national norm and communicated to parents in the weekly school newsletter, The Patriot Press.*

*Teachers communicate with parents through notes, e-mails, phone calls, mid-trimester reports, and report cards. Some teachers send daily or weekly progress reports to parents.*

*High Honors for grades 6-8 are published in The Patriot Press. Results of the Geography Bee, Spelling Bee, Religion Bee, and athletic achievements are also published in the Patriot Press.*

*At SEAS we have monthly achievement awards for grades K-8. The St. Thomas Aquinas Award honors students for academic achievement and the St. Elizabeth Ann Seton award honors students for positive character traits.*

*Narration of Compliance  
Report Cards/Progress Reports (onsite)  
Other Indicators (onsite)*

**3.07 ATTENDANCE / TARDINESS:** *LR* 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.

*Policies and procedures are communicated through the Parent/Student Handbook. SEAS follow Dakota County's definition for excused vs. unexcused tardiness and absences and the state legal requirements for policies and procedures. Attendance records are tracked online in our student data base, Cornerstone.*

*Unexcused tardiness (4) is considered equal to one day of school missed. Seven unexcused absences are considered "educational neglect" and are reportable. The school sends a letter home to the parents after a student has been tardy seven times. The principal makes contact with the parents if the tardiness continues.*

## **SUMMARY: LEARNER PERFORMANCE**

### Strengths and Challenges

#### **Strengths:**

- *A wide variety of assessment techniques are used to meet the various learning styles.*
- *Communication is consistent and frequent between school and parents.*
- *Assessment information is beginning to be used to create better learning for all students.*

#### **Challenges:**

- *Develop a formal annual school report to communicate assessment results.*
- *Use PLCs to discuss and analyze the strengths and weaknesses in our curriculum and assessment processes.*
- *Allocate staff development time to train teachers to analyze and use testing data to make curricular changes.*



## STANDARDS DOCUMENTATION

### Standard 4: School Climate and Facilities

#### *The Environment for Teaching and Learning*

##### INSTRUCTIONS

- 1) **Narration of Compliance**: For each criteria below (if requested), provide a concise narrative statement that describes how the school complies with the particular criteria. *Be mindful that documented evidence will be necessary during your onsite visit to verify compliance.*
- 2) **Indicators of Compliance**: Review the list of indicators in Section B for each criteria to provide ideas for documented evidence of compliance. Ensure that all essential indicators (found in italics below each criteria) are provided during your onsite visit.
- 3) **Strengths and Challenges**: After completing each of the criteria, identify a summary list of strengths and challenges related to the broader standard category.

##### Criteria

- 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.

*At SEAS we promote a Christian atmosphere of responsibility and respect by communicating to the student and families the behavioral expectations and holding students accountable for their actions. We communicate and enforce positive behaviors in a variety of ways. Expectations are communicated through the Student/Parent Handbook, individual classroom posters and plans, school wide behavior rules, “Back to school Night”, and most importantly through daily positive modeling.*

*Narration of Compliance  
Handbooks – Student/Parent (onsite)  
Other Indicators (onsite)*

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

*The conflict resolution plan is clearly explained in the Parent/ Handbook as well as the Staff Handbook.*

*Narration of Compliance  
Handbooks – Student/Parents/Employee (onsite)  
Other Indicators (onsite)*

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

*SEAS have enrollment policy and enrollment history documentation. Currently, the number of students in each classroom is consistent with the enrollment policy. There are some grades that have room for more students. At SEAS all rooms, closets, storage rooms, computer lab, and Library Media Center are utilized. In 2006 the Early Childhood Campus, ECC, was established on the Church site and houses Kindergarten and Preschool.*

*Narration of Compliance  
Indicators (onsite)*

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

*Instructional materials are carefully chosen based on the mission and philosophy of SEAS in order to provide a challenging and comprehensive curriculum. Technology is integrated into the curriculum using laptops, computer lab, classroom computers, Cable in the Classroom, DVD's, and LCD projectors. We currently have 11 interactive whiteboards throughout grades 1-8. Supplemental materials, such as manipulatives, are used in all grades to better serve all students and their individual needs. Textbooks are updated on a regular basis with other instructional and supplemental materials being updated continually as the need arises.*

