U.S. Department of Education
2017 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal Mrs. Carol Kay Dagel
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Immaculate Conception School
(As it should appear in the official records)

School Mailing Address 109 3rd Street SE
(If address is P.O. Box, also include street address.)

City Watertown   State SD   Zip Code+4 (9 digits total) 57201-3634

County   South Dakota

Telephone (605) 886-3883   Fax   (605) 886-0199

Web site/URL http://www.icschoolwatertown.org   E-mail   cdagel@yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Father Michael Wensing
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail
frmichaelwensing@sfcatholic.org

District Name Sioux Falls Diocese   Tel.   (605) 988-3766
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Michelle Himmerich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
   0 High schools
   0 K-12 schools

   0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	25	39
K	19	16	35
1	8	16	24
2	15	12	27
3	11	18	29
4	9	11	20
5	7	9	16
6	6	9	15
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	89	116	205

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 1 % Asian
                                          0 % Black or African American
                                          4 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                         91 % White
                                          4 % Two or more races
                                      100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 0%

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2015 until the end of the 2015-2016 school year	0
(2) Number of students who transferred *from* the school after October 1, 2015 until the end of the 2015-2016 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2015	222
(5) Total transferred students in row (3) divided by total students in row (4)	0.000
(6) Amount in row (5) multiplied by 100	0

6. Specify each non-English language represented in the school (separate languages by commas):
    none

    English Language Learners (ELL) in the school: 0 %
                                                      0 Total number ELL

7. Students eligible for free/reduced-priced meals: 9 %

        Total number students who qualify: 18

8. Students receiving special education services: 5 %
                                                      10 Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

    1 Autism   0 Orthopedic Impairment
    0 Deafness   0 Other Health Impaired
    0 Deaf-Blindness   0 Specific Learning Disability
    0 Emotional Disturbance   8 Speech or Language Impairment
    1 Hearing Impairment   0 Traumatic Brain Injury
    0 Mental Retardation   0 Visual Impairment Including Blindness
    0 Multiple Disabilities   0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>10</u>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	12
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>17:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u> </u>   No <u>X</u>

    If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

To nurture a lifelong commitment and love for the Catholic faith; providing an academically excellent environment for our students to achieve their highest personal potential.

Immaculate Conception School is a co-educational, PK-6 grade Catholic centered-school. Its mission is to nurture a lifelong commitment and love for the Catholic faith through prayer, sacraments, and service and to provide an environment of academic excellence in which students can achieve their highest personal potential. The mission is clearly defined in every area of the school. Immaculate Conception School welcomes children of any ethnic background and religious denomination, and no child will ever be denied due to an inability to pay tuition.

Many of the early settlers to the Watertown, South Dakota, area had their roots in the Catholic faith and desired a Catholic education for their children. From 1892 until 1907 efforts to maintain a private Catholic school were sporadic due to poor economic conditions. In 1907 with the Catholic community steadily growing; plans for a parish school were begun. The school opened in the fall of 1912. Current enrollment stands at 205 bright, young minds with an average class size of 17 students.

Each day begins with the students gathering in the gym. The students have the opportunity to eat breakfast, walk laps with a friend, read silently or visit with friends. To start the day, students in third through sixth grades take turns leading Morning Prayer in the gym. When students are settled in the classrooms, the daily prayer leader gives the morning announcements over the school-wide intercom system. The daily announcements include personal prayer petitions, the attributes of the social skill for the week, lunch menus, and the no bullying pledge. To end the day, the daily prayer leader returns to guide everyone in saying the Prayer for Vocations.

The Watertown community is blessed to have two Catholic parishes, Immaculate Conception and Holy Name of Jesus; these parishes have a strong connection to the success of Immaculate Conception School by providing an annual subsidy to the operation of the school which keeps tuition affordable. In addition to this subsidy a Strong Catholic School campaign was launched this past summer to raise money for teacher's salaries; over $67,000 was raised. Stakeholders realize that procurement of additional monies is necessary to retain the excellent staff employed at Immaculate Conception School.

