

CARONDELET CATHOLIC SCHOOL STRATEGIC PLAN

(OBJECTIVE 1) Carondelet will meet learner needs			
(STRATEGY 1) Develop assessment practices that inform curriculum and instruction			
	Timeline	Responsibility	Progress Report
(Action Step 1) Plan and provide ongoing professional development related to assessment (common, standardized, formal/informal).	Fall 2015 through Spring 2016 Repeat Fall 2018	Special Services Facilitator, Faculty Team, Principal	<p>2015-16 The actions taken included two teacher workshop days devoted to NWEA MAP data (August 24 and October 30, 2015) We worked with Penny Vang (Hawman and Co.) on mining and interpreting NWEA MAP data. We also formed a faculty Assessment PLC during August workshop, which met throughout the school year. Their work included a survey of our current assessment practices, writing of an assessment philosophy, and in-depth study of school NWEA MAP data. The administration dedicated Title II funding to giving stipends to teachers involved with the PLC.</p> <p>2016-17 In August Carondelet hosted teacher training sessions for beginners (understanding MAP data and educator resources); for intermediate level users (responsive lesson planning); and for advanced users (using NWEA MAP data to develop student and school growth plans). We are still in the intermediate group and will be working to advance our knowledge and utilization of MAP data to target individual student learning goals.</p>
(Action Step 2) Develop assessment philosophy with faculty committee.	Winter 2015/16	Admin Team, Faculty PLC	<p>2015-16 The action taken was the writing of an assessment philosophy following a survey of the faculty conducted by the Assessment PLC. The philosophy was shared with the faculty at our April 29, 2016 in-service day. It was shared with school families via our News Notes that same day.</p>
(Action Step 3) Use standardized assessment data school wide.	By Spring 2018	Teachers	

(Action Step 4) Develop a process to ensure continuity and application of assessment data across grade levels (analyze and add to curriculum maps/Insight tool).	By Spring 2019	Spec. Services Facilitator, Faculty Team, Principal	
(Action Step 5) Develop reporting standards and begin utilizing standards-based report cards.	By Spring 2017	Teachers, Assistant Principal	<p>2016-17 The faculty formed a new PLC (branch of the PBIS PLC) to develop reporting standards. It became apparent that we first needed to work on communicating progress for students with academic accommodations. The PLC work focused on teachers' mindsets about assessment and learning. Professional reading and discussion began using journal articles, the book <i>Fair Isn't Always Equal</i> by Rick Wormeli, and the video <i>How Difficult Can It Be? The F.A.T. City Workshop</i> by Rick Lavoie. Staff was shown <i>The F.A.T. City Workshop</i> followed by a discussion of how we can bring the ideas back to the classrooms. Next year will include further discussions on learning diversity, exploration of standards based report cards for Carondelet, and grading options for diverse learners.</p>

(STRATEGY 2) Ensure curriculum and instruction meets the needs of all learners

	Timeline	Responsibility	Progress Report
(Action Step 1) Plan and provide ongoing professional development related to curriculum development and analysis.	Fall 2015 through Spring 2016 Repeat Fall 2018	Admin Team, Faculty PLC	<p>2015-16 The actions taken by our faculty Curriculum PLC which was formed during the August, 2015 workshop week included: Curriculum mapping expectations were clarified and shared with the faculty at our meeting on 1/7/16. They set a goal of having all individual maps updated by June 15, 2016, and master maps completed by June 15, 2017; a new curricular review cycle was researched, developed, and shared with the faculty on our April 29, 2016 in-service day.</p> <p>2016-17 Our faculty Curriculum PLC continued their work this year and served as faculty leaders in curriculum development. Our faculty Math Curriculum Committee researched and chose an updated version of our current K-5 math series, Math Expressions, which is aligned with the Minnesota Academic Standards. We invited a trainer to our May 12, 2017 workshop who introduced the curricular</p>