*Narration of Compliance  
Indicators (onsite)*

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

*SEAS utilizes an online public access catalog, OPAC that is continually updated. Guidelines for additions to the library are determined based on procedures from the School Selection Policy located in the principal's office and the media center.*

*Books and Audiovisual materials are obtained in one of three ways:*

- 1. Hundreds of books are added to the library with the profits from the Scholastic Book Fair held annually.*
- 2. The LMS selects a variety of books and audiovisual materials from teacher requests and from reviews published in School Library Journal and School Library Monthly as well as other professional online sources (Titlewave, Mackin).*
- 3. Additional materials are acquired from donations using the same guidelines stated in the School Selection Policy.*

*Limited money is used to purchase reference materials. They are very expensive and become outdated almost immediately. With the variety of sources available online, students are conducting the majority of their research online, utilizing the internet and public library databases. The computer lab and interactive whiteboards are utilized to help students access online resources.*

*Technology is integrated in all subject areas. Many research, media literacy, and technology lessons are taught collaboratively with the classroom teacher and the LMS.*

*Narration of Compliance  
Indicators (onsite)*

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

*MacNeil Environmental, Inc. conducts a program review twice a year, and then creates a written management plan. The results of this review can be found on file in the office and with the maintenance director. In addition, the custodial team conducts periodic walk through inspections of the school facility. A written inspection report is submitted by the custodial team to the principal. Fire alarms and extinguishers are inspected yearly. All inspection reports are on file in the office.*

*Narration of Compliance  
Indicators (onsite)*

**4.07 HEALTH AND SAFETY ISSUES:** <sup>LR</sup> The school 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.

*SEAS is in compliance with a safe and healthy environment, and the Archdiocesan PCYI mandates. Staff supports the well being of students by monitoring morning arrival, recess, lunch periods, and afternoon dismissals.*

*Narration of Compliance  
Health and Safety Documents (onsite)  
Other Indicators (onsite)*

**4.08 CRISIS MANAGEMENT:** *LR* 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.

*SEAS maintains written policies and procedures for emergency situations in a Crisis Management binder revised in March of 2010. The plan details the procedures for the school community in the events that an emergency would occur. Every classroom has a red Crisis Management binder with procedures clearly detailed in the event of emergencies such as tornado, fire, hazardous material contamination, bomb threat, fights, terrorism, weapons, shootings, serious injury or death, and radiological incidents. Every classroom posts an emergency exit route. Fire, tornado, severe weather drill evacuations, and lock down drills are practiced regularly and are both planned and unannounced. Clearly lit exit signs are located throughout the building. The comprehensive plan is stated in the Parent/Student Handbook. SEAS is in compliance with all state regulations.*

*Narration of Compliance  
Drill Logs (onsite)  
Crisis Management Plan (onsite)  
Other Indicators (onsite)*

**4.09 RIGHT TO KNOW, BLOODBORNE PATHOGENS:** *LR* 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.

*SEAS provides an annual blood borne pathogens training session to all new employees as required by OSHA. All staff attends this training annually and the health Office maintains all the records of staff attendance. The Exposure Control Plan and Hepatitis B Vaccination Declination forms are also maintained in the Health Office. A copy of the employee right to know and Hazard Communication is located in the boiler room and in the school office which details compliance with OSHA requirements. Health information is communicated to the families.*

*Narration of Compliance;  
Posted “right to know” (onsite)  
In-service documentation (onsite)  
Other Indicators (onsite)*

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

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## **SUMMARY: SCHOOL CLIMATE AND FACILITIES**

### Strengths and Challenges

#### **Strengths:**

- *Technology enhancements include 11 interactive whiteboards, 25 upgraded computers, and 21 laptops.*
- *Recent facility upgrades include new roof, new windows, remodeled library and computer lab.*
- *High expectations for student behavior, as outlined in our student handbook, create a great environment for learning.*

#### **Challenges:**

- *Better organization and use of Middle School locker rooms.*
- *Following the published custodial list for better cleanliness and organization of school. Review the list for areas that need improvement.*
- *Maintaining unity and collaboration with a split campus.*



## STANDARDS DOCUMENTATION

### Standard 5: Community Relations

#### *The Effort to Include All Who Have Interest in the School*

#### INSTRUCTIONS

- 1) **Narration of Compliance:** For each criteria below (if requested), provide a concise narrative statement that describes how the school complies with the particular criteria. *Be mindful that documented evidence will be necessary during your onsite visit to verify compliance.*
- 2) **Indicators of Compliance:** Review the list of indicators in Section B for each criteria to provide ideas for documented evidence of compliance. Ensure that all essential indicators (found in italics below each criteria) are provided during your onsite visit.
- 3) **Strengths and Challenges:** After completing each of the criteria, identify a summary list of strengths and challenges related to the broader standard category.