Teaching staff has a combined total of 118 years experience. Staff is encouraged to further their education and 36% of teachers have taken advantage of offered programs to obtain their masters.

There is a positive partnership with the Watertown School District which includes the daily transportation of Immaculate Conception students to and from school, providing screenings and services for speech and special needs students and assessing students for the Gifted and Talented Education Program (GATE). It also provides funding for the Title I services. Students spend classroom time participating in community offered programs such as Junior Achievement and the Drug Abuse Resistance Education Program (DARE).

In 2006, the South Dakota Department of Child services forged a strong partnership with the school and provided a $50,000 grant to start a state licensed before and after school program Kids on Target (KOT). KOT, as a year around program, offers a well defined summer curriculum. Enrollment has steadily increased, indicating parental support. This support has assisted the school to reach the highest level of achievement for students.

Immaculate Conception students in grades K-6 are taught Spanish. When students move on to middle school, many are placed in advanced level Spanish courses.

Immaculate Conception School students have the opportunity to participate in extra-curricular activities including the following: band, choir, orchestra, Destination Imagination, Big Blue Birthday Box, student council, oral interpretation, athletic programs (volleyball, basketball, football, cross country, and swimming), summer singers, Schola Choir, Cavalier 4-H club, student council and cribbage.

Immaculate Conception School advocates the promotion of positive student behavior. Staff is trained in the most up-to-date, child-centered method of discipline. Individual classroom teachers have reward systems

for students who model positive behavior. Students attend a weekly school mass. Kindergarten students are assigned a sixth grade mass buddy to sit with them during the mass. This buddy system provides a positive role model for the younger students to emulate.

At Immaculate Conception School it is felt that service to others is a very important part of staff and student development. Throughout the year the student body performs various acts of service which the students look forward to participating in. The following is a sample of the many things done at the local, national and international level: The sixth grade students assist at the annual Healing Mass and serve lunch afterward; the second grade students read to Alzheimer's residents at a local nursing home; third, fourth, fifth and sixth grade students participate in the Elks Americanism contest; and the entire student body collects money to support Heifer International and hosts a food drive supporting the local backpack program.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Curriculum at Immaculate Conception School is guided by the South Dakota Content State Standards (SDCSS). They are written to focus on the Common Core Standards. SDCSS focuses on more in-depth thinking, conceptual understanding and real-world problem solving skills. The standards offer grade-level expectations and an increased rigor for all students to be career and life ready. Research shows that student learning is enhanced when content material is developed into inquiry-based lessons. The lesson design is student focused, with the teacher facilitating the learning process. All students are actively engaged in creating their understanding of the content knowledge through hands-on learning activities, peer partners, group collaboration and integrated unit projects.

Reading and English classes are taught as a literacy block. The goal is that all students are reading at the proficient or advanced level. Immaculate Conception staff believe that all students can achieve this goal if differentiated instruction is incorporated into lesson design, meeting the needs of all students.

The delivery method when teaching the research-based phonics program is direct instruction which is used by both the primary and intermediate instructors.

To model best reading practices, teachers or guest readers choose a story to read aloud. This includes, but is not limited to, rereading the story for an increase in comprehension; fluency; connecting text to self, text to text, and text to the world; making predictions before reading the story; drawing conclusions; making inferences; creating mental imagery; or synthesizing what they have read.

For small group instruction, students are grouped based on their reading levels. Each group is assigned a strategy to focus on when reading certain paragraphs or pages; students then compose their responses and meet with their instructor to share their findings. Guided reading offers time for students to read orally which improves their fluency, increases comprehension, and builds their confidence as readers.

Literacy Circle Book Clubs promote an enthusiasm, as well as love for great literature. Teachers select a book for the group to read and discuss. The group meets once a week to discuss the elements of the story, such as who is the protagonist, the antagonist, what is the problem, what was the resolution of the problem and who are the major or minor characters.