			materials to our K-5 teachers and math team. Another training is scheduled for August 2017.
(Action Step 2) Review and analyze curriculum map format.	Winter through Spring 2017/18	Teachers and Tech Coordinator	2016-17 Following an analysis of our current program, Curriculum Mapper, and a faculty survey about their needs for curriculum and instruction, a new curriculum mapping format was purchased and will be ready with the individual teacher maps imported by the end of June 2017. 3 teachers will receive \$2500 each (provided by a CSCOE grant) to make grade level master maps during the summer of 2017.
(Action Step 3) Regularly review and update curriculum maps.	Continue annually	Faculty	2015-16 The action taken was curriculum-mapping expectations were clarified and shared with the faculty at our meeting on 1/7/16. These included: 1. Peer expectations and regular check-ins at faculty meetings beginning fall of 2016. 2. Principal to check progress after curriculum Thursdays every week. <ul style="list-style-type: none"> • Send exceptions to Sue if you need time for something else • Master maps for gap/overlap analysis for grade level and for subject: <ul style="list-style-type: none"> Master Maps by subject June 15, 2017 Master maps by grade level June 15, 2018 2016-17 All teachers worked to update their curriculum maps in our current program in order to have correct information to import into the new system.
(Action Step 4) Perform gap/overlap analysis of curriculum across grade levels.	By Spring 2018	Faculty	2016-17 Our faculty PLC's of Curriculum and Assessment collaborated to conduct an analysis of school wide NWEA MAP data to see if they could identify any gaps or areas to shore up. They did not find gaps, but will continue this exercise each year as the data becomes more reliable over time. When we have our new master curriculum maps completed, a gap/overlap analysis will be part of our monthly curriculum work.
(Action Step 5) Develop a formal system for reviewing and updating curricular	By Spring 2016	Admin Team and Faculty	2015-16 The action taken was an analysis of the curriculum review cycles of neighboring schools. We adopted a plan

materials.		Committee	that includes a review cycle for each content area. Year one is a philosophy review; year two program review; year three materials review; year four adoption of new materials. ²⁰¹⁶⁻¹⁷ Curriculum committees followed the new cycle this year. We made some adjustments to get caught up. Our English Language Arts and Social Studies committees conducted both philosophy and program reviews; our specialists in art, music, Spanish, P.E. and religion conducted philosophy reviews; and the science committee adopted new FOSS resources. A middle school science teacher will receive a Title II stipend this summer to align our curriculum maps with the Next Generation Science Standards (NGSS). She will also insure that the MN Academic standards are met.
(Action Step 6) Review and analyze our child study process for identifying and serving students with special need.	Fall of 2018 through Spring 2019	Special Services Facilitator, Faculty Team, Principal	
(Action Step 7) Work with new Pre-kindergarten director to build a program that benefits current families and works as a recruiting tool for new families.	Summer of 2017 through summer of 2018	Admin team and Pre-K director	
(STRATEGY 3) Utilize educational technology to meet the needs of 21st century learners			
	Timeline	Responsibility	Progress Report
(Action Step 1) Form committee to work with technology coordinator on long term planning.	Fall 2016	Tech Coordinator, Assistant Principal, Board members	²⁰¹⁵⁻¹⁶ The action taken was the forming of a Board of Directors Technology committee in September 2015. They met monthly throughout the school year and assisted our technology coordinator in reviewing the school's overall technology structure and infrastructure. They offered input on potential upgrades to the school's infrastructure, specifically in the areas of bandwidth and access point saturation. The Technology Committee developed and implemented a parent information night to help parents better understand how technology is used at Carondelet and how to better keep their children safe online. The initial

			<p>trial run of the information night in May drew a larger than expected crowd and was well received.</p> <p>2016-17 Action items for our technology committee this year: we utilized federal eRate funding to make major improvements at both campuses with the addition of fiber optics for wider broadband; additional access points for wireless usage throughout both buildings; updated firewalls to protect students and systems; and new caching servers and switches to keep it all running smoothly.</p>
(Action Step 2) Plan and provide on-going professional development.	Fall 2015 through Spring 2016 Repeat Fall 2018	Tech Coordinator, Assistant Principal, Faculty PLC	<p>2015-16 The action taken was the forming of a Faculty Technology PLC during our August 2015 workshop week. Their work this year included a survey of the areas of interest, expertise and needs of the faculty; having a ½ day training with TIES (train the trainer model) on educational technology of interest to our faculty; reviewing the ISTE tech standards; and researching and recommending professional development based on teacher tech needs.</p> <p>2016-17 Our faculty had access to TIES workshops again this year, and CSCOE added quality tech PD opportunities that our teachers took advantage of as well. Our technology PLC worked throughout the year to merge the updated ISTE standards with the suggested scope and sequence. They also wrote “I can...” statements for the beginning, developing, and secure benchmarks in each of those areas for our K-8 teachers. We showed the video <u>Screenagers: Growing Up in the Digital Age</u> to faculty and students in grades 5-7 during the school day on May 30, 2017; and followed up with a screening for parents that evening.</p>
(Action Step 3) Develop grade appropriate technology skills scope and sequence.	Fall 2016 through Spring 2017	Tech Coordinator, Teachers	<p>2015-16 The action taken was applying Title II funds to send our technology coordinator and the teacher leading our Technology PLC to the ISTE conference in June, 2016 where their new technology standards will be released.</p> <p>2016-17 Our technology PLC incorporated the new ISTE standards and wrote “I can...” statements for ISTE benchmarks for all K-8 teachers. Carondelet partnered with</p>