#### Criteria

- 5.01 ORIENTATION:** The school will provide an appropriate orientation for all new staff, families, students and volunteers. The orientation will include: school mission and philosophy, roles and responsibilities, programs, policies and procedures, and expectations for learners.

*SEAS is committed to making all new families feel welcome in our school. The following are the events offered to accomplish this goal:*

- *Back to School nights for grades 1-8*
- *Preschool and Kindergarten parent orientation*
- *Open house prior to the start of school for families to meet the teacher and tour their classroom*
- *Middle school orientation for new students and 6<sup>th</sup> graders*
- *Pairing new families with established families in a mentoring relationship*
- *New staff orientation each year*
- *At most grade levels, new students are paired with a current student mentor*
- *Informal Volunteer training*
- *VIRTUS training*
- *Each family is given a brochure indicating grade level learner standards*
- *Registration packet includes a family handbook which contains our mission and philosophy that is reviewed at Back to School Night.*

*Narration of Compliance*  
*Indicators (onsite)*

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

*SEAS maintains effective communication among students, staff members, and families. The principal provides teachers and staff with a Parent Communications packet as a helpful resource. In addition to a welcome letter that teachers send to their students at the end of summer, they also communicate with class families early in September.*

*Information and happenings are published in the weekly school newsletter, The Patriot Press, and are sent home electronically or by hard copy if requested. Individual teachers communicate with parents through classroom newsletters, phone calls, notes, and e-mails on a regular basis and reply to parent e-mails and phone messages promptly.*

*The Middle School teachers place daily homework assignments on their web page. Parent/teacher conferences are held twice a year, and students in upper grade levels are encouraged to attend.*

*Narration of Compliance  
Indicators (onsite)*

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

*The staff at SEAS communicates to the school and parish community through the use of many forms of publication. Vital to this open communication are the weekly correspondences between the classroom teachers and parents. Homework assignments are updated daily on teacher web pages for access by the middle school students and their parents. Special events are covered by the Hastings Star Gazette and the local radio station. Parents are informed of school news through the weekly Patriot Press and the SEAS parish bulletin.*

*Narration of Compliance  
Indicators (onsite)*

**5.04 PARENT ORGANIZATIONS:** The school will develop and promote opportunities for parents to become involved in the education of their children and help promote the school and its mission.

*SEASPA, our school's parent organization, is active in sponsoring both*

*educational and fun activities. They provide support for events like Back to School Night and Catholic School's week. They provide special treats and dinners for students and parents and help with financial support for numerous school activities not covered in the budget.*

*SEASPA designed a new brochure in 2009 and recruits new membership yearly.*

*All SEAS parents fulfill required service hours promoting parent awareness, knowledge, interaction and creativity. Opportunities include classroom tutoring, classroom centers, designing and working with students on classroom projects, chaperoning field trips, lunch room-playground duties, Spring Fling Social/Fundraiser Event, assisting with yearbook, assisting in the library, and copying materials for teachers and support staff.*

*SAC, our School Advisory Committee, oversees all sub-committees. These include:*

- *SEASPA*
- *Alumni Committee*
- *Marketing Committee*
- *Athletic Advisory Committee*
- *Uniform Committee*

*Narration of Compliance  
Indicators (onsite)*

**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.

*Our Philosophy and Mission statement actively promotes a Christian environment of responsibility, works of mercy and respect through an emphasis of service, works of mercy and social justice. Community involvement is at the heart of our educational program. Service projects encourage students to move outside our school and develop life-long habits of service.*

*Students at every grade level participate in community service-learning projects. Examples include:*

