

MNSA

SCHOOL PROFILE

A.01 STAKEHOLDER PERCEPTIONS

A random sampling 1600 households of the St. Hubert parish community was taken in the fall of 2008. One parent from each household was asked to complete the survey; 28% responded. The results indicated that many of those respondents felt they were not well informed about the church sponsorship and activities of the school. This information indicated that the school needed to communicate more effectively with the parish. However, at that time the school had an extensive waiting list and was hesitant to encourage additional parish families to seek enrollment, as they could not be accommodated.

A.02 COMMUNITY/NEIGHBORHOOD

St. Hubert School is located in Chanhassen, a part of Carver County. Chanhassen is a Minnesota community located just southwest of the Twin Cities of Minneapolis and St. Paul. Chanhassen has two public school districts: Minnetonka District #276 and Chaska District #112. St. Hubert School is in the Public School District #112. Students of St. Hubert School come from the communities of Chanhassen, Chaska, Carver, Eden Prairie, Victoria, Shakopee, Excelsior, and Bloomington.

Chanhassen is experiencing moderate growth in homebuilding and population. Statistics from the Chanhassen Website estimate the current population to be 24,481. This is an 11% increase in population since the 2000 Census. City statistics show a total of 8,208 households in Chanhassen. According to Chanhassen's "2030 Comprehensive Plan Update," Chanhassen is expecting steady growth in housing and population over the next 20 years. The racial makeup from the 2000 Census was approximately 93.4% White, 2.8% Asian, 2.0% Hispanic, 1.1% African American, and 0.7% Other Minorities. According to the Chanhassen Website, approximately 300 new dwelling units are expected to be built per year through the year 2020. According to city statistics the average median age is 33.1 years old, and the median family income is \$122,609.

Chanhassen was voted the #2 place to live by "Money Magazine" in 2009 and was voted one of America's top 10 towns to raise a family in by "Family Circle Magazine" in 2007. Chanhassen is a relatively safe community. According to the city stats obtained by "Money Magazine" personal crime incidents are reported as 1/1000 with average personal crime incidents in Minnesota in 2008 at 31.2/1000. Property crime incidents are reported as 16/1000 while average property crime incidents in Minnesota in 2008 were 28.5/1000.

The local School District #112 student enrollment has remained steady for the past several years. In 2006 District #112 enrollment for students K-8 was 6,046, in 2007 it was 6,082, and in 2008 it was 6,066. Projected growth for the 2009/10 school year is 0%. District #112 includes 2 Elementary Schools within Chanhassen and a new high school that opened in the fall of 2009. Minnesota's Department of Administration has developed population projections for Carver

County for the years 2010 to 2030. These state projections show the county to have a 39% increase in children ages 5-9, and a 27% increase in children ages 10 – 14.

Since 1995, Chanhassen has added 3.5 million square feet of commercial and industry space according to the Chanhassen Website. Chanhassen has over 550 businesses and employs over 9500 people. Industries include printing, financial services, medical products, engineering, food production, high tech manufacturing and many more businesses. Chanhassen has experienced 28.8% job growth from 2000 – 2008. The unemployment rate is 6.1%, which is well under the national unemployment rate. 88.6% of Chanhassen residents have completed at least some college with almost half of the residents having obtained college degrees. Five major highways run through the community, which makes it easy to reach other metropolitan areas. Highways 5, 7 and 212 run east/west and Highways 41 and 101 run north/south. Chanhassen has a 500 acre-park system; trails connecting downtown, parks, and neighborhoods; 12 lakes located at least partially within the city limits; a recreation center; a senior center; and hosts community events sponsored by local businesses.

A.03 STUDENTS

Explanation of enrollment trends:

There has been very little change in enrollment over the past five years.

2004-2005	676 students
2005-2006	683 students
2006-2007	685 students
2007-2008	690 students
2008-2009	682 students
2009-2010	682 students (plus 38 preschool students)

Current Enrollment Data for 2009-2010:

(Pre-school 38 students)

K	78 students
1	72 students
2	67 students
3	81 students
4	81 students
5	78 students
6	76 students
7	77 students
8	71 students

Racial/Ethnic Composition for 2009-2010:

Caucasian	638 students
Biracial	13 students
Asian	5 students
Hispanic	13 students
Other	12 students

Religious Composition for 2009-2010:

97% Catholic

Special Needs and Disabilities:

- 23 Students with 504 Accommodation Plans
- 17 Students with Individual Service Plans
- 5 Students with dyslexia

Alumni: There is no formal alumni relationship at this time.

The parents of St. Hubert students were surveyed in the Spring of 2009.

The following data was received:

- Education level of parents:

	<u>Mother</u>	<u>Father</u>
High school graduate	1%	<1%
Post high school	6%	<1%
College graduate	69%	53%
Post college	26%	38%
Trade	1%	2%

- Employment Status:

Full time	40%	99%
Part time	26%	<1%
Other (Stay at home)	34%	<1%

- Household Income:

Under \$50,000	1%
\$50,000 – \$75,000	3%
\$75,000 – \$100,000	15%
\$100,000 – 150,000	24%
\$150,000 - \$200,000	14%
Over \$200,000	29%
Didn't respond	14%
General Assistance Recipient	0%

A.05 HISTORY

St. Hubert School, much like the city of Chanhassen, began small. When the school was established in 1865, it was located in a cabin. As the community expanded, the school grew as well, and a new two-story brick school was built in 1881. In 1952, with an enrollment of 315 students in first through eighth grade, a new school was built across the street from the brick building. The school added half day kindergarten in 1983, and what made this kindergarten so unique was that the classroom was not inside the school itself, but in a little white house that was owned by the parish and located next to the school.

Throughout the 1980s and 1990s, the enrollment at St. Hubert continued to grow. In 1996, construction began on a new school, and in 1997, classes began in the current school building, with two classes per grade level. When the school moved to the new building, each grade level expanded from one to two classrooms.

Another addition to our school occurred in the fall of 1996 when School Age Child Care, or SACC, was established. This was a program in which children attending half-day kindergarten could remain at school for the rest of the school day to socialize and interact with their classmates. SACC also opened before and after school for students whose parents choose to drop them off before work or pick them up after work. SACC is also open during the summer for families to use.

In 2003, St. Hubert expanded again to three classrooms per grade level, with the exception of kindergarten, which remained at two morning classes and two afternoon classes. In the fall of 2008, we began the Kindergarten Plus program, in which students in kindergarten could stay at school and continue their education in the SACC program once their half school day ended. This changed in the fall of 2009, as St. Hubert began offering full day kindergarten. There are now four all day kindergarten classes. In addition, St. Hubert opened a preschool this fall (2009). Also, our playground was renovated in the summer of 2009.

It is a very exciting time at St. Hubert School. What began as a tiny school more than one hundred and forty years ago has grown into a school that educates over seven hundred students every year. A small community has become a large one, yet the values found in the past remain in the present, and will continue to be a part of St. Hubert as we continue to grow and change.

STANDARDS DOCUMENTATION

Standard 1: Mission and Philosophy

The Vision and Values of a School

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.

School Mission Statement

The mission of St. Hubert School is to teach as Jesus did within the context of the teachings of the Catholic Church. As such, our mission is to educate the whole child. In a kindergarten through eighth grade Catholic setting, students, teachers, staff, and parents work together to build an all-inclusive education and a spiritual foundation that will last a lifetime.

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

St. Hubert School Philosophy

The purpose of St. Hubert School is to provide students with the tools and knowledge that will allow them to continue toward Christian adulthood. Each child will be provided with curriculum, social interaction and worship opportunities. These areas include...

WORSHIP

We believe in...

- Experiencing prayer, including private, communal, and liturgical prayer.
- Encouraging students to participate in preparing liturgies that are student-centered.
- Fostering an enthusiasm for worship in each student.
- Educating each student on the Church traditions, the sacraments, and elements of the Mass.

ACADEMICS

We believe in...

- Creating lifelong learners by providing students with the skills and knowledge base necessary so that students may continue to confidently discover new things.
- Promoting competence, self-confidence and a sense of responsibility and respect so that students can respond to life situations.

SERVICE

We believe in...

- Providing opportunities to serve others.
- Fostering a sense of ongoing, personal commitment to service.
- Modeling and practicing an attitude toward service as exemplified by Jesus Christ.