			the Apple Store at Southdale to provide regular student and parent tech classes, which included topics such as Keynote, iMovie, and iPad basics for new users (incoming 6 th graders). The classes were offered several times throughout the school year and will continue over the summer and into the 2017-18 school year.
(Action Step 4) Integrate technology standards into curriculum and classroom instruction.	Fall 2017 through Spring 2018	Faculty	2016-17 Two teachers will receive a stipend for their work during the summer months of 2017 to create a K-8 scope and sequence for the integration of ISTE technology standards (and the "I can..." statements) into the core curriculum and instruction, and inclusion on our master curriculum maps.
(STRATEGY 4) Attract and retain excellent faculty members			
	Timeline	Responsibility	Progress Report
(Action Step 1) Develop improved procedures and policies on the supervision and evaluation of faculty and staff.	Fall 2015 through Spring 2016	Admin Team	2015-16 The action taken was sending a detailed update on the implementation of our improved supervision procedures and policies to MNSAA in November, 2015.
(Action Step 2) Form committee to research compensation models to reward excellence.	Fall 2016 through Spring 2017	Principal and Board of Directors	2016-17 A Board subcommittee consisting of one board member, one teacher and the principal researched compensation models, we did not feel we were ready to make changes from our current step and lane salary structure. We used a \$10,000 grant from CSCOE to award stipends to teachers willing to work on the curriculum goals in our school strategic plan. The board approved the 2017-18 budget proposed by the administration. It includes a 3% raise for teachers (in addition to step and lane increases) and staff that necessitated a tuition increase.
(Action Step 3) Develop a new protocol for the orientation and support of new faculty and staff members.	Summer 2016	Admin Team	2015-16 The new protocol was developed by the administrative team and will be used with new faculty members starting with our August 2016 workshop.
(Action Step 4) Form Professional Development Committee to oversee the development of a school wide	Winter 2015-16	Principal and Faculty Members	2015-16 Our Professional Development Plan is based on our four faculty PLC's in the areas of assessment, curriculum, positive school culture (and class management), and

professional development plan.			<p>technology. We have dedicated our Title II money and budgeted PD funds accordingly. Teachers are receiving stipends for their work in PLC's and we are bringing in experts for our in-service workshop days according to the recommendations of the PLC's. (The head of the Minneapolis Public School Funded Programs complimented our plan and called it a model plan that should be followed by other schools.)</p> <p>2016-17 Our faculty continued to work in PLC groups this year and our professional development focused around their recommendations. We used our scheduled PD days by inviting in outside experts on: Recognizing and responding to the needs of children with anxiety disorder, NWEA MAP data utilization, educational technology (TIES and Tierney Bros.), and math curriculum.</p>
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(OBJECTIVE 2) Carondelet Catholic will provide a safe, healthy environment that is conducive to learning			
(STRATEGY 1) Build clear, consistent, positive behavioral policies and procedures			
	<p>Timeline</p> <p>Fall 2015 through Spring 2016</p> <p>Repeat Fall 2018</p>	<p>Responsibility</p> <p>Admin Team, Faculty PLC</p>	<p>Progress Report</p> <p>2015-16 The action taken included the formation of a Faculty PLC on positive classroom management/school culture. They surveyed the teachers and students to collect data and assess our current school culture and to determine appropriate paths for a more positive culture in our school. This year's focus was on consistent rules and consequences for behavior among staff, students, and parents. We edited our parent/student handbook after a thorough examination of our handbook along with three from other Catholic schools.</p> <p>2016-17 Our Positive Behavioral Interventions and Supports (PBIS) PLC branched out to form two additional PLC's, one on grading and reporting, and the other on positive school culture. The PBIS PLC researched the principles of PBIS and the possibility of becoming an official PBIS school.</p>