- *YMCA partnerships*
- *Hastings Reads Project*
- *Visitors from community leaders during Catholic Schools Week*
- *Veterans Mass and reception*

- *Shared time agreement with the public middle school*
- *Kitui Water challenge.*

*Grade level service projects include the following:*

*Kindergarten: clean up around church several times a year*

*1st grade: visits to Regina Senior living*

*2nd grade: making Valentines for nursing homes*

*3rd grade: leaders in our Military Pals project and collecting Ronald McDonald tabs*

*4th grade: Feed My Starving Children and presenting Stations of the Cross for school and parish*

*5th grade: leaders of the food drive*

*6th grade: raking of yards around the school neighborhood*

*7th grade: Feed My Starving Children*

*8th grade: Serves a meal at Sharing and Caring Hands*

*People from the community share time and expertise with our school. The widow/widower group reads to our kindergarteners and preschool; career speakers present throughout our school. As world situations arise, our school responds with collection of money which raises awareness and prayer support. Examples include "Hats for Haiti" and collections for Feed My Starving Children, Haiti, and others.*

*Narration of Compliance  
Indicators (onsite)*

**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.

*One of our challenges in 2004 site visit was further alumni support and involvement. In November 2008 an Alumni and Marketing Coordinator was hired part-time at 20 hours a week. SEAS has hosted an Annual Alumni Breakfast held the past 2 years as a way to gain more alumni support and gain correct contact information. There have also been two alumni newsletters published electronically on school website and on our newly developed Alumni Facebook page. We've also had some of these newsletters available at alumni breakfasts and at our school and parish offices. An alumni tab has been added to our school website to feature alumni events and information. An Alumni Committee was established to help plan alumni events and help with alumni newsletters. Alumni news and information is published in the Patriot Press (school newspaper), parish bulletin, and Hastings Star Gazette. A new school brochure has been developed to help increase awareness. In collaboration with our Sacramental Director and Faith Formation coordinator, a Baptismal Recognition program was implemented to follow children from Baptism to the beginning of*

*school. During Catholic Schools Week, we create KDWA commercials which middle school students write and record. We have also had some joint collaboration with a neighboring parish, St. Rita's in Cottage Grove. St. Rita's doesn't have a Catholic School and embraced the idea of working together to have more children access Catholic Education.*

**Plan:**

- 1. Continue to increase Marketing efforts through school newspaper, city newspaper, Catholic Spirit, and parish bulletin.**
- 2. Increase alumni newsletter to 2x per year**
- 3. Plan annual alumni breakfasts**
- 4. Plan a few new alumni gatherings**
- 5. Gather more alumni photos and identify names of alumni to specific classes**
- 6. Develop a Marketing Committee made up of Parish Administrator, Principal, Alumni/Marketing Coordinator, staff members, SAC members to come up with long range goals for marketing the school**
- 7. Increase enrollment through recruitment**
- 8. Continue professional development through ISPD.**

*Narration of Compliance  
Written Marketing/Development Plan (onsite)  
Other Indicators (onsite)*

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

*An annual report has been published and distributed via the Patriot Press and website. In the past, this annual report has focused on the financial aspect and was taken from the Parish Annual Report.*

*A newly formatted annual report was done in June 2010.*

*Narration of Compliance  
Written Annual Report (onsite)  
Other Indicators (onsite)*

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**SUMMARY: COMMUNITY RELATIONS**  
Strengths and Challenges

**Strengths:**

- *Effective parent organizations*
- *Alumni and Marketing Coordinator position*
- *Meaningful service-learning opportunities*
- *Positive relationships with the Hastings Community*

**Challenges:**

- *Need for official, long range Marketing and Development Plan*
- *Continued knowledge and creativity regarding enrollment management, marketing, and development*
- *Need for an increase in school-wide parental involvement especially through parent organizations*
- *Need for an increase in alumni awareness and connection with our school*

# MNSAA

## STANDARDS DOCUMENTATION

### Standard 6: Personnel

#### *Qualifications, Evaluations, and Development of the Staff*

#### INSTRUCTIONS

- 1) **Narration of Compliance:** For each criteria below (if requested), provide a concise narrative statement that describes how the school complies with the particular criteria. *Be mindful that documented evidence will be necessary during your onsite visit to verify compliance.*
- 2) **Indicators of Compliance:** Review the list of indicators in Section B for each criteria to provide ideas for documented evidence of compliance. Ensure that all essential indicators (found in italics below each criteria) are provided during your onsite visit.
- 3) **Strengths and Challenges:** After completing each of the criteria, identify a summary list of strengths and challenges related to the broader standard category.

#### Criteria

**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 or are enrolled in such a program leading to a qualified degree within a five-year period.

#### **The principal holds the following degrees:**

- **Master of Science In Education, University of Wisconsin- Stout**
- **Administrative Licensure, St. Mary's University of Minnesota**
- **Doctor of Philosophy in Educational Administration, Lacrosse University**

*Narration of Compliance*  
*Verification of Compliance for all Administrators (onsite)*

**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 SEAS Elementary teachers hold Minnesota certification.**

*Narration of Compliance*

**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.

#### **All SEAS Elementary Specialty teachers hold Minnesota certification.**

*Narration of Compliance*  
*Verification of Compliance for all Specialty Teachers (onsite)*

**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.

**All SEAS teachers hold Minnesota certification or a baccalaureate degree from an accredited institution**

*Narration of Compliance  
Verification of Compliance for all Secondary Teachers (onsite)*

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

**SEAS uses the McDowell Agency to conduct criminal background checks on all employees upon hiring. A Bureau of Criminal Apprehension check is also done on newly hired teachers.**

*Narration of Compliance  
Report from the Bureau of Criminal Apprehensions (onsite)  
Personnel Records (onsite)*

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

**Each staff member has access to the Personnel Policies and Procedures Handbook on our school’s shared drive that details staff member conduct and work rules. Teacher work agreements are issued each spring for the following school year. The teacher work agreement and job description details the code of ethics as well. In addition, all personnel policies and procedures are written in the Teacher’s Handbook.**

*Narration of Compliance  
Faculty Handbooks (onsite)  
Indicators (onsite)*

**6.07 EVALUATION PROCESS:** The school will have an evaluation process for all school personnel that include 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.

**Teachers are on one of two tracks: emergent (1-3 years teaching) or mastery (3+ years of teaching). Two formal observations by the principal are held for all emergent track teachers. Teachers on the mastery track devise individual plans based on the procedures written in the Teacher Handbook. The emergent track teachers meet with the**

principal for a pre-observation discussion and again after the observation. The mastery teachers submit a plan to the principal and write an end-of-year assessment of the submitted plan. The principal informally observes all teachers throughout the school year. In addition, each teacher writes two goals at the beginning of the school year. At the end of the year, time is taken to reflect on those goals.

*Narration of Compliance*  
*Personnel Records (onsite)*  
*Evaluation Forms (onsite)*  
*Job Descriptions (onsite)*  
*Handbooks – faculty/staff (onsite)*  
*Other Indicators (onsite)*

- 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 student achievement, specific job responsibilities, and goals of the school.

Staff members participate in several workshops and in-services throughout the school year. Examples include Top 20 Teachers, MAPS Training, Responsive classroom, Autism Spectrum Disorder, Smart Board Beyond the Basics, Curriculum Mapping Standards, and many more.

*Narration of Compliance*  
*Indicators (onsite)*

- \*PP at end of year  
**6.09 BUDGETING FOR PROFESSIONAL DEVELOPMENT:** The school will provide necessary resources in the budget for all staff to participate in annual professional development.

Over \$6700 is allotted for teachers to participate in professional development opportunities. Consequently, approximately \$12,000 per year is allocated for substitute teachers. Documentation of all workshops, in-services, and continuing education classes are located in respective personnel files.

*Narration of Compliance*  
*Budget Reports (onsite)*  
*Other Indicators (onsite)*

- 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.

SEAS maintains accurate, confidential, and complete personnel records as required by law and as necessary for its effective operations including professional qualifications and credentials.

*Narration of Compliance*

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**SUMMARY: PERSONNEL**  
Strengths and Challenges

**Strengths:**

- Many opportunities are available for professional development
- There is effective cooperation between staff members and administration
- Staff members are highly qualified and are dedicated to continuing education.