COMMUNITY

We believe in...

- Peace and justice being evident in all we do.
- Fostering a sense of ongoing, personal commitment to service.
- Modeling and practicing an attitude toward service as exemplified by Jesus Christ.

MESSAGE

We believe in...

- Teaching Scripture and tradition as a way of life.
- Teaching the tenets of the Catholic faith and the Catholic view on moral issues of the day.
- Teachers, staff, volunteers and parents establishing themselves as Christian role models.

St. Hubert School Academic Philosophies

Religion: We believe the foundation of religion is the conviction that God is always present in our daily lives. Children will become aware of their responsibility to themselves, to each other and the world around them through the teachings of Jesus Christ, taught through doctrine, tradition, scripture and prayer.

Spanish: We believe that through the study of another language and culture, students will gain a better understanding of the world and their relationship to the world.

Science: We believe the science program will develop the child's willingness and ability to investigate, understand and explain their biological, physical, chemical and technological world.

Computer Literacy: We believe the computer literacy program will develop the child's eagerness to learn with today's technology. Children will use computers to learn, review, research and as tools for presenting material.

Art: We believe that art is a creative experience, art is a skill development, and art is knowledge of subject matter. These components are best delivered using learning

experiences that are student-centered, discipline based, and structured sequentially from simple to complex according to learner outcomes.

Language Arts: We believe that the goal of a language arts program is to create effective communicators. Using the interrelated processes of reading, writing, speaking and listening, students will learn to comprehend and communicate with confidence, clarity, creativity, and competence.

Physical Education: We believe the physical education program consists of activities and experiences designed to develop the health, safety, physical, and social skills of all students, while providing positive self-concepts for life.

Math: We believe the math program will provide resources and instruction for the individual needs. Students will be able to apply math concepts to life situations.

Music: We believe the music program is a resource to develop each student's creativity and self-confidence through the study of theory, practice and performance.

Social Studies: We believe the social studies program will create responsible citizens, who are accepting of cultural diversity in our global society. Through understanding the past and the present, students will be able to meet the challenge of their future.

Philosophy Statement

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

Narration of Compliance

St. Hubert School shares the mission and philosophy statements with other stakeholders in the community in a variety of ways. The mission statement is clearly posted in a large format as you enter the school building. Mission statements are posted in each classroom and other common areas throughout the school, but most importantly, the staff models the mission and philosophy as we work to build a spiritual, academic and social foundation for all students. The mission and philosophy statements are also found in the Family Handbook, Middle School Handbook, Employee Handbook, St. Hubert website, the promotional video and other marketing materials given to prospective families.

Indicators:

Parent Handbook, Middle School Handbook, Marketing DVD, Athletic Handbook

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.

Narration of Compliance

We provide evidence that our mission and philosophy statements guide our goals, processes, policies and procedures by continually striving to educate the whole child

in a Catholic setting. We always welcome all students and families to our school and provide them with individualized instruction and services that allow them to develop into life-long learners with strong Catholic values, and a deep understanding of faith. Evidence of our all inclusive environment includes the fact that we take pride in being able to offer an education to students with special needs by having special education teachers in our building and a full time resource teacher working with individual needs. Educating the whole child is evident in the diverse learning opportunities students have within and outside of the classroom; participation in weekly masses; special worship services and community service work. Students also develop a sense of social responsibility within themselves, families, school and civic community

Indicators
DWP Posters (in classrooms)
Responsive Classroom rules (in classrooms)

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.

Narration of Compliance

The mission and philosophy statements are reviewed and evaluated at the beginning of each school year by the staff and administration. The mission is also shared with students and parents by communicating expectations for learning and behavior. We consistently evaluate the effectiveness, relevance and quality of the statements when curriculum planning, creating new programs and assessing the effectiveness of existing activities.

Periodically the parent community and student community are asked to evaluate St. Hubert School's performance in relationship to our mission. This was done most recently in a bully survey during the winter of 2007, a parent survey in the spring of 2008 and a parent and student survey during the winter of 2009.

Indicators
Copies of surveys
Agendas and Minutes from meetings

SUMMARY: MISSION AND PHILOSOPHY

Strengths:

- Our vision statement is visible and well communicated
- St Hubert School has a Mission Statement and Philosophy that are known and lived. The Mission statement is prominently displayed in each classroom. The Mission statement is enlarged and framed at the school entrance.
- Our mission is practiced specifically in the area of teaching the whole child with enrichment, remedial and specialists.

Challenges:

- Our mission statement indicates we strive to educate the whole child. It's a challenge to meet all the needs of each individual in each classroom.

Catholic Identity

1.11 Mission and 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.

Narration of Compliance

St. Hubert School’s mission and philosophy statements reflect our ideal of educating the whole child in a spiritual and faith-filled environment. The St. Hubert faith community works to educate all people to live the Eucharistic life. As part of that faith community, St. Hubert School encourages the incorporation of our Catholic faith into every aspect of the education programs that are taught.

As a faith community, St. Hubert School encourages the learning and practicing of the Catholic faith through prayer experiences in large, small, and individual settings. There are faith-growing opportunities for the children, parents, and staff that allow for individual faith growth for all. Thus while educating the whole child, parents and staff are also continuing to grow and follow in the footsteps of Jesus.

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.

Narration of Compliance

St. Hubert School is dedicated to educating the whole child. Our mission is to provide a quality Christ centered education for all the children entrusted to our care. Our school administrators work with the parish staff to formulate a plan for tuition that is reflective of this mission while making the education affordable to all. St. Hubert School also has a scholarship program that offers tuition assistance to those families that may struggle with tuition. Our staff also reflects annually in regards to classroom fees in hopes of offering opportunities for our students in a way that is not overtly expensive. Our compensation structures are based competitively in the Catholic School setting and attempts are made to keep compensation competitive with public schools in the area.

St. Hubert School utilizes our mission and philosophy statements whenever we are evaluating any of our handbooks. We seek to create a safe and secure environment that promotes learning, as well as a feeling of comfort and safety during the learning process as we seek to educate the whole child. Staff and administration to ensure we are meeting the needs of our students while fulfilling our mission and philosophy review our policies and handbooks annually.

1.13 Leadership Faculty and Staff: The school’s leadership team, faculty and staff will know, support and model 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 identity. Included in this section all school employees will adhere to the school’s “standard of conduct” that reflect Catholic tradition, Canon Law and current policies [including Article 12, *Charter for the Protection of Children and Young People*].

Narration of Compliance

All employees of St. Hubert School are responsible for following the Code of Pastoral Conduct for church employees within the Archdiocese of Saint Paul and Minneapolis. Employees also sign a Code of Pastoral Conduct agreement form. A thorough background check is performed on each employee.

The staff at St. Hubert is involved in liturgy preparation, teaching religion, leading prayer in their classrooms, and daily prayer during morning announcements. The staff participates on committees that plan service projects and retreats for Advent and Lent. All grade levels strive to be involved in planning and implementing a service project for our students. The grade levels that are eligible for Reconciliation are provided an opportunity to receive the sacrament yearly during the school day.

1.14 FORMATIVE SCHOOL CLIMATE & FACILITIES: Catholic schools will be welcoming, inclusive, and safe for all who enter the facilities, including families, volunteers, and guests. A variety of opportunities 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 USCCP's Office of Child and Youth protection. (www.usccb.org/ocyp/websafe.htm)

Narration of Compliance

As a faith community, St. Hubert School and families gather on Wednesday mornings for a school wide Mass prepared by a different class each week. Teachers utilize the curriculum and facilities to show Jesus' love for all, and to help the students grow in their understanding of and awareness of practicing social justice teachings. Several other opportunities during the school year at which time the entire school community gathers together to pray include and all school retreat day on Ash Wednesday, Living Stations of the Cross presented at the beginning of Lent and the end of Lent by our 8th graders and in the past several years we have had the unfortunate experience of the death of several of our parents. The entire school community has supported the family by participating in the funeral for the parent.

Visitors to St. Hubert School must check in at designated locations prior to entering the school to help ensure a safe environment for all. All employees and volunteers at St. Hubert School must complete a background check as well as complete Virtus training as mandated through the Archdiocese of St. Paul/Minneapolis. St. Hubert School uses current best practices including programs such as Discipline With Purpose (DWP) and Responsive Classroom to educate the students about the choices they make and how those choices affect others in their community. Students and staff agree upon codes of conduct that provide for a safe learning environment, and that follow the Gospel message that Christ laid out for humankind.

1.15 Informative Development of Faith: The school will actively promote faith-to-action service and social justice experiences as integral elements within the life of the school.

Narration of Compliance

Saint Hubert School strives to shine Christ's light for students, families, staff members and the greater community. Individual teachers involve parents in different ways including communicating content covered in class and leading parents in the facilitation of the at-home curriculum for the sacraments of first communion and reconciliation.

Other religious formation decisions are made through conversations between the parish community, school and parish staff. When possible, school and parish children participate in large group activities to engage a larger sense of the community. These activities are centered on reception of sacraments being a communal act in Catholicism.

Each grade level team of teachers review various options and select a religion class text appropriate to their needs. From daily school-wide prayer and weekly mass to participation in parish elementary and junior high activities and service in the local community, Saint Hubert School is a witness to the deep and abiding presence of Christ.

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.

Narration of Compliance

St. Hubert students study and discuss social justice topics regularly through current event topics, religion, social studies, or literature. Many stories in the reading curriculum provide for social justice topics. As students learn about the cultures throughout the world in social studies they are provided with the knowledge that will encourage understanding and tolerance of those that are different.

Students at St. Hubert school are provided with many ways for reaching out to the needs of people in our community and throughout the world. Each week students are encouraged to bring food for PROP, the local food shelf, and present it as gift during our weekly school Mass. Grade levels strive to integrate grade level service activities that reach out to people in need. Each year during the Advent and Lent seasons the school chooses a local charity to help. Students are encouraged to use their own money from doing extra chores to share with the charity. Several grade levels organize service projects by helping out Feed My Starving Children, visiting and entertaining the residents of Summerwood, and communicating through letter writing with vets and homebound parishioners. Additionally our student council organizes several drives throughout the school year practicing and promoting social justice teachings.

Catholic Identity Summary

Strengths:

- We are fortunate to be able to celebrate Mass as a school community every Wednesday.
- Many service project options are available to our students
- Social Justice teachings are integrated into many curriculum areas

Challenges:

- Scheduling service projects, particularly for the upper middle school.
- Researching ways to include more opportunities for our students to experience service activities.
- Incorporate more service learning within our service activities

MNSA

STANDARDS DOCUMENTATION

Standard 2: Curriculum and Instruction

The Planning and Implementation of Learning

- 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.

Narration of Compliance

St. Hubert School's Curriculum Handbook includes a curriculum evaluation timeline, evaluation process steps and curriculum maps that are coordinated to Minnesota state standards. There is a detailed curriculum handbook at each grade level. All teachers have, in their classroom, handbooks with the mapping that pertains to the curriculum they are teaching. Curriculum maps are written by teachers teaching that particular curriculum and then shared, compared, and evaluated in committees of representatives from each grade level. The maps are sequentially organized to maximize coverage of the standards. The handbooks are used as a framework to guide the concepts and skills for each unit, lesson plans, and long term planning. Teachers are encouraged to update curriculum maps on a consistent basis.

Indicators
Written Curriculum Handbook

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

Narration of Compliance

St. Hubert School has a detailed Curriculum Handbook appropriate for the grade level in each classroom. All specialists also have a curriculum handbook. Teachers use the handbooks as a framework to guide the concepts and skills for planning units, lessons, and long-range curriculum goals. The use of the Curriculum Handbook provides continuity when new faculty members are hired. The handbooks are updated on a regular basis.

Indicators
examples of lesson plans
examples of assessments,
administrative evaluation of instructional practices,
example of differentiated instruction

- 2.03 CONTENTS OF CURRICULUM** ^{LR} 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.

Narration of Compliance

St. Hubert School's core curriculum for all grades includes religion, language arts, mathematics, science, and social studies. Additional curriculum at St. Hubert School includes Spanish, art, music, technology, and physical education (including health). Band is offered for students in Grades 4–8. Choir is offered for students in Grades 5–8.

*Indicators:
Written Curriculum Handbook (onsite)
Class Schedules*

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

Narration of Compliance

St. Hubert School educators use a variety of instructional practices to meet the diverse needs of our student population. Annual workshop time is devoted to professional development for teaching our educators a variety of best practices including differentiated instruction and how to best meet all individual needs. Teachers are given the opportunity to take professional days to attend workshops to update their knowledge of current best practices. Many of our teachers have taken graduate or continuing education courses in differentiated instruction, service learning, and performance-based learning. We have a variety of instructional resource books available for use in our staff library. The principal includes research based instructional ideas in weekly staff bulletins.

The faculty plans and implements lessons using a variety of techniques based on respected sources, such as Bloom's Taxonomy, Gardner's Multiple Intelligences and Diane Heacox's Differentiating Instruction in the Regular Classroom. Various forms of cooperative learning are used.

*Indicators:
Curriculum Handbook
Staff Resource Library*

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

Narration of Compliance

The Mission and Philosophy of St. Hubert School are reflected in everything we do. As indicated in our mission statement, we focus on teaching the whole child and being sensitive to all children's needs just as Jesus did. Our philosophy articulates our beliefs in the areas of worship, academics, service, community and message. St. Hubert School has on staff a resource teacher that works with children who need extra help in particular areas, our special education teachers through the school district work with our children on site, we offer enrichment opportunities through small group instruction in science, reading and math. These are some of the examples that indicate that we strive to educate the whole child as stated in our mission statement.

*Indicators:
Mission and Philosophy in every classroom
Curriculum Handbook in every classroom*

2.06 AWARENESS OF RESEARCH / PROFESSIONAL PRACTICE: The school's

written curriculum will reflect an awareness of current research and professional practices.

Narration of Compliance

Within the written curriculum it is evident that St. Hubert teachers are enhancing their instructional practices based on current research and best teaching practices. Examples of different approaches to educating our children can be found in our written curriculum guides. For example kindergarten describes such activities as learning centers and writers’ workshop in their curriculum map under the “other” column. All grade levels communicate activities resulting from current research and best practices in their description under “assessment”, “other” and “technology”.

Indicators:

Workshop Records of professional development in curricular best practices

2.07 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.

Narration of Compliance

St. Hubert School continues to evaluate instructional practices. Grade levels periodically evaluate, update, and develop the curriculum handbooks. The thorough study and possible acquisition of new resources for particular curriculum is on a scheduled five-year rotation. A comprehensive evaluation process indicating curriculum strengths and weaknesses is used when evaluating curriculum as outlined in the procedure guide for evaluating curriculum. The textbooks and other educational resources chosen are done so to match our indicated needs. The textbooks and other educational resources chosen also support the philosophy, mission, and standards for each subject area of St. Hubert School. All curriculum and instructional practices are updated on a regular basis. All teachers have access to school wide curriculum through the online Curriculum Mapper application.

Indicator:

Written Process of Textbook Evaluation

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.

Narration of Compliance

Technology plays an integral part of the curriculum of St. Hubert School. It serves as a key function in staff development and is integrated into student education. Technological facilities provide our school with a constructive, educational environment that promotes individual and cooperative learning. The technology curriculum is adapted in age-appropriate ways.

Indicators

HARDWARE / SOFTWARE

- *classroom computers*
- *teacher laptops*

- *iMac lab*
- *mobile iBook lab*
- *mounted LCD projectors*
- *TV/VCR/DVD units*
- *wireless network*
- *high speed internet*
- *intercom paging system*
- *color laser printers/scanners/copiers*
- *presentation hall with dual large screen projectors, monitors, and PA system*
- *Ethernet email system*
- *firewall server protection*
- *security camera safety system*
- *regularly updated software including Microsoft Office and Powergrade*
- *two digital cameras*
- *video cameras*

TECHNOLOGY IN USE

- *full-time lab instructor/support*
- *part-time computer system technician*
- *staff development in-services*
- *tech committee*
- *tech lab classes as part of curriculum*
- *regular data back-up*
- *weekly cyber newsletter sent to all families and staff*

2.09 SPECIAL NEEDS: The school will have a written process to identify, assess and suggest services for learners with special needs; in addition, the school will provide an educational program for advanced learners.

Narration of Compliance

St. Hubert School has a written process for identifying, assessing and prescribing services for special needs. A copy of this process is posted in the teacher mail room. Our process involves a teacher presenting a student of concern to our Teacher Assistance Team (TAT), at which time additional interventions may be suggested. TAT is a group of St. Hubert staff members and District 112 Special Education personnel, who meet twice a month to help classroom teachers meet the needs of students struggling in the areas, including but not limited to, academic, behavior, health and/or motor skills. If the interventions are not successful, possible assessment by District 112 Special Education personnel may occur. If it is determined that a student qualifies for special education, most services are provided at St. Hubert School. If a medical diagnosis exists and a student does not qualify for District services, the school counselor will work with teachers and parents to write a 504 Accommodation Plan. In addition, St. Hubert provides on site counseling for various needs. In some cases, the school writes an accommodation plan for students who don't qualify for the above mentioned.

St. Hubert School has on staff a certified teacher who works specifically as a resource teacher aiding children who need special instruction particularly in reading. Our resource teacher has been trained to instruct using the Orton Gillingham method, which is beneficial for children who are struggling in reading and need a different approach in the acquisition of reading skills.

St. Hubert School has advanced learner and enrichment programs and opportunities.

Students are identified by Standardized Test results and/or teacher recommendation for Math, Reading and/or Science advanced learner curriculum. Other enrichment programs and opportunities are open to any interested student.

*Indicators:
TAT Teacher Evaluation Packet,
District 112 Special Education Assessment materials,
assorted Resource Room evaluation and teaching materials,
counseling services sheet,
504 plan
list of Advanced Learner Programs and Opportunities.*

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

Narration of Compliance

St. Hubert School has a written discipline policy. Each teacher adapts the discipline policy in age-appropriate ways to fit their teaching style. Varied consequences and rewards are aimed at ensuring that all students feel safe and respected. There are a variety of multi-age partnerships in place throughout the school in order to provide the opportunity for older students to be mentors/leaders and younger students to feel supported by the community. Cooperative learning models are used throughout the school to provide opportunities for students to practice problem-solving and positive social interaction. The teachers and school counselors offer social support groups as needed. St. Hubert School has a committee of students, whose aim, with the support of the entire faculty, is to foster an atmosphere of respect and rapport throughout the school, provide a vehicle for effective conflict resolution, and promote ways to ensure that all students feel safe at school. Consequently, with all this in place, our classroom environments are conducive to an effective learning environment.

*Indicators:
Discipline With Purpose book, binder, signs
Grade level descriptions of Self-Discipline Cycles

List of Morning Meeting Steps
email regarding Ana Carter's availability to speak with students
email regarding Lunch Bunch and Hot Topics groups
Mass seating chart
Book Buddy name list
book buddy getting to know you activity example
book buddy Peace house giving project
List of available times for middle school helpers
4th Grade Cooperative Group Rules
KIND Committee minutes
KIND Committee handouts
notes from principal regarding behavior management tips*

SUMMARY: CURRICULUM AND INSTRUCTION

Strengths:

- Maps based on standards, evaluation timeline and steps, continual updating of maps, accessibility for all teachers, written in collaboration with other grade levels.
- Use of the Handbook to guide instructional practices.
- Curriculum is based on Minnesota state standards. Curriculum mapping program aligns the standards with the curriculum
- Grade level teachers evaluate curriculum in collaboration with each other
- TAT team process and collaboration of District 112 staff in indentifying special needs.
- All state required and some additional subject areas are part of our curriculum.
- Highly educated teachers, encouragement of administration to continue to grow professionally.
- Our mission is practiced specifically in the area of educating the whole child through enrichment, remedial and specialists in art, Spanish, and music
- High level of cooperation with District employees who are able to work in our building with our students and us
- Commitment of administration to enrichment opportunities
- Resource teacher employed by St. Hubert's that works with struggling learners

Challenges:

- Too much new integration that take up professional development days, thus not enough time for in service on best practices, particularly differentiated instruction
- Maps are updated electronically, but handbooks must be updated with hard copies.
- As teachers are assigned different aspects of a curriculum, for example language arts program in 5th – 8th is taught by one teacher for literature, spelling, vocabulary, grammar and another teacher for writing skills, much collaboration and regular meetings need to take place.
- Periodic supervision that all handbooks are kept updated and organized
- A process needs to be developed to continually update curriculum maps and to provide for opportunities of sharing and collaborating among subject area and grade levels.
- Differentiation needs to be strengthened
- Gifted and talented education needs to be further developed
- Scheduling specialists, room usage and access to computer lab is a challenge
- No Written Technology Long Range Plan

MNSAA

STANDARDS DOCUMENTATION

Standard 3: Learner Performance

The Identification, Prioritization and Monitoring of Student Achievement

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.

Narration of Compliance

For the past twelve years the Metropolitan Achievement Test (MAT8), which are based upon the National Standards were given in grades 3-8. Following testing, reports are generated for parents, teachers, and administration. These reports contain the results in reading vocabulary, reading comprehension, math concepts and problem solving, math computation, language, spelling, science, social studies, research skills, and thinking skills. The results indicate student percentile ranking and grade equivalency. It also contains information regarding how well the student performed specifically with each concept. The final MAT 8 testing at St. Hubert School took place fall of 2008. Beginning fall of 2009 St. Hubert School will be assessing children in grades 2-8 using the NWEA (MAP) assessment and anticipates using the results in a more effective way to continually meet the needs of each individual child.

Besides the standardized testing teachers at St. Hubert School use a variety of assessment to evaluate whether learner outcomes are as expected. It is common for a teacher at St. Hubert School to use a combination of rubrics, classroom participation, evaluation of group and independent projects, and a teacher's professional judgment when assessing a student's progress. The purpose of using these approaches is to provide the teacher with immediate feedback on a student's progress, determine whether to teach more complex skills and reinforce or review skills.

Learner assessment is aligned with the curriculum and Minnesota state academic standards. This alignment of assessment with curriculum and standards can be found on the curriculum maps that are included in the curriculum handbooks.

*Indicators:
Previous years' MAT results
NWEA Windows 2009-2010
Examples of rubrics, portfolios and various assessment tools 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.

Narration of Compliance

Teachers at St. Hubert School are encouraged to use assessment for learning. Based

on the results of standardized testing, criterion testing, and all other forms of assessments being utilized, scores are assessed, and determination is made if changes in the curriculum are necessary. If there are serious discrepancies, we evaluate the current curriculum and plan a way to eliminate any gaps. Curriculum meetings are held to determine if adjustments or revisions need to be implemented in each specific subject area, which often means supplementing or creating materials.

Within the curriculum maps, found in the curriculum handbook, assessment is listed corresponding to the curriculum being taught.

*Indicators:
Previous years curriculum evaluation for science
Teacher designed tests unit tests*

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

Narration of Compliance

Student's progress toward content standards are monitored and reported to parents at semi annual parent teacher conferences, in Power School, on mid trimester reports and on trimester report cards.

Students in grades K-8 participate in a school-wide reading assessment called Star Reader Program. Students are given a number of passages containing a wide variety of topics that they must carefully read, comprehend and respond. This program automatically adjusts to the student success level. Following each passage, a series of multiple-choice questions are given. Students are to evaluate and answer the questions based upon what they read. Results derived will contain information regarding: instructional reading level, leisure reading level, zone of proximal developmental level, and class ranking. Students are assessed at least twice a year and results are available to teachers, staff, administration, parents and students. Comprehensive test results can be analyzed over their entire academic career.

Students in grades K-8 participate in a school-wide program called Accelerated Reader. Based upon a student's Star Reader results, they can choose books at their appropriate reading level. Once a student completes a book, they can take a multiple-choice quiz to assess their comprehension level. Students are assigned an individual goal of points that they must obtain each semester dependent on their reading skill level. We have found that the accelerated reader program challenges our children causing students to explore different kinds of novels resulting in enjoyment and a love for reading.

Standardized testing is conducted in grades 2-8. Following testing, reports are generated for parents, teachers, and administration.

A program called Read Naturally is available for students in grades 1-3. Students prepare for a specific reading selection in advance before meeting with a volunteer. The volunteer tracks the reading fluency, the number of words misread/not read, the number of accurate words, comprehension questions and summarization.

Teachers across all grade levels also use tools such as self-evaluation, performance

assessment, group and independent projects, written assessment and evaluation through teacher observations.

Indicators: Star Reader, Accelerated Reader, Read Naturally

- 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.

Narration of Compliance

Grade level and team meetings take place at least bi weekly with one goal being to evaluate overall student progress. Evaluating overall student progress is one of the goals at grade level and team meetings. Also, curriculum concerns are occasionally addressed at monthly faculty meetings.

Our curriculum timeline includes specific curriculum areas each year that are carefully evaluated. A team is formed during the workshop week in August for each of those identified curriculum areas. The team's objective is to assess the strengths and weaknesses in that area and recommend adjustments and changes to that curriculum.

Standardized test scores go to administration and teachers. Based on test results, necessary modifications are determined. Additionally, teachers are given the overall school scores.

*Indicators:
MAT 8 data tracking particular classes
Curriculum study guidelines*

- 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.

Narration of Compliance

Behavior/Education Plans such as 504, ISP and Student Accommodation Plans are kept in a locked file cabinet in the school counselor's room.

Confidential files for students with health needs are kept in a locked file cabinet in the school nurse's office.

Cumulative files contain a student's report cards, church affiliation, family status, sacraments received, grade summaries, attendance records, and testing information. Files are kept in a locked cabinet in the school office. Parents, teachers, staff and administration are allowed to view these files confidentially.

*Indicators:
Cum Files locked in school office
Behavior education plans locked in counselors office
Health records locked in nurse's 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.

Narration of Compliance

Parent/teacher conferences are conducted in the fall and spring. Standardized test results are discussed at the fall parent/teacher conferences. Report cards are given out at the end of each trimester. At mid-term, electronic notification is sent to parents who have a child that is achieving at or below a C- in any particular subject area for grades 5-8. In each class, Powerschool is an additional resource for parents and students to track a student's progress throughout the year. This is available for students in grades 5-8. During the school year, parents, teachers, staff and administration can discuss through personal meetings, email or phone any academic or behavior concerns. In all instances, data privacy and confidentiality laws are respected.

*Indicators:
Report Cards/Progress Reports (onsite)
Parent reports from standardized tests*

- 3.07 ATTENDANCE/TARDINESS:** 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, maintain copies of such reports.

Narration of Compliance

Each year, a handbook is distributed to the families of the school. The family handbook includes policies and procedures regarding attendance. Each family must sign a handbook page indicating they have received and will comply with the information contained in the handbook.

Parents are expected to call or email the attendance line in advance to notify the school if a child will be late, absent, or dismissed early. If a student is absent and the staff has not received notification, the office staff will contact the family to determine the reason for the student absence.

The cumulative files contain information regarding the number of absences and tardiness a child has each year. This information is also included on the trimester report cards and Power School.

*Indicators:
Policy/Procedure Handbooks
Enrollment report to District and State*

SUMMARY: LEARNER PERFORMANCE

Strengths

- A variety of informal and formal assessments are used at St. Hubert School

Challenges

- We need a standardized testing plan for our kindergarten and first grade classes
- We need to continue to research, design and implement various assessments
- Strive to successfully implement NWEA and utilize the results to improve our curriculum



STANDARDS DOCUMENTATION

Standard 4: School Climate and Facilities

The Environment for Teaching and Learning

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.

Narration of Compliance

The St. Hubert School conduct policy found in our Family Handbook is based on our Mission Statement. The conduct policy emphasizes respect, integrity, self-discipline, developing community, and conflict resolution.

Each family receives the Family Handbook. Families are asked to read the handbook and return a form stating they have received and will be governed by the policies contained in the handbook. The signed forms are on file in the office.

*Indicators:
Family Handbook
Athletic Handbook
Middle School Handbook*

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

Narration of Compliance

The administration of St. Hubert School will make every reasonable effort to hear and quickly resolve any grievance that arises between students, parents, or guardians and school faculty or administration.

The grievance policy and procedure for students and employees can be found in the Family Handbook and personnel handbook. (policy #3).

*Indicators:
Student Handbooks
Personnel Handbooks*

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

Narration of Compliance

St. Hubert School was remodeled and expanded in 2003. SHS has adequate space for classes. SHS has dedicated rooms for School Age Child Care (SACC), computer lab, band, music, art, library, and physical education. Additional space for physical education, choir, band and computer lab is desired. The school uses a partitioned portion of the Fellowship Hall daily as a lunchroom, and also for large group activities. SHS administrative offices include a work area, a nurse's room, a counselor's room, and private offices for the school administration.

We have three homerooms for each grade. We strive to maintain a class size of 26 students per homeroom for first through eighth grade, 19/20 per homeroom in kindergarten and a grade level limit of 78.

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

Narration of Compliance

St. Hubert Catholic School's resources, instructional materials, equipment, and facilities support a quality Catholic education program. St. Hubert Catholic School has upgraded its computer lab and installed LCD projectors in all classrooms which supplement and aid instruction. Hardware and software updates are continually done on both student and teacher computers. Annual capital improvements have allowed enhancements of classrooms, library, cafeteria, art room, volunteer room and school grounds. Many of the improvements have been made possible with funds from an annual raffle (car raffle previously, this year Master's golf raffle), Hornet Club efforts and Spring Fling fundraiser.

*Indicators
Technology Inventory*

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

Narration of Compliance

St. Hubert School has established a library that supports the kindergarten through eighth grade curriculum. The library contains printed resources, dictionaries, and encyclopedias that are available to the entire school community.

The library has a check-in and check out process that allows students and staff alike to use its resources to their fullest potential. Every grade, kindergarten through eighth, has an established library time during the week. There is a library specialist available everyday for further instructional support. The library specialist not only oversees the activities of the library, she pulls resources that support the current curriculum and facilitates Accelerated Reader and Star Reader assessment. In

addition, many volunteers assist with checking out books, shelving and cataloging books and helping students find/choose a book.

The library also sponsors an annual book fair. The proceeds from the book fair allow for the purchase of new books and resources for the library. Additional funds are provided by a used book sale, donations and annual budget.

The library program strives to provide resources and activities that encourage reading and lifelong learning.

- 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.

Narration of Compliance

The school administration, parish business administrator, and building supervisor continually review the needs of the building in regard to safety, cleanliness, and capital improvement. Annual inspections by Catholic Mutual, Ecolab, Precision Heating and Cooling, and the Chanhassen Fire Department ensure attention to possible hazards.

St. Hubert School has an electronic security system in the building consisting of surveillance cameras, fire/smoke alarms and sprinkler system. During the school day, all visitors enter through the main school doors or main church doors and are required to check-in. Each visitor will receive an identification badge. All doors remain locked, except the main building doors. Office staff and often volunteers serving as greeters monitor the main school entrance.

St. Hubert School has maintenance staff for regular cleaning of classroom and building maintenance.

St. Hubert School complies with legal requirements such as asbestos, blood borne pathogens, criminal background checks, emergency preparedness, employment laws and regulations, fire regulations, immunizations requirements, and school bus safety.

- 4.07 HEALTH AND SAFETY ISSUES:** ^{LR} 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.

Narration of Compliance

Every year health and medical information is collected/updated for each enrolled student and is kept in a secure file in the nurse's office. Teachers are given a list of current student health conditions in a confidential file. Records of serious incidents are kept on file in the main office. The school notifies parents of communicable diseases when necessary.

Upon request, the school will provide a schedule of pesticide use and inform parents and guardians when fertilizers and/or pesticides are applied to the building or

attached land.

*Indicator:
Written Health and Safety Plan*

- 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.

Narration of Compliance

St. Hubert School has an established Crisis Management Plan. The plan includes emergency preparedness procedures and drills for fire, tornado, and intruder alert/lock down situations. This plan is published, communicated, and drilled with the entire school community several times per year. Procedures are monitored by the administration and evaluated at the conclusion of each drill. The entire Crisis Management Plan is reviewed annually to maintain the appropriate level of readiness for any and all crisis situations.

Facilities are in-line with the published and practiced plan. Doors are locked during the school day except the main door to the school, the main parish door to the Church narthex and the door coming over from Summerwood to the Church narthex. An employee who sits at a desk in the narthex monitors on camera and these two parish doors also. Visitors to our school are required to check in at the school office or the narthex desk and wear a visible “Visitor” badge while in the building. In addition, staff members wear nametags. St. Hubert School staff is also instructed to question any strangers who are in the building.

*Drill Logs
Crisis Management Plan*

- 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.

Narration of Compliance

St. Hubert School provides annual blood borne pathogen training to all staff. A roster of participants that completed training is available.

The maintenance department keeps all bottles containing chemicals properly labeled and Material Safety Data Sheets are available for staff information in the Maintenance office.

OSHA Equal Employment Opportunity and Right to Know posters are displayed in the Employee Lounge and mailroom so that all employees have access to them.

The school nurse keeps blood borne pathogens post exposure log/information sheet in the nurse's office. St. Hubert School has personal protective equipment (PPE) on site.

;
Indicators;
Posted "right to know"
Inservice documentation

4.10 PRESCHOOL LICENSURE: ^{LR} 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.).

Narration of Compliance

St. Hubert School is beginning a preschool program in the fall of 2009. Application materials for licensure have been filed.

Application for Certificate of Licensure

SUMMARY: SCHOOL CLIMATE AND FACILITIES

Strengths:

- Improvements and Renovation to the playground took place during the summer of 2009
- The school community is making an effort to be environmentally friendly.
- LCD projectors and mounted and available in every classroom

Challenges:

- Need to expand environmentally friendly efforts
- Need an additional computer lab
- The library needs to be updated with more online and non-fiction resources



STANDARDS DOCUMENTATION

Standard 5: Community Relations

The Effort to Include All Who Have Interest in the School

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.

Narration of Compliance

A copy of the St. Hubert Handbook, which includes the mission and philosophy statement, the school year calendar, school programs, school rules and learner expectations is distributed to each family at the beginning of each school year. The school handbook is reviewed by staff and changes and updates made yearly. Each family is responsible for reading the handbook with their children and both parent and child sign a form stating they have done so. At the beginning of the school year each classroom has a Curriculum Night during which any specific classroom/grade information on rules, expectations, and responsibilities are presented to parents.

Each new staff member is formally assigned a team of staff members as mentors. The two staff members attend a daylong orientation where they get to know each other and go over staff policies as well as building and equipment procedures. Each grade level team informally acts as a mentor also in welcoming each new staff member.

Incoming kindergarten parents may attend one of 5 informational meetings. These incoming parent meetings take place in December and January and include a video about the mission of SHS, a synopsis of a typical kindergarten day, question/answer time and a tour of the school. Two Wednesdays at the end of January, families are invited to bring their kindergarten child to attend Mass, have hospitality and a special “eighth grade perspective” of the school.

Meet and Greet Days are held before school begins. Each family has a set time during these days to come to school to bring school supplies into the classroom, put supplies away in their desk and lockers, meet their teacher, pay fees and get handbooks. An extended time period is set-aside for new families to the school.

Before the beginning of the school year new families and kindergartners are welcomed by a current St. Hubert family

Volunteer orientation takes place on an individual basis. The volunteer coordinator trains each person the first time they come to do their job/activity. Some activities require an additional sheet of instructions, which is provided with the training.

The Kind Committee works with the new students designing and making welcome posters during the new student orientation, which takes place before school begins. KIND team members and siblings from first through eighth grade meet the new students, create welcome posters for the school, have a snack and tour the school building. This has been a great way for students to meet others from their grade level and since it is student driven they get a student account of our school.

School Advisory Committee members are provided a summary of their responsibilities when applying to be on the committee. They are then given a binder with bylaws at the first meeting.

Indicators
Back to School Parent Packet
Kindergarten Packet
Grade Level Curriculum Night Packet
Faculty Handbook
Student Handbook

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

Narration of Compliance

Communication between home and school is a vital and integral part of St. Hubert School. Communication happens on a weekly basis from the school to parents, through the e-mailed **weekly bulletin**. Individual classroom teachers also send home **weekly newsletters** to parents on the primary level and bi-monthly or monthly on a middle school level. The middle school teachers also keep current and updated grades on an online system of **PowerSchool**. Through this method of communication, parents are able to check their child's grades and progress as often as they would choose and messages are sent to parents mid-term. On a more limited basis, a message from the principal, known as **Pink from the Principal**, is sent home with students to update families on an event occurring or information needed prior to a weekly publication. At any time, parents are also able to find information on the **school website** where information such as schedules, staff web pages, event and sporting information can be found.

The **Weekly Bulletin** is an e-mail that includes, but is not limited to:

- School news and updates
- Community announcements and events
- Library news
- Athletic updates
- Forms, the school calendar and lunch menu
- PROP updates

Weekly Homeroom Newsletters are sent via hardcopy or e-mail, depending on the grade level. Newsletters may include:

- Updates on the class and subject areas
- Upcoming tests and quizzes
- Student birthdays

- PROP needs
- Classroom needs

PowerSchool is used in the middle school as a grading tool with online access for parents and students. By having online access, families are able to watch a child's progression through the school year. Teachers update PowerSchool.

The **School Website** can be found at www.sthubert.org/school. On the website, parents and families are able to find information regarding:

- School Mission Statement
- Athletics
- Fundraising
- School Lunch Menu
- Staff Directory and web pages
- Curriculum

*Indicators
The Weekly Bulletin
Grade-level newsletters
Pink from the Principal*

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

Narration of Compliance

In order for the school and families to work together, clear communication needs to be made with regards to policies, procedures, expectations, and events. St. Hubert School publishes a **handbook** yearly and gives it to each family at the beginning of the year. The handbook clearly outlines policies, procedures, and expectations for students, staff, and parents. Each family submits a signed form verifying they have received the handbook and what is outlined throughout. During the **summer, publications** are sent home with regards to class lists, Meet and Greet, changes in faculty, and any other events families should know about. Parents also sign a **consent form** for their child's photo to be used on the school website or in other publications. Finally, during the Christmas season, students complete **artwork for local business ads**, which appear in the Chanhassen Villager newspaper, as a way of giving back to the local community.

The **St. Hubert School Handbook** provides guidance in many areas. Families are able to find information regarding our school mission, philosophy, code of conduct, staff, governance, and policies. Each family submits a signed form to the school verifying they have read and understand the information outlined.

Summer publications occur in June and August with information pertaining to class lists, Meet and Greet at the beginning of the school year, changes in faculty and staff and any other events occurring over the summer or in the first weeks of school.

Photo consent forms are given to each family and are required to be returned in order for faculty and staff to use a student's picture on the website or in any other

publication. Families are not required to allow photographs to be used, but must have a form on file if photographs are published.

During the month of December, students form a partnership with local businesses to design **artwork for ads in the Chanhassen Villager**. By completing these ads, students are able to give back to the local community.

Other publications include:

- Pink from the Principal
- Weekly Bulletin
- Friday Folders
- Occasional stories in local newspapers
- Updates on the school website
- The Hunter Newspaper publication
- Daily Planner containing an Upper and Lower Middle School Handbook
- Athletic Policy Handbook

*Indicators
Various publications*

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

Narration of Compliance

The active parent organizations of our school include, the School Advisory Committee, Parent Teacher Organization, Technology, Wellness Committee and Hornet Club.

School Advisory Committee- The Advisory Committee is established to advise and support the Administration on broad issues that impact students, parents or faculty. Sub-committees have been formed within the committee, and each focuses on defined objectives for the school year. Committees include: technology, communication, development and nominating. In addition, representatives from various parish/school groups are present at the meetings to facilitate sharing of information as to their current/ongoing initiatives. The following groups are represented: Parish Council, Athletics/Hornet Club, PTO, Health and Wellness and Spring Fling.

Parent Teacher Organization-The St. Hubert School's PTO mission is to create and maintain a cohesive educational community through fellowship and hospitality for parents, students and teachers.

Subcommittees include:

- Wednesday Hospitality
- Teachers Luncheons
- Appreciation Days
- Grandparent Days
- Kindergarten Open House

Conference Meals
Fundraising
Other School Activities

Technology Committee-The mission of the Technology Committee is to educate and empower administrators, teachers, and students to become self-directed, continuous learners and ethical, responsible individuals prepared to meet the increasing challenges of a global, technical society.

Activities include: Websites (school and teachers), Mini-tech classes, Curriculum integration, Software and hardware, Raffle for fundraising

Wellness Committee- The Wellness Committee was established to promote health and wellness for all students and is the shared responsibility of families, schools, communities and the students themselves. Teachers, parents and students organized an after school running club as a way to promote wellness and will continue with a spring and fall session. In addition, the committee has speakers come in to talk about nutrition as well as starting a hoops for heart program and jump for heart club.

Hornet Club – During the 2006-2007-school year it was determined that a specific group needs to be organized specifically to raise money for a pre determined need. This came about after three years of PTO organization wanting to fund a renovation of the playground. It was discovered that raising \$100,000 was not going to happen with small fund raising, thus the Hornet Club was created. It is with great pride that the playground was renovated during the summer of 2009. The Hornet Club will continue to raise money through activities such as a parent Back to School Dance, concessions at basketball and volleyball games, vending machines, spirit apparel sales and a gym jam event in the spring.

Environmental Stewardship-Staff and parents meet four times a year to discuss ways in which SHS can be good stewards to the environment.

Spring Fling-The Spring Fling Team is a group of eighth grade SHS parents who along with the School Operations Director, plan and organize the Spring Fling, our spring fundraiser.

Marathon- The Marathon Committee is a group or pair of SHS parents who, along with school administration, plan and organize the Marathon, our fall fundraiser.

8th grade graduation- The 8th grade graduation committee is a group of 7th grade parents who help plan and organize hospitality for the 8th grade graduation.

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.

Narration of Compliance

- PROP (People Reaching out to Other People): Each week food, personal care items, and money are collected during the school Mass. At the end of Mass there is a class that packs up all the items and gets them ready to be delivered to PROP. Children from selected homerooms deliver the items during their assigned week. While at PROP, the students learn about the food shelf, weigh the food, and report back to the school how much food was delivered and what is need to restock the shelves for the next week.
- Concerts at Westwood Community Church: The band/choir concerts are held at a local church each winter and spring.
- Summerwood: The fourth graders visit Summerwood once a month to spend time with the residents. Summerwood is a Presbyterian Homes senior housing complex adjacent to our Parish building.
- Students in the fourth grade communicate with vets and homebound parishioners through letter writing.
- Chanhassen Villager Ads: Each year, eighth graders pair up and create ads for local businesses. The ads are printed in the local newspaper, *The Chanhassen Villager*.
- Advent Giving: The “Advent” faculty committee proposes a community project each year that the families of the school support.
- Lenten Giving: The “Lent” faculty committee proposes a community project each year that the families of the school support.
- Several different classrooms volunteer their time at Feed My Starving Children
- Culver’s Night: The eighth graders take a class trip to Chicago each spring. One of their fundraisers is to have the 8th graders volunteer to deliver meals and clear tables once a month at Culver’s. A portion of the proceeds that evening goes towards the trip.
- Girl Scouts/Boy Scouts: St. Hubert School has made rooms available for several Boy Scout and Girl Scout troops for their meetings. The school also supports the efforts of our Boy Scout and Girl Scout troops when they are involved in a service project.

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.

Narration of Compliance

A marketing plan had been developed and implemented beginning Fall of 2008 to increase enrollment, particularly at the kindergarten level.

Responding to an increased need of assistance for families who are in a financial crisis and find that tuition is not affordable the development plan continues to be expanding to search for other income revenues to add to the scholarship fund. Letters, Church quarterly newspaper, and school bulletin articles are promoting an increased awareness of designating United Way and employer's matching gifts to the St. Hubert School Scholarship fund. An appeal to parents of alumni that continue to attend St. Hubert Church was made by a letter sent out in November of 2009 asking for donations to the scholarship fund. Attempts are being made to develop an alumni data.

*Indicators:
SHS informational folder
Development letters
Marketing DVD
Marketing Plan
Development Plan*

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

An annual report is distributed for the previous school year in the following Fall or Winter.

*Indicators:
Written Annual Report
)*

SUMMARY: COMMUNITY RELATIONS

Strengths:

- Many methods of communication are used and are available
- Enrollment is healthy in spite of economic challenges
- Parent concerns and identified needs are responded to in a timely manner
- Marketing efforts include Hunter articles, DVD and folder

Challenges:

- Keeping strong enrollment while keeping tuition affordable
- Consistent grade level communication
- Keeping Power School updated and increases family usage of electronic bulletin
- New Families feeling welcomed

STANDARDS DOCUMENTATION

Standard 6: Personnel

Qualifications, Evaluations, and Development of the Staff

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, are enrolled in such a program leading to a qualified degree within a five-year period, or can demonstrate equivalency of such a degree.

Narration of Compliance

The principal of St. Hubert School, has a Master's degree in Educational Leadership from the University of St. Thomas, an Educational Specialist's degree also from the University of St. Thomas, and is a licensed teacher and school administrator in the state of Minnesota.

The Director of School Operations has a Master's degree in leadership and an Educational Specialist's Degree and is licensed as a teacher and school administrator in the state of Minnesota.

Indicator:

Verification of Compliance for all Administrators

- 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.

Narration of Compliance

All K-8 classroom teachers have a baccalaureate degree from an accredited institution and hold a current Minnesota teaching license. In addition, the majority of classroom teachers has a Master's degree or is currently enrolled in a Master's program.

Indicator:

Verification of Compliance for all Teachers

- 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.

Narration of Compliance

All specialist teachers have at least a Bachelor degree, demonstrate proficiency in their teaching area and many also have licensure in the state of Minnesota.

Indicator:

Verification of Compliance 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.

Narration of Compliance

All middle school classroom teachers have current Minnesota teacher licensure and all specialists have current Minnesota licensure or a baccalaureate degree from an accredited institution.

*Indicator:
Verification of Compliance for all Teachers*

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.

Narration of Compliance

All employees have criminal background checks on file. In addition, all employees have completed the Archdiocesan Virtus program.

*Indicators:
Report from the Bureau of Criminal Apprehensions
Personnel Records*

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

Narration of Compliance

The entire staff of St. Hubert school receives a Personnel Handbook. Employees’ signatures indicate compliance with all policies and procedures within the handbook. The Pastoral Code of Conduct is published in the handbook and employees sign indicated compliance with the code.

*Indicator
Handbooks – Faculty*

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.

Narration of Compliance

The school has a defined evaluation process for all school personnel. Teachers receive an annual formal evaluation by an administrator. In addition, teachers are evaluated informally various times throughout the year.

*Indicators:
Personnel Records
Evaluation Forms
Job Descriptions Handbooks – faculty/staff*

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.

Narration of Compliance

St. Hubert School staff attends workshop training annually in the fall. In addition, three or four workshop days are scheduled throughout the school year.

Administration encourages, supports, and models continued professional growth related to specific planning objectives and job responsibilities.

Indicators:

Professional development list in personnel file)

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

Narration of Compliance

The school budget includes funds allocated for professional development. The majority of the funds come through Title II allocations. The money is used to provide in-service opportunities, financial support for graduate level coursework, and registration fees for offsite opportunities. Each teacher receives one professional day each school year to be used in professional development activities

Indicator:

Title reimbursement requests

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.

Narration of Compliance

St. Hubert School maintains accurate, complete, and confidential personnel records as mandated by law.

Indicator:

Personnel Records

SUMMARY: PERSONNEL

Strengths:

- St. Hubert School staff prides itself on engaging professional development and furthering their education to best serve the needs of our children.
- Administration encourages and supports professional development.
- Middle School staff teaches their specialized area of expertise.

Challenges:

- Keeping up with teacher and staff reviews and performance evaluations is a challenge.



STANDARDS DOCUMENTATION

Standard 7: Leadership and Governance

The Responsibility for the Educational and Organizational Effectiveness

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.

Narration of Compliance

St. Hubert School operates under an administrative team model. This team consists of Director of School Operations, Principal, and Assistant Principal. This model commenced with the 2008-2009 school year. The new administrative format was announced to the community in the spring of 2008 and a letter and position outlines of president, principal and assistant principal was mailed to families during the summer of 2008. The title of President was switched to Director of School Operations during the spring of 2009 to describe more clearly the functions of the director.

The director is primarily responsible for the development of new programs, marketing, financial responsibilities and shares leadership responsibilities with the principal.

The principal is primarily the instructional leader providing spiritual and academic leadership for the day-to-day management of school activities, personnel and student concerns, professional development of faculty and staff and student discipline concerns.

The director and principal share a supervisory model that includes goal writing conferences by the principal, frequent classroom walkthroughs by the principal, formal observations and annual reviews from the director and the principal. These supervisory strategies provide for reflection between administration and teachers on instructional and assessment practices.

The assistant principal is the administrative liaison with the PTO organization, gives direction to technology goals and oversees the infrastructure of the technology program, and coordinates the PROP service project.

Indicators: letter sent out to families in July 2008 and announcement regarding new administrative structure in Spring 2008. Written formal observations

7.02

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

Narration of Compliance

The director, principal and assistant principal have written job descriptions. All administrative office staff have written job descriptions

Indicator: Job Descriptions

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

Narration of Compliance

St. Hubert’s Pastor is the spiritual leader, responsible for implementing the parish mission. The school is an integral part of the parish mission. St. Hubert School’s director and principal provide spiritual and academic leadership for the school. The director and principal are accountable to the pastor.

The school advisory board advises and supports the school administrative team on broad issues that impact students, parents, or faculty. They specifically evaluate policy, establish long and short-term goals and provide a vehicle for communication for faculty, parents, students and the broader St. Hubert parish community.

The school advisory committee consists of 15 members. Membership includes the Pastor, Director, Principal, Assistant Principal and an athletic director of St. Hubert School. The Assistant Principal serves as liaison with the St. Hubert School Parent Teacher Organization. The athletic director serves as liaison with Hornet Club.

- 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.

Narration of Compliance

The School Advisory Committee has written bylaws that outline mission statement for the advisory board, affiliation, purpose and function, membership, meetings and policy formation. An annual orientation of new members takes place at the first advisory meeting of each year. All advisory committee members participate in the setting of goals for the year and the assessment of those goals at the end of the year.

*Indicator
School Advisory Committee Bylaws*

- 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.

Narration of Compliance

The Director of School Operations begins preparing the budget during the fall. The Parish administrator is invited to a school advisory meeting in December at which time the budget is presented by the Director. If necessary the budget is tweaked at that time so that tuition levels can be presented to new kindergarten families during informational meetings in December and January.

An annual financial report of the previous school year is presented to the parents in the fall.

*Indicators:
Previous Year's Budget
Current Budget
Current Financial Reports*

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

Narration of Compliance

Tuition and fees are set upon approval of the budget in December. Parents are informed of the tuition, the percentage of increase over the previous year and a narrative regarding these costs with the tuition and registration materials for the next school year. These documents are distributed in early January.

*Indicators
Tuition Agreement Forms
Meet and Greet Forms
Letter that goes out at registration time*

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

Narration of Compliance

St. Hubert School has followed the District 112 salary scale in determining the SHS teacher salaries. SHS salary scale is 90% of the previous year District 112 scale for Bachelor, Bachelor +15, Bachelor +30, and Master Degree up to 25 years experience.

*Indicator
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.

Narration of Compliance

Our personnel handbook was rewritten during the summer of 2008 to align with the parish personnel handbook. The handbook is provided to all personnel working in the school. It is updated annually. All updates are presented and explained to the faculty during August workshop meetings.

*Indicators:
Personnel Handbook
Justice in Employment materials Archdiocesan Code of Conduct*

7.09 IMMUNIZATION RECORDS: ^{LR} The school annually obtains and maintains records of state- required immunizations on its students; the school enforces state

immunization requirements.

Narration of Compliance

St. Hubert School follows the requirements of the Minnesota School Immunization Law, (Minnesota Statutes Section 123.70), “No Shots No School” protocol.

All immunization dates are to be submitted to the school nurse prior to the first day of school. A complete guide regarding immunization requirements is found in the family handbook.

*Indicator:
Immunization Records*

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

Narration of Compliance

It is the policy of St. Hubert School to comply with state and federal laws prohibiting discrimination, to the end that no person shall be denied or excluded from enrollment or participation in any educational program or activity operated by the school on the basis of race, color, national or ethnic origin, gender, age, marital status, status with regard to public assistance, or disability.

No child(ren) will be denied attendance or enrollment at St. Hubert School due to the inability to pay tuition. St. Hubert School has financial aid available. The Scholarship fund is completely funded by individuals who have donated monies for the tuition of students outside their families. Forms are available through the office for financial aid. Preference is given to those who have attended St. Hubert School for at least a year, are active volunteers at St. Hubert School, are experiencing a financial hardship and have a definite financial need.

It is the objective of St. Hubert School to limit enrollment to 78 students per grade level. Parents of the next years kindergarten class that have submitted an Intent to Register Form are contacted in October and invited to attend an informational meeting about St. Hubert School. Those parents are invited to register their child in the school. A deadline is set for registration materials to be submitted, if more than 78 registration forms are submitted the chronological order of receipt of the intent to register form is evaluated.

Waiting lists are prioritized as follows:

- Parishioner families with siblings already enrolled at St. Hubert School
- Parishioner families that do not have siblings already enrolled
- Non parishioner families

*Indicators:
Intent to Register Forms
Wait List Registration Form*

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

procedures.

Narration of Compliance

All families receive a handbook that is updated annually. This handbook is distributed to each family on Meet and Greet Day in August. The handbook consists of all school policies and procedures. A sign off sheet for parents and all students to sign is located at the end of the handbook and indicate agreement to be governed by handbook policies.

*Indicator:
Family Handbook*

SUMMARY: LEADERSHIP AND GOVERNANCE

Strengths:

Administration and parents are supportive of fairly compensating the teachers for their quality expertise and care in educating the children at St. Hubert School.

Shared administration of St. Hubert School has been successful upon the completion of the first year of the new leadership model.

Comprehensive efforts to provide financial assistance to families needing support has been successful with “families that can helping families that can’t” through the scholarship program.

Supportive and active parent groups such as advisory board, PTO and Hornet Club.

Challenges:

It is a challenge for St. Hubert School to continue to have the financial means and stability to continue to provide the quality Catholic education program for our students at an affordable tuition rate.

Consideration of economic challenges when budget is set.



STANDARDS DOCUMENTATION

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 (See Section C) 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.

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.

Narration of Compliance

St. Hubert School has developed a new strategic plan replacing the plan written in 2003. This plan identifies objectives along with strategies to achieve each objective and action steps to achieve each strategy as well as a time table for achieving the action steps.

*Indicator:
St. Hubert School Strategic Plan*

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

Narration of Compliance

St. Hubert School's strategic plan was developed over a four month time period after the completion of the self-study. Faculty and staff spent the 2008 – 2009 school year in committees studying and analyzing the MNSAA standards and operations at St. Hubert School in conjunction with our school's mission statement thus writing the self-study. Parent input was obtained in discussion at school advisory meetings, PTO meetings and other parent organizations. Most importantly parent input was received through parent surveys in the springs of 2008 and 2009 and was analyzed by administration. Using the data from the self study and input from administration regarding the parent surveys the faculty gathered on two days in August to peruse each standard and develop strengths and challenges. Those strengths and challenges were compiled and distributed to faculty members. Administration developed

objectives for the strategic plan using the cited challenges. Faculty members were assigned a key word associated with a particular objective and asked to write a strategy and action steps to achieve that objective. Using the input from teachers, administration completed the development of the strategic plan.

An effort was made to include all of our school's challenges, as identified in the self-study, in the Strategic Plan for St. Hubert School improvement.

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.

Narration of Compliance

The administration reviewed the final plan with the school faculty at a faculty meeting in the fall. The self-study challenges were shared with the school advisory committee at the September 2009 meeting and the strategic plan was shared with the school advisory committee at the October 2009 meeting. The Strategic Plan will be posted on the school's website.

*Indicators:
School Advisory Committee Minutes
Website posting*

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

Narration of Compliance

St. Hubert School administration and SHS School Advisory Committee are responsible for updating and regularly evaluating our school's progress in relationship to our strategic plan.

*Indicators:
St. Hubert School Strategic Plan*

SUMMARY: SCHOOL IMPROVEMENT

Strengths

The School Improvement Plan was developed by the entire faculty and addresses the school's challenges recognized in the self study

Challenges:

It is difficult to write a plan over seven years when we wish to tackle all of our challenges in the immediate future. The challenge will be to continually develop our plan while being open to additional future challenges.