Students apply the reading strategies that they have learned during daily independent reading time. Students write down specific reading strategy examples to share with the instructor/classmates. Teaching students to read and comprehend expository content is a vital skill for all students to master. More nonfiction content is introduced as grade level and ability advance.

The Common Core aligned; research-based math program is utilized by grades kindergarten through fifth. It is aimed at improving the teaching and philosophy of elementary math. Instructors focus on the heart of the program which is making sense of concepts and skills to build a strong mathematical foundation.

Manipulatives are utilized to develop an understanding of a new math concept. Students have to explain the strategies that were used to solve the problem. Students keep a math journal to record notes and strategies that they used to solve a particular problem, encouraging them to learn different strategies to solve the same type of problems.

Ten years ago, a dedicated group of volunteers began to teach fourth through sixth graders to play cribbage. As a result, by encouraging students to perform mental math, test scores have vastly improved.

South Dakota Science Standards taught by the staff include life, physical, earth, technology and engineering challenges. Science is taught as an inquiry-based instruction that emphasizes authentic teaching and learning. A progression of knowledge (a spiraling effect) occurs from grade to grade giving students the

opportunity to learn more complex material, leading to an overall understanding of science by the end of their school career. Science problems are solved by research, investigation, experimentation, collaboration and discussion. Giving the students hands-on experience, the science lab is utilized to complement classroom lessons.

SDCSS standards utilized by staff for social studies are developmentally appropriate and logically sequenced for use as a framework to assist student growth by focusing on the following skills: responsible citizenship, spatial awareness in geography, economic literacy, and historical analysis of events. Students use critical thinking skills when participating in collaboration activities.

South Dakota Early Learning Guidelines are utilized for both preschool programs. Teachers refer to the guidelines as lesson plans are written. Research shows that experiences children have during the first five years of life form vital connections in the brain. These connections and a wide range of early experiences are important influences for later learning and social/emotional development.

2. Other Curriculum Areas:

Religion is taught everyday in the classroom. The school environment encourages students to make decisions based on what they learn in religion classes and to respond to those around them as Jesus Christ would wish them to do. Students learn to bridge what they learn to their daily lives. Emphasis is placed daily on the message that all need to walk on the high road of life. Students and staff lead daily prayer and plan liturgies. An activity that is very well received by parishioners is the invitation to pray the Divine Chaplet with the students once a month.

Physical education is taught five days a week by a full time, certified instructor. John F. Kennedy said, "Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong." At Immaculate Conception School this quote is taken to heart by providing students a stellar physical education program. Physical education and health curriculum are developed from the SDCSS for physical education.

The students prepare for the Presidential Fitness assessment and participate in a fall and spring physical fitness assessment to qualify for the Presidential Fitness Certificate. Special events include intermediate students participating in a ten day swimming unit, and in the spring the instructor takes the students on a three mile bike ride. Students learn about life-long fitness, eating healthy, and the impact of exercise to improve overall health.

Immaculate Conception School is in compliance with the program's foreign language requirements. The school has embraced the Sube multifaceted curriculum for teaching Spanish. The instructor is certified and makes learning a foreign language a fun and engaging activity. Students learn Spanish by building basic vocabulary and phrases to bilingual conversations. Students learn Spanish cultural traditions and to sing the Lord's Prayer in Spanish during their twice weekly classes. Spanish opens students' minds to further their knowledge of the Spanish culture and cultures throughout the world.

Technology lesson design is developed from the South Dakota Technology Standards adopted August, 2015. Students attend technology class with a certified instructor Monday through Thursday. Friday the technology lab is available for classroom teachers to bring their students to work on special projects. There is a laptop cart that is utilized by the intermediate classrooms. Technological knowledge is an important part of the Science, Technology, Engineering and Math (STEM) program. Immaculate Conception School strives to remain up-to-date with the most current equipment. This is made possible by the Turkey Bingo Palooza fundraiser each fall. Mini iPads are being purchased for classroom math and reading stations from the monies raised this year.