**Challenges:**

- Continue to utilize Lead Teachers, with defined roles, to assist the principal in administrative duties
- Enhance formal observations of emergent track teachers.
- Develop a consistent plan for evaluation of mastery track teachers.
- Continue to provide opportunities to integrate philosophy and mission into our continuing professional development.



## STANDARDS DOCUMENTATION

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### Standard 7: Leadership and Governance

#### *The Responsibility for the Educational and Organizational Effectiveness*

##### INSTRUCTIONS

- 1) **Narration of Compliance:** For each criteria below (if requested), provide a concise narrative statement that describes how the school complies with the particular criteria. *Be mindful that documented evidence will be necessary during your onsite visit to verify compliance.*
- 2) **Indicators of Compliance:** Review the list of indicators in Section B for each criteria to provide ideas for documented evidence of compliance. Ensure that all essential indicators (found in italics below each criteria) are provided during your onsite visit.
- 3) **Strengths and Challenges:** After completing each of the criteria, identify a summary list of strengths and challenges related to the broader standard category.

*Delete Instructions before printing.*

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##### Criteria

- 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.

*SEAS has a full time onsite administrator who is responsible for the day to day administrative leadership of SEAS school and our Early Childhood Campus and ensures the school is carrying out its stated mission.*

*Narration of Compliance  
Indicators (onsite)*

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

*Written job descriptions are provided for all employees, including support staff and are signed by the employee and the principal. They are reviewed by the Pastor and are on file in the principal's office in the individual's personnel file. Job descriptions are also on file at the parish office site. The job descriptions include job title, supervisor, work commitment, FLSA status, employment statement with regards to being employed in and by the Catholic Church, a position summary, primary functions of that position, and physical requirements of the position.*

*Narration of Compliance  
Job Descriptions (onsite)*

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

*SEAS Principal is accountable to the Pastor but supervised by the parish administrator at the Pastor's direction.*

*The School Advisory Committee (SAC) acts as an advisory board for the principal and advises in matters of policy, procedure, regulation, and budget.*

*The school has a representative on the Parish Council and information is relayed between the SAC and the Parish Council via this person.*

*Narration of Compliance  
Indicators (onsite)*

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

*Members of the SAC are provided a written copy of their roles and responsibilities at the beginning of the school year. At this time they also undergo an orientation provided by our principal. The principal also keeps the school advisory committee informed of available workshops being offered in the area. Development opportunities are also provided by the principal on an ongoing basis through relevant printed material that she receives and passes on.*

*Narration of Compliance  
Indicators (onsite)*

**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 school's budget is planned in conjunction with the parish's budget. Each year the parish administrator leads the budget process and seeks substantial input from the school principal when building the school budget. Input, and ultimately approval, is then sought from the parish Finance Council. Annual financial reports are made to the school community, the parish community, and the archdiocese usually in the fall of each year for the fiscal year ending June 30.*

*Narration of Compliance  
Previous Year's Budget (onsite)  
Current Budget (onsite)*

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

*A “one tuition rate” has been in place since the 2008-2009 school year. This was approved by the SAC and Finance Committee in an effort to attract families from other churches that do not have a school (i.e. St. Rita’s/Cottage Grove).*

*Tuition and fees are set as a part of the budgeting process first at the SAC level in December and then approved by the Finance Committee in January. These fees are communicated to the parents at the time of registration in February.*

*Narration of Compliance  
Tuition/Fee Schedule (onsite)  
Other Indicators (onsite)*

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

*SEAS has a salary schedule that was revised in 2009. Originally there was a step/lane grid. In an effort to get salaries to 83% parity, the step/lane grid was modeled on the public school schedule. The principal asked the Lead Teacher/Advisory Team to brainstorm different methods of compensation in 2008 and a SAC committee member helped in this effort. Salaries were frozen in the 2009-2010 school year thus giving us time to reconfigure the salary schedule. The parish business administrator and the principal modified the schedule to only include lane increases for continuing education and yearly pay increases would be commensurate with other parish employees (i.e. 2010 a 1% pay increase).*

*Narration of Compliance  
Written Compensation Structure (onsite)  
Onsite Indicators (onsite)*

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

*SEAS publishes a Parish Employee Handbook that includes staff benefits, personnel policies & procedures, and Justice in Employment which was updated in January 2010. There is also a more detailed Teacher Handbook that outlines specifics related to that population. The Teacher Handbook is updated annually and is available on our*

*school's shared drive and is reviewed at the beginning of each school year.*

*Narration of Compliance  
Employee Handbook (onsite)*

- 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.

*The Health Office, staffed by the nurse for the District 200 Non-Public Schools, receives and maintains immunization records for all non-public school students. Once records are received for all students, they are reviewed and entered in the Hastings School District TIES system for easy accessibility for SEAS School and Hastings Middle School Health Staff for shared time students and for annual reporting. The nurse also informs parents of changes in requirements of MN State immunizations and insures compliance. A hard copy record of immunizations continues to be maintained in each student's health file kept in the nurse's office.*

*Narration of Compliance  
Immunization Records (onsite)  
Other Indicators (onsite)*

- 7.10 ADMISSIONS POLICY:** The school implements admissions policies / procedures in accordance with legally, ethically, and professionally acceptable practices, including a statement of nondiscrimination.

*The Admission Policy and Procedures are in accordance with legal, ethical, and professional acceptable practices. This is stated in the Parent/Student Handbook within the Priority Registration for Enrollment Policy. These policies align with our mission and philosophy of embracing all individuals and promoting a Christian environment of respect. The policies provide for current families to register first. The policies provide for equal rights and privileges made available to all.*

*Narration of Compliance  
Indicators (onsite)*

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

*The Parent/Student Handbook is discussed at the Back to School/Parent Orientation sessions held in September of each school year. Parents can access the handbook online. There is a page for the*

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*parent/guardian and student to sign indicating they are in agreement to be governed by Handbook policies.*

*Narration of Compliance  
Parent/Student Handbook (onsite)  
Other Indicators (onsite)*

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## **SUMMARY: LEADERSHIP AND GOVERNANCE**

### Strengths and Challenges

#### **Strengths:**

- *Streamlined the tuition and fee schedule. Parish members and non-members pay the same.*
- *Parent/Student handbook is comprehensive and effectively communicated to parents and students annually. Separate handbooks are designed for elementary and middle school to meet the developmental needs of each group.*

#### **Challenges:**

- *Investigate ways for out of parish families to have their parish compensate us for their child's education.*
- *The faculty salary schedule needs to be collaboratively reviewed and communicated.*

# **MNSAA**

## **STANDARDS DOCUMENTATION**

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### **Standard 8: School Improvement**

#### *The Strategies and Tools for Improving the School*

#### **INSTRUCTIONS**

- 1) **Narration of Compliance:** For each criteria below (if requested), provide a concise narrative statement that describes how the school complies with the particular criteria. *Be mindful that documented evidence will be necessary during your onsite visit to verify compliance.*
- 2) **Indicators of Compliance:** Review the list of indicators in Section B for each criteria to provide ideas for documented evidence of compliance. Ensure that all essential indicators (found in italics below each criteria) are provided during your onsite visit.
- 3) **Strengths and Challenges:** After completing each of the criteria, identify a summary list of strengths and challenges related to the broader standard category.

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**Criteria**

**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 will include a narrative for this standard that describes the process that was used to create the strategic plan.

**The strategic plan for St. Elizabeth Ann Seton School contains six objectives for continued improvement. They are:**

**OBJECTIVE 1: St. Elizabeth Ann Seton will develop and implement a plan for curriculum assessment and development.**

**OBJECTIVE 2: St. Elizabeth Ann Seton School will develop and implement a plan for staff development to discuss and analyze learner assessments for student achievement and communicate those results to stakeholders.**

**OBJECTIVE 3: St. Elizabeth Ann Seton School will work in partnership with our parish community to improve the physical interior condition of our school building as well as the school security.**

**OBJECTIVE 4: St. Elizabeth Ann Seton will create a technology plan for continued improvement.**

**OBJECTIVE 5: St. Elizabeth Ann Seton School will create and analyze a marketing and development plan.**

**OBJECTIVE 6: St. Elizabeth Ann Seton School will work to enhance its financial viability and sustainability.**

*School Strategic Plan  
Narration of Compliance*

**8.02 QUALITY OF PLAN:** The school has developed a written School Strategic Plan in conformity with the Quality Expectations of MNSAA. The school will provide a narrative that clearly indicates that the strategic plan meets the quality expectations for this standard.

***The strategic plan was developed with the assistance of two town hall meetings, school faculty meetings, parish staff meetings and school advisory meetings. The town hall meetings included representatives of St. Elizabeth Ann Seton School and Parish including the pastor, associate pastor, parish business administrator, principal, school staff, school faculty, parish staff, parents, parishioners, and members of the school advisory committee, finance council, and the parish pastoral council.***

*Narration of Compliance*

**8.03 COMMUNICATION OF PLAN:** The school has 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 will be communicated to stake holders by publishing it on our school and parish websites. It will also be published in our school weekly newsletter. Updates will also be communicated through this process.*

*Narration of Compliance*  
Indicators (onsite)

**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 and updated annually for continued improvement and to chart the progress and report that progress to Minnesota Nonpublic School Accrediting Association (MNSAA).*

*Narration of Compliance*  
Indicators (onsite)

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**SUMMARY: SCHOOL IMPROVEMENT**  
Strengths and Challenges

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**SUMMARY: MISSION AND PHILOSOPHY**  
**Strengths and Challenges**

Strengths:

- Our mission and philosophy statements are aligned with our Parish mission statement.
- We collaborated with all stakeholders when revising our mission and philosophy statements.

Challenges:

- Regularly review mission and philosophy.
- Continue to increase awareness of SEAS school mission statement and philosophy, especially to our parish members.

**SUMMARY: CURRICULUM AND INSTRUCTION**  
**Strengths and Challenges**

Strengths:

- Use of curriculum mapping
- Standards – adopting them and using them for instruction
- Differentiation
- Beginning of PLC's

Challenges:

- Schedule and plan for curriculum committees to meet – review on a regular basis – ongoing
- Social studies scope and sequence needs attention
- New (2009-10) Reading Textbooks and aligning with Standards
- Integrating technology into the curriculum

## **SUMMARY: LEARNER PERFORMANCE**

### **Strengths and Challenges**

Strengths:

- A wide variety of assessment techniques are used to meet the various learning styles.
- Communication is consistent and frequent between school and parents.
- Assessment information is beginning to be used to create better learning for all students.

Challenges:

- Develop a formal annual school report to communicate assessment results.
- Use PLCs to discuss and analyze the strengths and weaknesses in our curriculum and assessment processes.
- Allocate staff development time to train teachers to analyze and use testing data to make curricular changes.

## **SUMMARY: SCHOOL CLIMATE AND FACILITIES**

### **Strengths and Challenges**

Strengths:

- Technology enhancements include 11 interactive whiteboards, 25 upgraded computers, and 21 laptops.
- Recent facility upgrades include new roof, new windows, remodeled library and computer lab.
- High expectations for student behavior, as outlined in our student handbook, create a great environment for learning.

Challenges:

- Better organization and use of Middle School locker rooms.
- Following the published custodial list for better cleanliness and organization of school. Review the list for areas that need improvement.

- Maintaining unity and collaboration with a split campus.

### **SUMMARY: COMMUNITY RELATIONS** **Strengths and Challenges**

#### Strengths:

- Effective parent organizations
- Alumni and Marketing Coordinator position
- Meaningful service-learning opportunities
- Positive relationships with the Hastings Community

#### Challenges:

- Need for official, long range Marketing and Development Plan
- Continued knowledge and creativity regarding enrollment management, marketing, and development
- Need for an increase in school-wide parental involvement especially through parent organizations
- Need for an increase in alumni awareness and connection with our **school**

### **SUMMARY: LEADERSHIP AND GOVERNANCE** **Strengths and Challenges**

#### Strengths:

- Streamlined the tuition and fee schedule. Parish members and non-members pay the same.
- Parent/Student handbook is comprehensive and effectively communicated to parents and students annually. Separate handbooks are designed for elementary and middle school to meet the developmental needs of each group.

#### Challenges:

- Investigate ways for out of parish families to have their parish compensate us for their child's education.
- The faculty salary schedule needs to be collaboratively reviewed and communicated.