

***U.S. Department of Education***  
***2015 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 Mr. Gregg Hansel

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Stanislaus/Saint Stephen School

(As it should appear in the official records)

School Mailing Address 1335 Clark Street

(If address is P.O. Box, also include street address.)

City Stevens Point State WI Zip Code+4 (9 digits total) 54481-2904

County Portage State School Code Number\* \_\_\_\_\_

Telephone 715-344-3751 Fax 715-344-3766

Web site/URL http://www.spacs.k12.wi.us E-mail ghansel@spacs.k12.wi.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Susan Holman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail: sholman@dioceseoflacrosse.com

District Name \_\_\_\_\_ Tel. \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr John Eckendorf

(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 that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

---

**Include this page in the school’s application as page 2.**

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, Office for Civil Rights (OCR) requirements is true and correct.

1. 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. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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 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.
9. 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.
10. 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.
11. 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

---

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- 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
  - Small city or town in a rural area
  - Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	11	14	25
1	14	13	27
2	16	11	27
3	11	20	31
4	19	16	35
5	17	18	35
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	88	92	180

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 0 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 97 % White
  - 0 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1	183
(5) Total transferred students in row (3) divided by total students in row (4)	0.011
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 1%  
1 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Korean
8. Students eligible for free/reduced-priced meals: 8%  
 Total number students who qualify: 15

9. Students receiving special education services: 0 %  
0 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 categories.

- |                                |  |
|--------------------------------|--|
| <u>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>2</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	8
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 15:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	99%	98%	98%	98%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
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  No

If yes, select the year in which your school received the award. 2008

15. Please summarize your school mission in 25 words or less: To provide an environment of Christ-centered faith, enriching the development of each student through academic and co-curricular excellence, in partnership with family, parish, and community.

## **PART III – SUMMARY**

---

St. Stanislaus/ Saint Stephen School is part of the Stevens Point Area Catholic Schools, a consolidated pre K – grade twelve system with over 700 students. St. Stephen was the first school built in Stevens Point under the name Holy Redeemer in 1874. Originally, the two buildings were K-8 schools. Through unification with other area schools, they became K-5 schools in 1986, and then the current format of kindergarten through grade two at St. Stan’s and grades three through five at St. Steve’s in 2000. The buildings are led by the same principal and function together. However, each building has its own flavor to meet the needs of the population. At St. Stan’s (k – 2) the school is totally primary in all its activities. St. Steve’s (3-5) has activities and structure more appropriate to that age group. The population of the school is middle class and white, with a small population of other racial groups. The poverty level is at 8%. The school became a Wisconsin School Choice program two years ago, and the number of students who are low income is increasing.

The teachers working in the buildings are all certified by the state of Wisconsin Department of Public Instruction, and have earned at least basic certification in religious training from the Diocese of LaCrosse. All teachers are required to earn and renew Advanced Religious Certification within the first seven years on staff. There has been very good stability in staffing, with the only changes occurring due to enrollment changes, retirements, or staff relocating out of town.

There is tremendous parental support in the school. Many parents are involved as volunteers in the classroom, with the Home and School organization, or with special projects. Parents are extremely supportive, with 100% attending parent/teacher conferences.

The mission of the school is a key factor in determining the success of the students. “The Stevens Point Area Catholic Schools, in an environment of Christ-centered faith, worship, and service, enriches the development of each student through academic and co-curricular excellence in partnership with family, parish, and community.”

The atmosphere and learning culture in the school is very positive. Teachers vary their teaching techniques and activities, so that students of all ability levels and learning styles can learn. Service to parish and community is stressed (see religion). Discipline style is positive, with consequences being appropriate to the situation. Teachers use Love and Logic, the Bucket Filling program, and the Respect Program to encourage appropriate student behaviors.

The school stresses high academic expectations, strong faith development, and individual attention. Test scores and all measures of assessment must exceed state and local standards, and they do. When writing curriculum, the school looks for the most successful and challenging programs throughout the country, and uses those as a starting point. The staff focuses on research-based, cutting edge techniques, with a strong emphasis on collaboration with the local university, as well as professional growth. A learning resource teacher works with students who have learning difficulties, both diagnosed and undiagnosed. Faith and religious teaching are incorporated into all facets of the curriculum and school life. Spanish is a required subject for all students. Teachers work in units to provide instruction, and regularly scheduled assessment/data sessions and vertical meetings with other grades are required.

Since being chosen a Blue Ribbon School in 2008, many changes have taken place. Despite consistently high math scores, the school adopted Singapore Math to help children compete more effectively globally. A guided individualized math assessment program was added. In large part because of the Blue Ribbon award and the recognition of the quality of the teachers, additional programming was developed with the University of Wisconsin Stevens Point in reading. A large grant was written to develop a Literacy Lab in the St. Stan’s building. This program has university professors teaching reading courses in the building, with requirements for prospective teachers to work with individual students in classrooms. Our school teachers also receive additional professional growth through this project. We expanded the program to create a Fluency and Comprehension Clinic at St. Steve’s, and a Learning Center for the entire school system after school and in the summer. The school has increased formative assessments, requiring regular

assessing in reading/language arts and math, with the appropriate adjustment in teaching to meet each student's needs. Other curricular areas have been reevaluated, most notably shifting social studies from a "fact based" program to a focus on skills and reading. A Fitness Center was created in the St. Stephen Building, in partnership with the local hospital, to help teach children about life long health and life style choices. At St. Stan's , a S.M.A.R.T. classroom (Stimulating Maturity Through Accelerated Readiness Training) has been created to help early learners develop sensory and motor skills needed for academic growth.

## **PART IV – CURRICULUM AND INSTRUCTION**

---

### **1. Core Curriculum:**

Math – The school switched to Singapore Math in the 2008-09 school year. The reason was that, after finding the most challenging math curriculum for all the states, we discovered that Singapore Math was even harder. With the adjustments we added to Singapore Math, our curriculum now surpasses not only Wisconsin standards, but every state’s standards in math. Our goal is to prepare our students to compete globally in math. The amount of time teaching math was increased as well. Expectations for math facts are set extremely high in all grades based on accuracy, time, and amount of facts. A computerized math program is used in every grade, helping with remediation and acceleration. Special problem-solving and remedial periods are added to model extremely high-level math problems with students and provide additional support to those who need it. Teacher guided instruction is provided for all students, while the resource teacher, classroom teacher, university students, and volunteers provide one-one remediation or challenge. The school also has a partnership with the local university, where math students work with our students in small groups on problem solving activities regularly throughout the year.

Reading/ English language arts – This curriculum was rewritten seven years ago, using the same process as math. Daily Five and CAFE are used throughout the school. The emphasis is placed on actual reading and writing, and not completing worksheets. The main goal is to motivate and instruct students at their level so that they can excel and develop a love of reading. This requires a great deal of small group and individual instruction by the teacher. The Literacy Lab at St. Stan’s significantly increases the amount of one-one instruction students receive. Two computerized reading programs are used to support and challenge students. Curriculum Based Monitors from the University of Oregon are used monthly to measure growth. A Learning Resource teacher, who has a masters degree in learning disabilities, provides direct remediation, and coordinates additional remedial work for all students who fail to reach the fiftieth percentile nationally in any assessment. A Fluency Clinic at the St. Steve’s building is required weekly for all students who struggle in fluency and comprehension. This includes weekly cold reads, reading while listening to audio recordings, and then a hot read at the end of the week. The library program requires all students in grades three - five to memorize and present choral readings and poetry, either their own or others, in Poetry Slams. Basal texts, trade books, individualized reading plans, phonics, and a computerized spelling program are all part of this curricular area.

Science – The science curriculum was written using the same process mentioned above. Additionally, the school stresses STEM education, so additional units in engineering, robotics, and technology have been added. The focus is to have students be active, hands-on learners. At the St. Steve’s building, a science lab is used by all classes for longer term projects and experiments. Regular classroom assessments monitor the growth and progress of all students. Staff from the local university also provided specific lessons and activities.

Social Studies – The goal in social studies is to develop over-riding skills, including analysis, debate, writing, and presentation. Subject matter is infused into these main themes. Leveled non-fiction trade books and other materials based on subject matter themes are used to increase reading and writing instruction, while at the same time teaching the necessary concepts in social studies. Remediation for the reading and writing skills is provided as mentioned above. Brighter students are given optional and extended activities to stretch their thinking. Simulation programs are used to help students develop not only skills and knowledge, but to develop teamwork, leadership, and problem solving abilities.

The diocese requires that students in grades two and four be assessed on the Iowa Test of Basic Skills, and that data is evaluated by staff to make adjustments in instruction. Additionally, each subject area has specific Catholic components of skills and topics which are taught and infused into the curriculum. All curricular areas are reviewed on a rotating basis.

## 2. Other Curriculum Areas:

Religion - The diocese of LaCrosse has written a religion curriculum that focuses on knowledge, attitudes, and faith development. Prayer, scripture, and Catholic teaching are the focus. Additionally, all classrooms are required to perform regular service work in the community, such as working at food centers and shelters, performing for and creating cards for the elderly, hunger prevention programs, environmental activities, and more. A virtues program is incorporated into the entire curriculum, with eight different virtues taught. Outside theater groups are also brought to help reinforce this program.

Spanish – All students in the school receive instruction in Spanish multiple times each week. The focus is on culture, words, and learning key verbs and phrases so that students can communicate on a basic level. K-2 students have three shorter sessions each week (fifteen minutes), while 3-5 have two longer sessions (thirty minutes each). An optional “power” program is available for students who want extra challenges. This includes working with the teacher on an on-line Spanish learning site, translating popular songs into Spanish and performing them, and developing Power Point presentations.

Physical education – The focus is on life-long fitness, teamwork, and participation by all students. National fitness standards are used to build the curriculum. Students have PE twice a week. A partnership program with the University of Wisconsin–Stevens Point occurs weekly for students in grades k-2. Our students use the university staff, students, and facilities for enhanced fitness activities. At the St. Stan’s site, a S.M.A.R.T. classroom (Stimulating Maturity through Accelerated Readiness Training) has been created to help early learners develop sensory and motor skills needed for academic growth.

At the St. Stephen building, a Fitness Lab has been developed in partnership with the local hospital. A variety of “non –sports” equipment (exercise machines, Dance Dance Revolution, rebounders, etc.) are organized so that students are active constantly. This is used for physical education, at recess times, and also when active students need to burn off some energy. Students are taught to get their heart rate up, check their pulse, and learn stretching and strength training exercises. Athletic programs are available for those who are interested in expansion and a more competitive outlet at all levels.

Music – Musical concepts, and performance are the main areas of focus. State standards are used as a starting point for the curriculum. Students also spend time learning sacred music for church and other liturgical celebrations. All students are given the opportunity to cantor at weekly masses. Concerts, guest theater, and musical presentations occur on an annual basis. Christmas concerts are held at each building, and additional musical presentations are done that connect with other curriculum areas.

Technology – Students have access to computers in a mini-lab in each classrooms, as well as a larger lab. The focus is to infuse curriculum skills into the regular learning program, and teach those skills as needed. Word processing, keyboarding, power point, manipulating videos and art, and graphing are some of the skills taught in grades three – five. Internet safety and evaluating sources are also taught. The school system (SPACS) has received two grants from Sentry Insurance worth over two million dollars to enhance technology. Each classroom has a SMART board.

Visual Arts – Students receive instruction for one hour each week in the physical arts. The curriculum is written on a K- 12 basis, so that all skills are taught sequentially. Drawing, sculpting, painting, chalk, print making, ceramics, fibers, multimedia and lettering are all topics covered. The areas of aesthetics, art production, art history, and art criticism are incorporated into the lessons. Student art is displayed throughout the school and in the community. Students also have the opportunity to participate in art competitions.

Performing arts – All students participate in an annual Christmas concert. All students are required to actively participate, either as cantors, reading publicly, and leading song actions at church multiple times each year, beginning in kindergarten. Students participate in Reader’s Theater, and children in grades 3-5 perform in Poetry Slams several times a year with memorized work of their own or others. Odyssey of the Mind is offered as an extra-curricular activity to fourth and fifth grade students. Students also prepare and present dramatic presentations each quarter based on the selected virtue and to senior citizens groups.

### **3. Instructional Methods and Interventions:**

If you were to visit any classroom every day for a week, you would see a huge variety of teaching and learning activities occurring. The emphasis is on student learning, and making sure students reach their maximum potential. Child development, brain based research, multiple intelligence theory, best practices, and motivational techniques that work are all put into practice daily. Large and small group, individualized instruction, projects, musicals, cooperative learning, service projects, technology, reading, writing, and problem solving are daily occurrences in the school. Very little lecturing occurs. Teachers understand that this is the least effective way to learn. In math, students use manipulatives to help them solve problems. Small groups of students will work together on individual projects in a program called CGI, Cognitively Guided Instruction. A partnership program with UWSP, the local university, has all students participating in small group problem solving activities several times each semester. Singapore Math requires an extremely high level of learning for all students. Students also utilize the university staff and facilities for physical education classes.

In language arts, all teachers use the Daily Five, which maximizes reading and writing instruction. Students are exposed to a tremendous array of teaching techniques. Since class sizes are manageable, teachers are able to challenge brighter students and work individually with students who struggle. The Literacy Lab and Fluency Clinic create a huge amount of one-to-one instruction for all students. Literature Circles are used to differentiate instruction while allowing the entire group to work on a similar topic. Title funds are used exclusively for teacher training. Computerized programs in math, spelling and reading help support struggling students, as well as challenging accelerated students.

If a child is struggling, the learning resource teacher will immediately begin to work with that teacher and student, using different interventions, including accommodations, more individual instruction, and possible referrals. For students in grades three – five, an after school study group is provided to help provide additional support. The school also created the Cardinal Learning Center. Parents have the option to hire a teacher to provide specific teaching and remedial or accelerated help after school hours. The program has expanded to include the entire k-12 system, and operates actively in the summer.

All students are expected to reach the curricular goal levels. Additionally, specific incentive and goal areas are established in a number of reading, mathematics and physical education areas.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results Narrative Summary:**

In each of the last five years, the school performed at a high level. Tests scores in reading, language, and math, and in other areas, far exceeded state and national norms. Fourth grade reading scores ranged from the 72% -86%, while math scores ranged from 75% - 85%. The only significant score would be the reading score from 2012, which was at 72%.

In looking at more data, the most encouraging statistic has to do with the comparison of the Cognitive Abilities Test (CogAt) with the academic scores from the ITBS. During the past three years, the CogAt scores, which measures overall ability and potential, was significantly lower than it had been the previous three years. From 2008- 2010, the score was at the 77%. The past three years, the score has been at the 71%. This would seem to indicate that students with lower ability levels are performing at a very high level. Over the past three years there has been an increase in students coming to our schools that have struggled academically. One would expect scores to decrease, but that has not been the case.

The school works very hard to stay focused on the school plan. The shift to Singapore Math, on-line math programs, the continual goal of improving math facts, and high expectations insures that even students who struggle perform better. In reading, the addition of the Literacy Lab, the Fluency Clinic, and After School Study Program has allowed students who struggle to gain a significant amount of individualized instruction, without taking away from the classroom learning.

The Learning Resource teacher has been a tremendous asset. Working with teachers and students, she has been able to help find ways for all students, whether gifted or struggling, to be more successful.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Formative assessments, including Math Power, Curriculum Based Monitors (CBM's), Developmental Reading Assessments (DRA's), Three – Minute assessments, and more are used to determine continuous growth in all students. Additionally, fourth grade students take an attitude and knowledge assessment in religion. The school performs data analysis on ITBS, CBM's and Math Power assessment scores. These scores are used to determine the focus for specific areas. The data is used to look at various curriculum areas to make sure that the school curriculum is thorough and consistent. Teachers also work with administration to define areas of strength and weakness, and make adjustments to improve student performance.

The requirement that all students are tested in reading and math regularly has provided a tremendous amount of guidance for teachers to adjust, remediate, or accelerate instruction. Special assessment review meetings are scheduled each quarter where teachers work not only with their grade level partner, but with teachers above and below them, to determine which individual students need more interventions. The Learning Resource teacher reviews all data with the principal, and they work with each grade level unit and individual teachers to plan a course of instruction for students who may show gaps.

Assessment results are shared with parents and the community in a number of ways. Parents receive a detailed explanation of CBM's and ITBs results. Students who fall below the 50% nationally receive immediate remediation, and this is communicated with parents immediately. The After School Study Program provides extra support and teaching for fifteen percent of the lowest performing students at the St. Stephen site. Assessment scores are not only shared annually with the school commission (board), but the principal of the school does a formal presentation of assessment with the commission, explaining not only the results, but the processes used as well.

## **Part VI School Support**

---

### **1. School Climate/Culture**

There is a strong history and effort to make each child's experience personal. This is done through quality, differentiated instruction, and also through a variety of programs. The Respect and Bucket Filling programs teach positive student behavior. Incentive programs in reading and math are required, with input from students. Weekly masses allow spiritual reflection and direct student involvement. The principal eats lunch with every child at least once during the year, and contacts every parent personally. Love and Logic, a positive behavioral program, is used which allows natural consequences instead of punishment. The required involvement of parents makes a strong team of parents, students, and teachers. Parent teacher conferences are held whenever a need arises, and teachers are required to make a personal contact with each parent monthly. The Home and School Association focuses on family centered activities to provide support to children and families. A counselor is available for students and parents who struggle. Singapore Math Nights help parents understand the rigors of the program.

Teachers are given significant time to work with teaching partners. Each month teachers meet with another grade level of teachers to make sure that there is a positive vertical flow in learning. Support staff are hired to not only help with preparation, but to provide individual help to students. echnology staff is available, and all federal funding is used to send teachers to workshops at no expense to them. The school pays teachers \$90 per graduate credit to take classes. Numerous teacher committees in accreditation teams, coaching, and mentoring positions allow teachers to take leadership roles. All new teachers are assigned a mentor for support. The professional growth plan requires teachers to work in teams on goals that fit the school goals, while at the same time giving them flexibility in how they approach it. The curriculum, while very demanding, allows teachers to be creative in their instruction as long as growth can be documented. The principal has encouraged and helped teachers to apply for numerous grants for additional funding in their classrooms. The principal also takes the time to nominate teachers for awards. Many teachers have received the Kohl Fellowship, (a program that recognizes the top 100 teachers in the state, public or private) or the Golden Apple Award. Students also have input into incentive programs and school activities. A special staff committee leads regular social events for staff as well.

### **2. Engaging Families and Community**

The school has created very strong partnership programs with the community. Junior Achievement is available at all grade levels. Numerous partnerships have been created with the University of Wisconsin – Stevens Point, including the Literacy Lab, Fluency Clinic, Mathematics Problems Solving Days, and a shared Physical Education program. These partnerships increase the one-one interaction for students, provide teachers with additional training, and help university students gain more teaching time while in college. The students have several partnership programs with local parishes, including making birthday cards for senior citizens, and performing monthly at Senior Bingo, a social gathering for senior citizens. Older students serve as reading buddies to public school 4k children. There are other numerous service projects done by each class throughout the year. For example, the fourth grade students have partnered with Sentry Insurance, the largest employer in the area. In the fall, students dig up geraniums from the company, transplant them, and regrow them indoors during the winter. In the spring, during our May Day Service Celebration, the new geraniums are given to neighbors. On that day, all students deliver May Baskets to the neighborhood or patients in the local hospital. Other partnerships exist with Saint Michael's Hospital, which helped develop the Fitness Lab, and the Lincoln Center, a senior day center. Partners in Education is a joint program that connects the school with a number of businesses in the area for learning.

Parent involvement is huge. Parents are encouraged, after completing all safety checks, to volunteer in the classroom. Attendance at conferences is 100%. Teachers are required to not only send home regular newsletters and emails explaining what is happening in their rooms, but to personally contact each parent in their classroom monthly. Lower grade teachers have a communication notebook that is sent home daily, with both the teacher and parent contributing information on how the child is doing. This has helped greatly to develop positive relationships with families and the school. The Home and School participation

level is very large, as is the annual Back-to-School nights, where teachers share what will be occurring in the classroom, and the principal talks on a number of parenting topics. Singapore Math Nights give parents the opportunity to see what their child is learning in math.

### **3. Professional Development**

Professional growth can be divided into three areas – diocesan, system and school activities, and individual. On the diocesan level, several programs occur annually. All new teachers attend the New Teacher Formation program, five days of training in basic areas of teaching and religion. These sessions occur during the regular school day, with all expenses paid by the school. The diocese provides two full day in-services annually, one focusing on instruction, and one on faith. Teachers are also required to complete Advanced Religious Certification, which requires ninety hours of approved study, and to maintain that with sixty additional hours every five years.

The school and system provide several days and half days each year for in-service activities. One of the days is a retreat. This year, the focus is on technology and assessment. A portion of each faculty meeting focuses on a specific area of professional growth. Another grade level meeting is held monthly, with teachers working with their grade level partners and another grade. Specific learning topics are presented, and the groups of teachers document in writing what they learned and what they will do in their classrooms. Title funds are entirely designated for teachers to use for professional growth opportunities. Teachers are paid \$90 per graduate credit to attend courses. Teachers are expected to earn a minimum of six graduate credits every five years. Each teacher is given a minimum of one day per year to attend a professional development program during the school day. A partnership program has been developed with Viterbo University, where teachers can receive a discount on classes they attend. The partnership programs with the local university always include a component of professional development, and some, like the Literacy Lab, have allowed teachers to attend and present at conferences. Three staff have worked with other schools in the Midwest training teachers in Singapore Math. Individually, teachers and the principal participate in a formal Professional Growth plan each year. Teachers select at least two areas of focus, with the specific goals supporting the accreditation and school goals. Teachers develop specific action plans to achieve these goals. The principal meets with the teachers throughout the year (three times) to encourage and support the efforts. The school works with a continuous improvement model through AdvancEd, and all teacher goals must align with those goals, as well as all curricular areas they are responsible for.

### **4. School Leadership**

The philosophy of the principal, and in turn the entire school, is that everyone needs to be an educational leader, an expert in their area. There is a strong structure in place that provides teachers and staff the flexibility to grow and instruct in their own style, as long as individual, classroom, and school growth can be documented. Weekly unit meetings take place within each grade level to plan, review and discuss issues. Monthly multi-unit meetings are held where multiple grade level teams look together at vertical instructional flow, assessment results, and gaps in education. The entire staff participates in assessment reviews at least twice a year. Each of these meetings requires a formal report, indicating what was discussed, what action is being taken, and what topics need to be discussed in a broader context.

There is a large commitment to making the school a community school. Strong partnerships have been developed and formalized with local businesses. The partnership with the local university has dramatically increased the level of instruction, both as a group and individuals. There is an open door policy for parents, where parents can volunteer in a variety of ways. Parents also have the opportunity to evaluate and make suggestions formally to the school through the annual parent report card.

There is a tremendous effort for continual education for all staff. All federal title funds are used for teacher training. Additional funds are provided for support staff as well. Teachers take lead roles in numerous committees. A designated technology leader and science leader have been designated to help train other teachers in those areas. Teachers –in-Charge are assigned to handle duties when the principal is not available.

Because the school works with young children, there is a strong emphasis on teaching the whole child, and on making learning enjoyable and fun. Positive behavior programs, incentive programs, after school activities, and student led programs such as the school store and newspaper make learning more meaningful. The principal personally contacts all parents, has lunch with all students, and visits classroom daily to make sure that the entire school population is aware of his investment in education.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

---

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 X      No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

### 2014-2015 Tuition

Grade	Amount
K	\$2292
1	\$2292
2	\$2292
3	\$2292
4	\$2292
5	\$2292
6	\$0
7	\$0
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?  
(School budget divided by enrollment)      \$6757
5. What is the average financial aid per student?      \$3090
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      35%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      100%

## PART VIII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>Riverside Publishing Company</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Nov	Nov	Feb
<b>SCHOOL SCORES</b>					
Average Score	85	83	75	75	84
Number of students tested	30	28	50	46	45
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	3	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

#### NOTES:

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>Riverside Publishing Company</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Nov	Nov	Feb
<b>SCHOOL SCORES</b>					
Average Score	81	72	79	81	86
Number of students tested	30	28	50	46	45
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	3	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**