Visual art instruction was available in the 12 week Summer Kids on Target (KOT) program. A local artist taught the students about famous artists and their particular artistic techniques. Next, the instructor taught the students how to use the newly acquired technique in an art project. Classroom teachers also integrate art projects into various lessons throughout the school year.

Classroom music is taught two days a week to preschool through sixth grade students by a certified music instructor. On Friday band and orchestra lessons are taught. The instructor offers individual voice lessons, piano and guitar lessons. During the school year all students have the option to audition for Honor's Choir. Third through sixth graders are encouraged to participate in Schola Choir at weekend masses twice a month at the two parishes. Kindergarten through sixth grades are prepared to perform Christmas and spring concerts. Students in both preschool programs participate in a spring concert. The Honors Choir students were invited to sing at the South Dakota Capital Building during last year's legislative session. During the summer the instructor hosts a Summer Singers Program; their repertoire includes patriotic, traditional folk and liturgical music. Summer Singers has been invited to perform at local nursing homes and various business events.

A nationally certified counselor is available to host "friendship meetings" for classrooms that may be experiencing relationship difficulties. Counseling is made available for individuals, small groups. Classroom counseling is held regarding strategies to use if students are experiencing harassment and bullying behavior.

3. Instructional Methods, Interventions, and Assessments:

Each teacher uses a software program to create his/her weekly lesson plans. The software program has access to the South Dakota State Standards. The program inserts the state standard that is being taught in every subject area. This program has the capability to keep a tally on how many times each standard has been taught. This is a valuable tool to access when there is a question as to whether a particular standard has been taught in a subject area.

electronic white board which provides access to flip charts that teach a particular skill, tutorials, and research-based information about a particular topic and the ability to design data bases, and calculate mathematical equations such as area of design. There is a cart of 28 laptops that can be brought into the classroom for projects. Software is used to continually monitor and assess student mastery through Scientific Learning Programs such as Fast ForWord and Reading Assistant.

Mastery of South Dakota Math standards is verified by IXL software, Preschool Early Literacy Readiness, Star Fall, Star Reading and Star Math Assessments.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

Carpe Diem! Immaculate Conception school has chosen to "seize the day". Everyone that enters the doors of the school is expected to live Mathew's 7:12 scripture that exhorts people to treat others as they would wish to be treated. Choices are made daily, the students are taught to choose the moral high road.

Parents are present in the school daily. Parents and students alike are greeted on a first name basis. The school has a family like atmosphere that is warm and friendly to students as they come through the doors.

Immaculate Conception School is first and foremost a Catholic School. Catholic educators are committed to teaching every child to excel academically, spiritually and socially. Parents, educators and stakeholders realize that by creating a nurturing environment, children can successfully be raised in a secular world. Using the current discipline model, students leave the school with respect for authority, accepting responsibility for one's actions while maintaining a positive self image. Students are actively involved in treating others they meet with dignity and respect, and having been given the foundation to achieve academic success.

Teachers are at the heart of a faith-based school environment. Quality teachers possess a positive attitude and are passionate about the work they do. Immaculate Conception School is known for its high achieving educators and parents who share the common belief that all children can learn and become successful members of society.

Before school each day, the entire staff and student body gather in the gym for a Bible story reflection that is led by a student. There is a school Mass every Friday and Holy Days of Obligation. Students at all grade levels serve in various roles during Mass.

Students have the opportunity to serve others: the sixth grade girls make up the Elizabeth Ann Seton Group; their main activity is "The Big Blue Birthday Box", a birthday surprise is provided for a child in the community who would not otherwise receive a gift. Advent projects include a sock collection for the St. Francis Indian School and a baby shower with collected items given to the local hospital's maternity unit. The student council makes fudge for the inmates of the State penitentiary in Sioux Falls for Christmas.