			We instituted an advisory time for our 6th through 8th graders this year and will restructure that time next year to make the groups smaller for more relationship building and increased communication between school and home. The positive culture PLC worked on the middle school advisory this year and over the summer will work with The Culture Piece: Educator Training, Coaching, and Consulting to develop more intentional advisory programming.
(Action Step 2) Develop a model for consistent classroom management and positive kindergarten through eighth grade school culture.	By Spring 2018	Faculty	2016-17 As a result of the research conducted by our PBIS PLC we will be working with Chris Hagedorn of The Culture Piece: Educator Training, Coaching, and Consulting to develop a school wide program based on the principles of PBIS. This work will start in June and continue through the 2017-18 school year.
(STRATEGY 2) Develop a new model for funding school programs and capital improvements.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Research feasibility of a school and parish development director.	Spring & Summer 2015	Board of Directors, Principal, Parish Administration	2015-16 The action taken was the board and administration researched adding a development position and decided that school/parish development director is not feasible. We decided instead to seek a full time development person dedicated to the school only. After searching for the entire school year and interviewing five viable candidates, we hired internally on June 10, 2016. Our development director will start on August 1, 2016.
(Action Step 2) Prioritize long-term capital building improvements.	Fall 2015 through Spring 2016	Board of Directors, Principal, Parish Administration	2015-16 The action taken included the formation of a Board of Directors buildings subcommittee. The committee worked in cooperation with the pastors and business administrators at each parish to identify immediate and long-term needs for the school. Immediate needs that we are addressing during the summer of 2016 include new drinking fountains with coolers and bottle fillers at the Upper Campus, and new

			<p>window blinds and carpeting for Lower Campus classrooms. Larger building needs will remain the responsibility of the parishes. One parish (St. Thomas the Apostle) plans to begin a capital campaign in 2017 to begin addressing the long-term needs. The other parish (Christ the King) has undergone some turmoil over the loss of 2 pastors, one a planned move and the other due to health issues. We have not made progress on meeting building needs with the parish administration at CTK.</p> <p>²⁰¹⁶⁻¹⁷ The action taken by Christ the King Parish this year included new gutters, roof repair, landscaping and cement work at our Upper Campus to curb water incursion especially after heavy rains and snow melt. St. Thomas the Apostle (Lower Campus) is working with Opus to prepare a prioritized list of projects to lay groundwork for a capital campaign for building upgrades and additions.</p>
(Action Step 3) Form committee to review current fundraising strategies and events to improve upon our <i>Giving Matters</i> fundraisers.	Fall 2016 through Spring 2017	Board of Directors, School Admin Team	<p>²⁰¹⁶⁻¹⁷ Our Director of Development worked with the chairs of our three <i>Giving Matters</i> fundraisers to review the current fundraising strategies and develop new ideas. Our <i>Giving Matters</i> fundraisers brought in \$218,024 this year, which is an increase of \$37,059 over the previous year.</p>
(STRATEGY 3) Work with parishes on a feasible plan for regular building maintenance.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Examine expectations and list priorities for regular cleaning of the school.	Summer/Fall 2015	Faculty and Staff	<p>²⁰¹⁵⁻¹⁶ The action taken was a survey of each campus faculty during our August 2015 workshop week. The teachers prioritized the bathrooms, cafeteria, and classroom carpets as the most important when maintenance staff is pressed for time. They developed a detailed list of smaller jobs required less frequently. This will be shared with the parish administrators who oversee the work of the maintenance staff.</p>
(Action Step 2) Compare expectations with current reality for each building's maintenance staff.	Fall 2015 through Spring 2016	School and Parish Admin	<p>²⁰¹⁵⁻¹⁶ This was not accomplished. Both parishes had turnover in maintenance staff. While the cleanliness of the buildings improved with the new hires, the parish</p>

