

RESPONSE TO TEAM REPORT RECOMMENDATIONS
ASSUMPTION CATHOLIC SCHOOL, HIBBING

Visit Date: February 25-26, 2013

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Recommendations / Challenges	School Response
<p>Standard 1: Mission and Philosophy</p> <ul style="list-style-type: none"> <i>The team concurs with the school's identified need for re-evaluation of the mission and philosophy statements.</i> 	<ul style="list-style-type: none"> Re-evaluation of mission and philosophy statements will be written as a defined action step within the Catholic Identity Objective of the action plan and conducted.
<p>Standard 2: Curriculum and Instruction</p> <ul style="list-style-type: none"> <i>The team concurs with the school's stated challenge to evaluate Diocesan outcomes.</i> <i>The team recommends the school define and implement a process of aligning instruction with their defined standards that includes on-going collaborative evaluation and assessment data. This may include consistent usage of curriculum mapping.</i> <i>The team recommends that regular and on-going professional development be established to enhance student learning.</i> <i>As a result of the school-wide action plan, the team recommends instructional practice adjustments to positively promote active student learning.</i> 	<ul style="list-style-type: none"> Assumption Catholic School recognizes that evaluation of outcomes completion and progress must be made a more explicit component of faculty meetings and in-service time. Assumption Catholic School recognizes that a thorough, long-term professional development plan will greatly serve to align assessment and instruction with standards. Additionally, the suggestion of selecting faculty head(s) of curriculum development shall be implemented so that collaborative evaluation and data assessment take place. A long-term plan shall be developed and implemented as part of the School's action plan. The two above responses should fall within the parameters of action steps within the plan. The school believes that instructional adjustments will occur as it meets new goals decided upon via professional development and assessment alignment and evaluates current practice as a means for clearly defining new goals relevant for instruction and assessment.
<p>Standard 3: Learner Development</p> <ul style="list-style-type: none"> <i>The team concurs with the school's identified need to use standardized tests to guide curriculum assessment and make changes as necessary.</i> 	<ul style="list-style-type: none"> See responses to Standard 2; part of the long-term development plan will be to better incorporate use of standardized test data and assessment tools.

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<p>Standard 4: School Climate and Facilities</p> <ul style="list-style-type: none"> <i>The team concurs with the school's identified challenge of improving and managing campus security.</i> 	<ul style="list-style-type: none"> Assumption was required to give an account of its security implementation before September 1, 2013. This includes a detailed account of its implementation of mag-lock doors and a buzzer system at the main entrance.
<p>Standard 5: Community Relations</p> <ul style="list-style-type: none"> <i>The team concurs with the school's identified need to provide an annual report to stakeholders.</i> <i>The team affirms that development and marketing plans need to be addressed.</i> 	<ul style="list-style-type: none"> Assumption has created and distributed a separate annual report for 2011-12 and is continuing to do so for 2012-13. The team did verbally commend the School for the quality of the report from 2011-12. Existing staff roles are being altered to provide more office support so that administration may better address marketing and development aims.
<p>Standard 6: Personnel</p> <ul style="list-style-type: none"> <i>The team concurs with the school's identified challenge to develop and improve methods of personnel evaluations.</i> <i>The team recommends a written school-wide professional development plan that is related to enhanced student achievement and identified goals of the school.</i> <i>The team recommends that the principal obtain the credentials within the prescribed timeframe that are required to meet the MNSAA criterion for school administrators.</i> 	<p>The acquisition of education administration hours and further professional development by the principal is agreed to and will consequently lead toward improvement of personnel evaluation methods. Additionally, personnel evaluation records will be kept in better detail, and self-reflective evaluation will be included as part of the formal practice.</p> <p>As stated in Standard 2, the School recognizes and welcomes the challenge to design a long-term, school-wide development plan. Such a plan shall serve as a meaningful guide for self-improvement and evaluation.</p> <p>Assumption was required to respond to the MNSAA board before Sept. 1, 2013 regarding a plan for the principal obtaining requisite hours of Ed. Admin. coursework.</p>
<p>Standard 7: Leadership and Governance</p>	

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Standard 8: School Strategic Plan

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| <ul style="list-style-type: none">• <i>The team recommends that better defined, student-centered objectives be developed.</i>• <i>The team recommends that the timeline be linear in nature.</i>• <i>The team recommends greater teacher involvement in the creation and implementation of the strategic plan.</i>• <i>The team recommends that the strategic plan directly correlates to the challenges the school presented in the self-study document.</i> | <ul style="list-style-type: none">• Assumption interprets this recommendation to mean that stated objectives be more learning-oriented rather than organizationally oriented, and believes that such adjustment can be made. E.g., including ongoing prof. development planning for the growth of active student learning.• The timeline shall be linear.• Teacher involvement in the creation of the plan has already been high. That is, the action steps as listed were entirely created by faculty in faculty meetings. Assumption recognizes that subsequent ownership and revision must be achieved in order to move forward.• It is recognized that not all components of the plan correlate with self-study challenges. E.g., prof. development and mission statement review were not specifically mentioned in the Strategic Plan. Assumption Catholic School recognizes the need to modify the plan in order to correctly meet its challenges. |
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***Most Significant Areas of Challenge
(may be noted already above)***

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| <ul style="list-style-type: none"> ▪ <i>Assumption Catholic School is challenged to define and implement a process of aligning instruction with their defined standards that includes on-going collaborative evaluation and incorporates the analysis of assessment data.</i> ▪ <i>The team concurs with the school's identified challenge of improving and managing campus security and recommends the school regulate and control access to the school building by the public.</i> ▪ <i>The administrator is challenged to meet the MNSAA qualifications for school leadership within the timeframe allowed.</i> ▪ <i>The school is challenged to continue to enhance its development and marketing initiatives to ensure viability into the future.</i> ▪ <i>Assumption Catholic School is challenged to develop a school-wide professional development plan that addresses the identified goals of the school and enhances student achievement.</i> | <ul style="list-style-type: none"> ▪ Assumption Administration and Faculty recognize this challenge as a significant and ongoing process. Use of assessment data and review of instructional practice are to become more intentional components of the school's long-term planning and time outside the classroom. ▪ The school provided MNSAA with a narrative account for installing and operating a more secure entry way prior to Sept. 1. Installation of security doors will have taken place over Thanksgiving break, 2013. Properly educating members of the community about access to the school will take a little time. ▪ Mr. Schlachter recognizes the timeframe for meeting the qualification standards and is pursuing the required credits as outlined in his letter to MNSAA, which was a consequence of the school's from provisional status. ▪ Assumption Catholic School will continue to improve its public visibility in the community of Hibbing. ▪ Putting in place such a development plan shall be a critical component of the school's ongoing growth and strategic planning. |
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