Student council members operate a school store. With the help of an advisor, students conduct sales of small toys and gift items and are responsible for inventory. The profit goes to defray the expense of the sixth grade graduation trip.

2. **Engaging Families and Community:**

At the fall back to school open house, parents and students can meet and greet their classroom teacher and leave their school supplies. This offers an opportunity to ask questions about procedures and expectations in the classroom. During this event informational stations are set up in the Immaculate Conception Parish Hall for parents to ask questions and register their children for various programs and extracurricular activities.

Parents are also offered the opportunity to sign up for volunteer opportunities. They may sign up to bring treats for various events or to help with the barn dance, which is held in a renovated hip roof barn. A steak supper, dance and pie auction is all part of a fun night for the community to benefit the Immaculate Conception School Foundation. If golf is more in line with their interests, they may choose to help with the golf tournament fundraiser that directly benefits the school. This is hosted in the early summer. A very popular and family friendly event is Turkey Bingo Palooza. This event has grown each year and proceeds benefit the technology program. To provide something for everyone there is the mystery dinner theatre in which several of the staff and parents have starring roles. It is always a fun, two night event.

The school library has a very active volunteer group that helps students choose level appropriate books. The paper recycling crew consists mainly of Knights of Columbus members, and they gather every Tuesday and Friday to collect paper from local businesses. This paper is then sold to benefit the school.

Frequently parents have questions and concerns about how the transportation system operates. Each year a bus orientation is held to answer those questions and concerns. At the conclusion of the event parents and students board the school bus and ride to the transfer location.

Parent teacher conferences are held two times a year; parent attendance is at 100%. If a student is having a learning problem, the parents, teacher and principal schedule a meeting to discuss a solution. A plan is developed with new strategies to be implemented. A follow up plan is developed. If an IEP (Individualized Education Plan) is needed, the local school district would be contacted to start the initial assessment procedure.

Parents receive a weekly newsletter with information and updates about upcoming events, as well as academic achievements. Immaculate Conception School has a website that is updated monthly. Electronic communication is used to get messages and updates to parents when a more timely notification is required.

3. Professional Development:

During the back to school in service staff members are given a presentation by an assessment specialist on the results of the third through sixth grade Smarter Balanced Test that was given in April of the previous school year. The assessment specialist gives the academic areas of strength, as well as the academic areas in need of continued growth. The staff is given resources that will provide research-based strategies for working with students to reach proficiency.

To implement the new Common Core Math, teachers in grades Kindergarten through fifth attended a monthly, one day professional development workshop for several months. This allowed staff to participate in Common Core Math collaboration with other teachers from northeast South Dakota. The group wrote math lesson plans for the entire month, aligning them with Common Core standards.

The local school district invites staff members to participate in its summer professional development classes. Staff members attend classes on differentiated instruction and best practices for assessing student learning. The classes are focused on improving student achievement. The professional development sessions include multiple days, ½ days, or a full day session. The multiple day sessions usually offer college renewal credit for staff at a reduced fee.

Occasionally, the Sioux Falls Diocese offers a one day professional development opportunity for certified staff. The theme for the workshop is centered on the Catholic faith and is usually headlined by a well known speaker in the area of Catholic education.

For the past three years Immaculate Conception School has hosted a two-day research-based phonics workshop. One of the staff members is a professional trainer for the company. Teachers from northeast South Dakota attend this workshop, where participants can earn college renewal credit.

Beginning teachers are assigned a peer mentor to assist them throughout the school year. Beginning teachers are encouraged to ask for assistance from this valuable resource. Peer mentors are available for the first two years for a beginning teacher at Immaculate Conception School.

Staff members attended electromagnetic board workshops over a period of three years to learn how to implement this technology across the curriculum.

Thirty-six percent of the staff has masters' degrees. They are encouraged to pursue further education and are offered incentives to work on advanced degrees. The staff has a combined total of 118 years teaching experience.