			administrators did not work with the school to align our expectations with the routines for the maintenance staff. We will defer this work to the 2016-17 school year.
(Action Step 3) Initiate a protocol for building maintenance including supervisory roles and regular evaluation of maintenance work.	By Spring 2016	School and Parish Admin, Maintenance Staff	²⁰¹⁵⁻¹⁶ This was not accomplished. Both parishes had turnover in maintenance staff. While the cleanliness of the buildings improved with the new hires, the parish administrators did not work with the school to align our expectations with the routines for the maintenance staff. We will defer this work to the 2016-17 school year.
(STRATEGY 4) Review and update building security plans and procedures.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Form committee to review current building security policies and procedures.	Fall 2015 through Spring 2016	Board of Directors and School Parent Committee	²⁰¹⁵⁻¹⁶ The action taken was to form a Board subcommittee to work with parishes on a comprehensive review of the systems, policies and procedures we have in place for building security. As a result of this review, new policies were introduced at each campus to insure that a school employee monitors all exterior doors when they are unlocked. This involved adding staff and faculty door duties for Upper Campus employees, and hiring a door monitor at the Lower Campus. During the summer of 2016 a key card entry and security cameras will be installed at the Lower Campus. ²⁰¹⁶⁻¹⁷ A new key fob entry system with a camera and monitor was installed at our lower campus. Faculty, staff, and parents of children in extended day were given fobs that allow them entry during their assigned/approved times.
(Action Step 2) Write comprehensive Crisis Communications Plan	By June 2016	Board of Directors and Principal	²⁰¹⁵⁻¹⁶ The action by the principal and board was researching the crisis communications plans of other schools in order to update our own. The principal and a member of the board communications committee have nearly finished the plan and it will be included in our faculty handbook in the fall of 2016.
(Action Step 3) Work with Minneapolis Police to develop updated building security plan.	Fall/Winter 2016/17	Admin Team	²⁰¹⁶⁻¹⁷ This was not accomplished and will be deferred to the 2017-18 school year.

(STRATEGY 5) Review and update bullying policy in light of new Minnesota legislation and recommendations of the Minnesota Catholic Conference Board of Directors.

	Timeline	Responsibility	Progress Report
(Action Step 1) Form a committee to research latest requirements and recommendations.	Summer 2015	Board Policy Committee, Principal	²⁰¹⁵⁻¹⁶ The action taken was the forming of a committee in the summer of 2015 to research state and archdiocesan recommendations and requirements for school anti-bullying policies. The committee included 2 board members and one faculty member.
(Action Step 2) Develop a bullying prevention and intervention plan.	Summer 2015	Faculty	²⁰¹⁵⁻¹⁶ The plan included notifying and educating students, staff and parents on the anti-bullying policy and researching bullying prevention curricular materials. We held a kindness retreat for fifth graders (together with Annunciation Catholic School) on November 20, 2015; hosted a speaker for parents on bullying prevention on February 26, 2016; and invited NET Ministries and students from Holy Angels for retreats with our 7 th and 8 th graders in the spring of 2016.
(Action Step 3) Write an anti-bullying policy to foster a respectful and loving environment.	Summer 2015	Faculty	²⁰¹⁵⁻¹⁶ The policy was researched, written, shared with community at parent information nights (September 15 and 17, 2015), and added as addendum to our 2015-16 Student/Parent handbook.

(OBJECTIVE 3) **Carondelet Catholic will be a vital and viable school into the future**

(STRATEGY 1) **Do a thorough assessment/evaluation of the infrastructure and use of space in each school building.**

	Timeline	Responsibility	Progress Report
(Action Step 1) Form a committee to seek professional input on infrastructure and space use.	Fall 2015 through Spring 2016	Board of Directors	2015-16 A Carondelet parent who is an architect specializing in school design toured the buildings with the principal and offered feedback on classroom space use.
(Action Step 2) Review findings to consider feasibility of renovating, updating, using space efficiently.	Fall 2017 through Spring 2018	Board of Directors, School and Parish Admin.	2015-16 The action taken was the forming of a board subcommittee that researched the feasibility of moving our middle school to the lower campus to have a K-5 building and a 6-8 building rather than our current configuration of K-2 and 3-8. Education research does not support a stand-alone middle school. We decided to focus efforts on making the best use of our current figuration and rearranged classrooms to give the middle school students more designated space.
(Action Step 3) Form Board Committee to work on independent busing issues including safety, efficient routing and feasibility of continuing beyond the CSCOE Grant.	Summer 2017 through summer 2019	Admin. team, Board members, and parent subcommittee	2016-17 Carondelet received a generous grant from CSCOE to provide our own busing with an independent company. This allows us to make our own schedule and have a wider transportation footprint. The Carondelet administration and Board will form a committee to insure this is a successful program moving forward. The committee will begin with the lessons we learned in implementing the program this year.

(STRATEGY 2) **Ensure consistency in communication to all constituents**

	Timeline	Responsibility	Progress Report
(Action Step 1) Develop a detailed communications plan that includes standards and guidelines for internal (school and parish) audiences.	Fall 2016 through Winter 2017	Board Communications Committee, Admissions Coordinator, Faculty Representatives	2016-17 The Carondelet administration and Board agreed to focus on internal audiences first. And worked on that during the 2015-16 year. We have begun the marketing work that will inform our communications plan with external audiences, and have pushed that ahead to the 2017-18 year.
(Action Step 2) Develop a detailed communications plan that includes	Fall 2015 through	Board Communications	2015-16 The Carondelet administration and Board agreed to focus on internal audiences first. A plan was developed

standards and guidelines for external (community stakeholders) audiences.	Spring 2016	Committee, Admin Team	based on our key communications and marketing touch points with our stakeholders. It will be presented to the Board, shared with faculty and implemented during the 2016-17 school year.
(Action Step 3) Develop grade appropriate standards for consistency in teacher use of available tools for communication with families.	Begin Spring 2015 Complete by Spring 2017	Technology Coordinator, Assistant Principal, Admissions Coordinator	<p>2015-16 The administration took action by introducing standards and clear expectations for faculty communication with parents. At the Lower Campus teachers began using a new app, SeeSaw, which increased communication with parents beyond their weekly newsletter. At the Upper campus teachers agreed on a protocol for weekly communication, adding a new middle school newsletter. Expectations for updating grades were also shared and progress was monitored by the administration. Members of the Board communications committee will present a plan for email guidelines to the teachers during August workshop.</p> <p>2016-17 We expanded the use of SeeSaw for communicating with parents in grades K-4, and continued with eBackpack and Educate (formerly Cornerstone) in grades 5-8. The weekly middle school newsletter was also produced and sent to parents via email again this year.</p>
(STRATEGY 3) Generate name recognition and greater community awareness of Carondelet Catholic School			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create a regular schedule of press releases.	Winter/Spring 2016	Board Communications Committee, Admissions Coordinator	2016-17 Our admissions coordinator sent press releases of major events, but we did not create a regular schedule, and will focus on that next year. CSCOE has worked with us to help get word out as well. We will have a feature on Kare 11 Sunday, June 11, 2017.
(Action Step 2) Install permanent Carondelet Catholic School signage.	By Spring 2019	Board of Directors, Principal	
(Action Step 3) Research options for marketing Carondelet to a wider audience.	Fall 2016 through Spring 2017	Board Communications Committee, Admissions Coordinator	2016-17 Our Board communications and marketing committee held a daylong branding/purposing focus group made up of students, parents and faculty on October 1, 2016. A group of parents who are marketing professionals is working with the information gleaned from this group on ideas for

			marketing to a wider audience.
(Action Step 4) Identify and market accomplishments and work of current students and faculty as well as alumni.	Fall 2016 through Spring 2017 and annually	Board Communications Committee, Admissions Coordinator, Admin Team	²⁰¹⁶⁻¹⁷ Our development director created an Alumni Facebook page in the fall of 2016 and currently we have about 100 followers. The administration is planning a summer 2017 event for a select group of alumni that have also sent their children to Carondelet to help us invite alumni to reconnect with Carondelet.
(Action Step 5) Identify and market features that set us apart from other educational options in the area.	Fall 2016 through Spring 2017 and annually	Board Communications Committee, Admissions Coordinator, Admin Team	²⁰¹⁶⁻¹⁷ Our Board communications and marketing committee used the feedback from the branding/purposing focus group in the fall to create a brief that was shared with a subcommittee of four school parents who are well known in the field of marketing. They will meet during the summer of 2017 on marketing ideas/materials that set Carondelet apart from the many great educational options in southwest Minneapolis. One of our middle school teachers was awarded the MISF Honor Teacher of the Year; and our Admissions coordinator was given their Behind the Scenes Award. We sent out press releases and our local paper, The Southwest Journal, did a story on it.