4. **School Leadership:**

Immaculate Conception School is under the umbrella of the Sioux Falls Diocese. The Diocesan Director of Education serves as a resource for the administration of Immaculate Conception School. In April, 2013, articles of incorporation were drawn up, creating the Watertown Catholic School Corporation. These articles more clearly articulated the role and responsibility of each parish and laid the foundation for continued support from both parishes for the future.

The principal works closely with the teachers to lead instruction. The principal's passionate commitment and positive attitude toward the mission of the school and the success of the students motivate staff to achieve excellence in what they teach their students. It is very important that the leadership is positive when approaching staff members about his/her concerns. It goes without saying that administrators must be attentive listeners when a staff member desires the opportunity to share thoughts about a student. The principal's responsibilities include maintaining compliance with all diocesan, state and federal guidelines and creating and implementing a crisis intervention plan to keep students and staff safe. School administration must be actively engaged with the students, parents and staff on a daily basis. The principal needs to know each student and parent by name. School administration keeps an open door policy.

To give classroom teachers an opportunity to eat lunch together, the principal takes outside noon recess duty every day. Teachers have commented on how much they appreciate this time to collaborate with each other. This has given the staff a sense of bonding with each other and has improved staff cohesiveness and morale.

The principal is always seeking out ways to continue to improve the school by attending professional development opportunities, collaborating with other educational leaders, reading professional publications and researching current trends and best practices in education.

All certified teachers in South Dakota Public Schools received a significant salary increase for the 2016-2017 school year. That increase put Immaculate Conception teachers at 75% of the public school teacher salaries. To retain excellent, committed teachers; the principal, superintendents and Foundation members put together a "Strong Catholic Schools Capital Campaign". The campaign raised $67,000.00 and each certified teacher received a $4500.00 raise. A goal of $1,950,000 has been set to fund an endowment in order for salaries to be at 90% of our local school district by 2017-2018.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Ten years ago enrollment had dwindled, morale was suffering, and as a result the atmosphere in the school was cheerless, and trust had nearly evaporated. A turnaround timeline of three years was mandated by the Bishop's office or the doors were to be closed.

PART VII – NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s):   Catholic

   Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes <u>X</u>   No

3. What is the educational cost per student? $<u>4905</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>940</u>

5. What percentage of the annual budget is devoted to   <u>2</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>10</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2014
Test: Smarter Balanced
Publisher: Pearson
Grade: 3
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	57
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math
Edition/Publication Year: 2014

Test: Smarter Balanced
Publisher: Pearson

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Jan
SCHOOL SCORES	
Average Score	71
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:**   Smarter Balanced   **Grade:**   5
Edition/Publication Year: 2014   **Publisher:** Pearson   **Scores are reported here**
                                                                  as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	45
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: The math percentage of students scoring proficient dropped for 5th grade. This may be attributed to a new staff member not being familiar with inquiry-based learning. Steps have been taken to address this situation. Our 5th grade math score percentages have been consistently consistently higher over a 5 year period.

Subject: Math   **Test:** Smarter Balanced   **Grade:** 6
Edition/Publication Year: 2014   **Publisher:** Pearson   **Scores are reported here as:** Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	72
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	1
Percent of students alternatively assessed	1
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Smarter Balanced   **Grade:** 3
Edition/Publication Year: 2014   **Publisher:** Pearson   **Scores are reported here**
                                                                    as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	78
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA
Edition/Publication Year: 2014

Test: Smarter Balanced
Publisher: Pearson

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	65
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA **Test:** Smarter Balanced **Grade:** 5
Edition/Publication Year: 2014 **Publisher:** Pearson **Scores are reported here as:** Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	68
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA
Edition/Publication Year: 2014

Test: Smarter Balanced
Publisher: Pearson

Grade: 6
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	89
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	1
Percent of students alternatively assessed	1
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: