

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. Kay E. Berra

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

Official School Name Blessed Sacrament School

(As it should appear in the official records)

School Mailing Address 2404 King Street

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

City La Crosse State WI Zip Code+4 (9 digits total) 54601-4329

County La Crosse

Telephone (608) 782-5564 Fax (608) 782-7765

Web site/URL http://blessedsacramentelementaryschool.net
rschooltoday.com/ E-mail kay.berra@aquinasschools.org

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 *Mr. Ted Knutson E-mail ted.knutson@aquinasschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Aquinas Catholic Schools Tel. (608) 784-8585

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 Mr. Justin Silcox
(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 (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. 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	24	24	48
4	27	21	48
5	22	21	43
6	19	17	36
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	92	83	175

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 2 % 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: 2%

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 <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	3
(2) Number of students who transferred <i>from</i> 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)]	3
(4) Total number of students in the school as of October 1, 2015	179
(5) Total transferred students in row (3) divided by total students in row (4)	0.017
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

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

7. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 18

8. Students receiving special education services: 7 %
13 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.

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

9. Number of years the principal has been in her/his position at this school: 27
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	8
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	1
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 22:1
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	96%	96%	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 No
- 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.

Blessed Sacrament School provides a Christ-centered, functional, comprehensive, academic program that addresses and challenges the intellectual, physical, emotional, and spiritual needs of each student.

PART III – SUMMARY

Blessed Sacrament School opened as a Catholic parish school in 1938. The school has evolved through the years from a parish elementary school, staffed by the Franciscan Sisters of Perpetual Adoration, with four multi-grade classrooms, grades 1-8, for 261 students to a Kindergarten-Grade 8 school in 1985. In 1992 a Middle School was opened and then Blessed Sacrament became a 4K to Grade 6 school. Since 2005, it has served as an intermediate, Grade 3-6, Catholic school as part of the Aquinas Catholic School System, with an all lay staff. For the 2016-17 academic year, Blessed Sacrament School serves 175 students, from 138 families.

Blessed Sacrament School is located within the city of LaCrosse, WI (population 51,522) but serves families from a number of surrounding communities because of its location at the intersection of both a north/south corridor and an east/west corridor.

The current student body is comprised of students who are 96% Catholic and 4% non-Catholic. Students at Blessed Sacrament School are eligible to receive educational testing services, Title I services, Special Education services, and Speech and Language services from the School District of LaCrosse. Eighteen percent of the students utilize bussing service to and from school. The options for bus transportation are the School District of LaCrosse or buses leased by Aquinas Catholic Schools in partnership with Onalaska Luther High School.

Blessed Sacrament School, as part of Aquinas Catholic Schools, operates under the Diocesan prescribed governance model of President and Principal. There is one building principal who reports directly to the President and provides leadership to the school with a degree of autonomy to oversee day to day operations, propose facility and maintenance projects, interview candidates and recommend hiring to the President, seek benefactor support for projects, and provide instructional leadership.

The school has a faculty comprised of eleven full-time and five part-time teachers. Forty-four percent of teachers hold a Master's degree with 100% having studied beyond a Bachelor's degree. Nearly 63% of the faculty have more than 10 years of teaching experience and 50% have more than 20 years teaching experience.

In the past four years, our school has hired seven teachers due to retirements; two of those teachers had more than five years of teaching experience and the other five were new graduates. Those teachers have assimilated into the culture of the school with ease and more importantly, have brought new and innovative methods and teaching strategies that incorporate technology with instruction. These teachers have been willing to share their methods and ideas with teaching peers, and as a result the whole school community is more vibrant.

In 2013, Aquinas Catholic Schools elected to participate in the Wisconsin Parental Choice Program. In the first year, Blessed Sacrament had six Choice students enrolled; three of who were new to the school and system. Even though the Choice program allows students to opt out of religion classes, celebrations of Mass, or prayer services, none of the Choice students at Blessed Sacrament has chosen that option. To the contrary, one asked to receive additional training in order to receive the Sacraments of Reconciliation and Holy Communion last school year and this year another student has requested Baptism in the Catholic Church! In 2014-15 school year, 13 Choice students were enrolled; in 2015-16, 32 Choice students enrolled and in 2016-17, 24 Choice students enrolled. The Wisconsin Parental Choice Program allows parents, who meet economic standards, to send their student(s) to a private/parochial school and a payment is made to the school by the State of Wisconsin. This payment covers about 90% of per pupil cost.

Blessed Sacrament School, as part of Aquinas Catholic Schools, shares in the goal of optimizing student enrollment. Serving as a grade 3-6 building provides a unique challenge in attracting students to the school in the intermediate grades. Most of the students who enroll at Blessed Sacrament, feed from our primary school, Cathedral School. Blessed Sacrament has also picked up enrollment of students in grade six. Families who are considering Aquinas Catholic Schools for grades 7-12 traditionally have students who

complete public elementary school at grade five and then come to Blessed Sacrament School for grade six to transition into the system. Growing student enrollment to optimize teacher-student ratios focuses more at the entry level to school. Therefore, Blessed Sacrament School works closely with Cathedral School to create a seamless flow of educational opportunities for students in Pre-K to Grade 6. One strength has been the After School Program that offers supervision for students in 4K through Grade 6 from 3-6 p.m. each school day. Students from Cathedral school are bused to Blessed Sacrament at 3 p.m. and then participate in the After School Program until parents are able to pick up.

Aquinas Catholic Schools is financially supported by fourteen area parishes. Blessed Sacrament School facilities are the property of Blessed Sacrament Parish and a user agreement is in effect between the parish and the system. The school struggles at times maintaining relationships with fourteen parishes and pastors. Attempts to convey school news through parish bulletins are made, and parish participation by our students is encouraged.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at Blessed Sacrament School includes daily instruction for all students in the areas of Social Studies, Science, Mathematics, Reading, Spelling, English/Language Arts, and Handwriting. The organization of courses is based upon established National and State Standards. Teachers and administrators continue to refine curriculum by defining essential learning outcomes for each subject at each grade level, matching those to the standards, and developing informal and establishing formal assessments. This year the curriculum work takes the essential learning outcomes (what each student is guaranteed to learn) and breaking them down to learning targets that can be directly attached to assessments. Resources that have been purchased allow student access to textbooks and enrichment materials online at home.

Social Studies-Aquinas Catholic Schools realigned the Social Studies curriculum for grades 5K-12 to insure that students would receive a full academic year of study on the state of Wisconsin in Grade 4 including, geography of the region, the rich history of the Native Americans groups that originally inhabited the region, settlement of the territory, contributions of people throughout state history, the organization of government in the territory, becoming a state, the roles of agriculture, mining, and manufacturing in the state, and the role of Wisconsin in the Civil War. During the year students take field trips to enhance learning. Grade 3 students use the traditionally fourth grade curriculum in studying the regions of the United States to understand geography, economy, climate, etc. Students are introduced to the branches of government and the democratic process. Grade 5 focuses on American History for three quarters of the school year. Topics include Native Americans, European exploration, settlement of the colonies, the foundations of government in the colonies, Declaration of Independence, Revolutionary War, the Constitution, and westward expansion. In the fourth quarter, students study Canada and Latin America. Grade 6 curriculum is Ancient Civilizations including the governments for 3 quarters of the school year. The fourth quarter is American History from western expansion to the events leading up to the Civil War. At each grade level students engage in curriculum group projects that require cooperative learning.

Science-The instruction for Science in grades 3-6 revolves around discovery and hands-on experimentation in small groups. The scientific method is utilized at all grade levels. The students have journals which hold observations and recorded data of experiments. Students at each grade level participate in designated units covering life, physical, and earth science, as well as space and technology. Students create culminating unit projects like the creation of rollercoasters, self-propelled cars, atoms, classification of rocks and minerals, leaf collections, body system paper dolls, and the creation of ecosystem dioramas.

Mathematics-Instruction in Mathematics is designed to provide students with traditional coursework in place value, number operations, fractions, geometry, and measurement, but adds critical thinking, problem solving, components of algebra, mental math, and writing about math. Teachers readily individualize instruction and provide extra practice or extended learning. Families can access a variety of enrichment from the online components.

Reading-Blessed Sacrament School offers a balanced literacy program to all its students. Each grade level introduces many genres and a variety of print forms, such as newspapers, magazines, and websites. The foundation of the reading instruction begins with assessment tools like running records and STAR reading. Once students have been leveled, teachers select a variety of resources for instruction. Trade books and leveled books that connect to Science and Social Studies curriculum are used as well as biographies of influential people. Teachers utilize current events magazines like Time for Kids, Jr. Scholastic, Weekly Reader and Storyworks. All of these publications have online supplements for differentiated instruction. The school utilizes the Battle of the Books format to encourage outside reading for students in grades 5 and 6.

Spelling-Blessed Sacrament School students utilize a Spelling and Vocabulary workbook program that focuses on letter and sound patterns, editing, and working with words. Spelling words assigned to students are modified to the learner's particular need.

English/Language Arts-Each grade level at Blessed Sacrament School studies and works with the mechanics of grammar and writing. Journaling is a component at each grade level as well as research and writing. Classroom teachers collaborate with the school media and technology instructor to present student research in a variety of formats. Proper citation and copyright rules are taught. The grade 6 curriculum adds a unit on public speaking.

Handwriting-Students receive instruction and practice in cursive handwriting technique at grades 3 and 4 at Blessed Sacrament School in order to develop and strengthen the fine motor skills and hand-eye coordination. Students still need to be able to read cursive in order to appreciate the historical documents that established our country.

2. Other Curriculum Areas:

Physical Education at Blessed Sacrament School provides students with an expansive variety of health-enhancing and lifelong physical activities that demonstrate knowledge of skills, concepts, and strategies for the students' health, enjoyment, self-expression, and social interaction. All students in grades three through six participate in Physical Education classes that are 45 minutes in length every other school day. The Physical Education teacher also serves as the school Athletic Director overseeing opportunities for 5th and 6th grade students to participate in school sponsored competitive volleyball and basketball programs as well as a track and field unit that culminates with a meet including six area Catholic schools and up to 250 student athletes.

In studying and performing Vocal Music, students are also building confidence to participate in Theatre Arts, Debate Team, and Forensics. They are developing skills that may lead to some becoming comfortable with leadership roles, political careers, and coaching. A well-rounded appreciation for music allows students to embrace a respect for other peoples and cultures from around the world. All students in grades three through six participate in General Music classes that are 45 minutes in length every other school day. The General Music curriculum includes learning to play the recorder at the 4th grade level, the ukulele at the 6th grade level, preparation of liturgical music, as well as a variety of school assembly programs (Veterans Day, Patriot Day, etc.) and seasonal concerts.

Blessed Sacrament School Media and Technology classes teach information and technology essential skills with projects that relate to the curriculum at each grade level which reinforce or expand the subject content. At the same time students learn how to use different types of hardware, software, and tools. Lessons also include how to use the Internet: safety, etiquette, browser, search engine tools, and evaluating web sites. Touch typing is introduced in third grade and practice continues through sixth grade each week. All of these lessons help to facilitate the technology and media being used in the classrooms. All students in grades three through six participate in 45 minute Media and Technology classes twice in a six day school cycle.

The Instrumental Music Program, which includes Band and Orchestra, plays an essential role in the development of our children by teaching them teamwork, responsibility, and critical thinking. Playing an instrument involves the entire brain and therefore fosters a higher IQ and better academic performance than students who do not play an instrument. Students in grades five and six can elect to participate in band, while orchestra is open to students in grades four, five, and six. Students receive an individual lesson each week as well as participate in two large group rehearsals each week. Large groups are divided by beginning and advanced levels. We have 42 students in band, 51 in orchestra, and 15 students participate in both groups. Students are also afforded the opportunity to take free summer lessons with their teachers as part of the local school district summer enrichment program.

By learning the art elements and principles of design in various lessons, students at Blessed Sacrament School acquire the basic skill to appreciate visual arts throughout a lifetime. All students in grades three through six participate in 45 minute Art classes twice in a six day school cycle. The teacher creates an electronic portfolio of all student artwork which is accessible to family and friends via the Artsonia program. Selected student artwork is displayed at community art shows at least three times during the school year.

The World Language Program builds awareness and develops communication among cultures. In addition, the study of languages increases cognitive abilities, enriches life experiences and meets the increasing demands of functioning in our global community. Students study a semester of both French and Spanish each of the four years they are at Blessed Sacrament. Instruction is 45 minutes twice in the six day school cycle for all students.

By means of classroom lessons once a week and small group and individual contact with students, the School Counselor, through the Guidance Program, provides development of essential skills in the areas of self-management and knowledge, interpersonal relationships, conflict resolution, and academic and career planning. Students put these skills into action as they help plan the week long Great Kindness Challenge during Catholic Schools Week and coordinate service projects with their SOAR (not an acronym but a name that refers to the school mascot, the Soaring Eagle) groups. A monthly newsletter communicates how families can help their students develop these essential life skills.

The instruction of the Catholic faith to students of Blessed Sacrament School is at the heart of our school program. Students receive age appropriate instruction for 30-45 minutes each day on Scripture, Sacraments, the Creed, Life in Christ, and Prayer. Students plan for and participate in a variety of liturgical services like weekly Mass celebrations, Stations of the Cross, Rosary Services, and Advent Prayer Services. Staff, students, and families look for ways to live out the Gospel message in our parishes and communities with a variety of service projects like food and clothing collections, cards to retired Religious in our area, visits to nursing homes, preparing meals for our local Warming Shelter for the homeless, and care packages for our military troops and veterans. Our students grow to become responsible citizens, who live by Gospel values and display strong moral character, and positively contribute to their communities.

3. Instructional Methods, Interventions, and Assessments:

Blessed Sacrament School is in its third year of using the STAR Enterprise Math and Reading Assessments to gauge student growth and learning. The computer adaptive assessments are administered three times each school year. This has been a key step in individualizing instruction for students and providing them additional instruction or using different resources to meet their needs. The first challenge was for teachers and administrators to receive training on test administration and interpretation of the reports and this training has continued. In the first year, each homeroom teacher in the school was asked to select one student to work with before or after school or during a mutually agreed upon time and using suggestions from STAR reports, the teacher was to apply and track an intervention and monitor success. Some teachers chose resources that were part of the STAR package and others applied interventions for reading comprehension, fluency, vocabulary, math facts, etc. Teachers were amazed to see the results and so were parents and students.

development were to be reported to parents. Teachers continue to grade student achievement based upon a percentage scale but also rate progress toward the learning outcomes with a 3, 2, 1 scale. The school worked to communicate to parents the value of the dual system of reporting and has received positive feedback. As for teachers, the time spent collaborating on identification of outcomes and specific skills for students was invaluable. As school system administrators, we want to continue to give teachers opportunities to meet to identify gaps and overlaps in outcomes, share instructional strategies, and develop common assessments. As a school system, teachers and administrators continue to take significant steps on the journey of continuous improvement in the areas of instruction and assessment.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Blessed Sacrament School continues to be a beacon of the Catholic faith tradition in its instruction, practice, and service performance. The school staff is a model for Christian action and has created a culture of high expectations for student learning and conduct. Staff and students are held accountable in a safe and nurturing environment. The Soaring Eagle is our school mascot and students are challenged to take responsible actions and display behaviors with the school's eagle wing program. Students earn wings each month by coming to band/orchestra lessons with instrument and lesson book, by offering help to a classmate or teacher, exceptional work on assignments, etc. Each student also has fifteen wings on a chart that moves with the students from class to class. Students lose wings from the chart for poor choices in behavior or missing assignments. At the end of the month students tally the wings left on the chart with wings that were earned and can spend their wings on activities like dodgeball, extra recess, giant jenga, tenzie, etc. held on Eagle Spirit Day.

In preparation for the 2015 External Review from AdvancED, a school climate survey was administered to students. A surprising response from our students surfaced. Students indicated that they did not feel that the school principal or teachers asked them what they thought about school. The school faculty did not feel that a school government or student council model would work well to address the concern due to the age of our students, but one of the teachers suggested creating multi-age groups of students that would meet monthly with one or a pair of teachers and would continue in that group with the same advisor for their tenure at this school; allowing for a relationship to develop. Thus was hatched, our SOAR Groups. SOAR is not an acronym but rather a name that connects to our school mascot, the Soaring Eagle. SOAR Groups meet on Eagle Spirit Day for 45 minutes to one hour over a sack lunch. The general format of the meeting is to begin with a game that gets everyone involved, a discussion of upcoming school events and students make suggestions for related activities, groups often discuss or work on a school or community service project, and share any concerns a student may have. The response to the SOAR Groups has been positive from both students and parents. Students feel a connection between grades and get to know other staff members that they may not have had as a teacher. Parents like the aspect of service and a safe place to share concerns.

2. Engaging Families and Community:

Blessed Sacrament School has been successful in engaging families and the community in the education of students. Beginning with a school open house three days before the start of school, students and families come to meet teachers and drop off school supplies. Five years ago, our school added a picnic supper to the open house night and it has been well received! Families reconnect, new families are matched to mentor families for the purpose of answering questions and getting involved with the school, and everyone can experience that the school is a natural extension of the family. Students are encouraged to go through the school and introduce themselves to as many teachers and staff members as they can and the students earn a "wing" for each person they meet. The school also hosts one or two family nights during the school year that also include a meal. The focus of these nights is to engage students and parents in a learning initiative and enjoy some time together. Some of the topics have been sustainable food sources, STEM (Science, Technology, Engineering, & Math), weather, and geography. Blessed Sacrament School also invites families and community members to be part of assembly programs honoring our veterans, career exploration days, Geography Awareness Week, school concerts (Harvest, Advent, and Spring), May Crowning, Commencement, and our annual All Saints' Day celebration.

Blessed Sacrament School has also been able to establish relationships with Viterbo University and the University of Wisconsin-LaCrosse to host student teachers and classroom clinical students. The Viterbo University Dietetics students prepare for and present an annual Health Expo for our students. Classroom teachers have partnered with Citizens Bank to provide education for students on savings and checking accounts, money management, and investing. As part of the school's career readiness curriculum, Jr. Achievement volunteers come in to reinforce lessons on good work habits, cooperative learning, and some

of the newest careers available. The school works with Catholic Charities in our Diocese for the coordination of a number of service opportunities for students and families. The school holds several food and clothing drives, sponsors a child's living expenses at an orphanage in Peru (students can exchange letters with the school's child in Spanish), prepares and serves meals at the local homeless shelter, and students write cards and prepare "care packages" for servicemen and women as well as those in area nursing homes. Blessed Sacrament School students enjoy a special relationship with the Franciscan Sisters of Perpetual Adoration who were the original teachers and administrators of the school by visiting them and sending cards throughout the year.

3. Professional Development:

In order to move the art of teaching from a solitary profession to one of collaboration, Blessed Sacrament School endorses and provides teachers, school staff, and administrators with a proactive professional development program that draws from area universities, our local Cooperative Education Service Agency (CESA), community professionals, clergy and religious sisters, as well as national textbook and assessment trainers. The Diocese of La Crosse provides the platform for professional development. The school uses the Charlotte Danielson framework for effective teaching. Each teacher and administrator completes a self-assessment based on the four domains (and in the case of Diocesan schools, a fifth domain of faith development is added) and then chooses a specific goal to focus on for the academic year. The administrator meets with each teacher to check on progress toward the goal. Evidence is collected and a year-end reflection is created to determine progress. Teachers and administrators are encouraged to team with other teachers to monitor and realize goals. Relevant workshops and training sessions can be selected by teachers. The school budget is created with line items for training and professional development. Blessed Sacrament School as part of the Aquinas Catholic Schools system has adopted the "train the trainer" approach to professional development. When teachers and administrators are granted funding and time to attend trainings and workshops, it is with the expectation that those people will return to their respective schools and actively share what they have gained. This practice has been particularly valuable in the area of technology and new methods for incorporating the use of technology to enhance classroom performance as well as the interpretation of test data.

In preparing for the 2015 external review from AdvancEd, Aquinas Catholic Schools created nine continuous improvement committees to address the areas of curriculum, data-driven decision-making, mission and vision, Catholic identity, grants, school safety, facilities, technology, and marketing. The committees include teachers and staff members representing each of the five schools in the system, as well as clergy, and stakeholders who have expressed an interest in that particular area. These committees set annual goals to address the improvement priorities and opportunities for improvement that were outlined by the external review report but more importantly, the work of these groups has brought the ownership of school improvement to each person. Aquinas Catholic Schools no longer relies on a small group for strategic planning, but rather the future rests with each and every member.

4. School Leadership:

The school principal in her role for the past 27 years has worked to create an efficient, effective, and responsive school. Within the Aquinas Catholic Schools system, building principals are afforded a reasonable amount of autonomy to make decisions that directly affect school mission and vision. The premise for leadership at Blessed Sacrament School is built upon developing relationships at all levels and throughout all stakeholder groups within the school, supporting parishes, and community that work toward the common goal of "what's best for students." Communication, empowerment, and mutual respect are keys to building those relationships that in turn create an environment of collaboration, trust, high expectations, and continuous improvement. School faculty and staff members are encouraged to try new approaches and are supported by both administration and peers. Teachers work in collaborative teams and are provided the resources they need to carry out their work. The building principal is very visible and engaged with teachers and students on a daily basis. There is a continuous exchange of ideas from all stakeholders and an openness to exploring new ways of doing things from the daily schedule to school events. There is no room for "this is the way we have always done it." Teachers and staff members are very passionate about being here in this school.

The relationships that have been cultivated by the school principal have allowed her to become quite successful in seeking out benefactors to support projects that directly affect student learning. Between 2009 and 2012, money was raised to purchase and install SMARTBoards in each instructional classroom and provide the teachers with the necessary training to incorporate this technology into their instruction. This technology, used well, engages students and can allow teachers to differentiate instruction to meet learner needs. In 2012, the school gymnasium (which also serves as a concert and assembly room) received a \$65,000 renovation. In 2014, the school was able to purchase 2 portable charging carts that hold 20 Chromebooks each as well as upgrade the wireless infrastructure of the school. Teachers were trained to apply concepts of Google Classroom. Use of the Chromebooks in the classrooms have helped students who struggle with writing with the “talk to text” applications. In 2015, our school computer lab was updated with 24 new computers due to the generosity of a single donor. The newest update for the school is a \$50,000 voice project that will improve communication and safety throughout the building; installation is just underway. Without a clearly articulated vision and supportive relationships, Blessed Sacrament School would not be poised to compete.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Blessed Sacrament School's 78 year success is dependent upon the school principal, teachers, staff, students, families, and benefactors staying true to the mission of the school. The school provides a Christ-centered, functional, comprehensive academic program that addresses the intellectual, physical, emotional, and spiritual needs of each student. When decisions are made, they are made based on this mission and whether it will support or detract. Over the years, the school has faced many challenges with system leadership, school realignments, enrollment, financial stability, and changing trends in education. The school leadership has always made decisions based on the mission statement and held firm. Sacrifices have been made by all vested in this endeavor. Blessed Sacrament School has been able to withstand the challenges and chart a course for continuous improvement. Families have many options for their child's education in the LaCrosse area and when a family chooses Blessed Sacrament School, it is the beginning of a relationship that will endure. The longevity of the school staff and the school principal has allowed for two or three generations of a family to reinvest in the education program.

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 X No

3. What is the educational cost per student? \$7885
(School budget divided by enrollment)

4. What is the average financial aid per student? \$846

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 8%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 40%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: STAR

Grade: 3

Edition/Publication Year: N/A

Publisher: Renaissance Learning

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	75
Number of students tested	46
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: STAR
Publisher: Renaissance Learning

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	82
Number of students tested	40
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: STAR
Publisher: Renaissance Learning

Grade: 5
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	68
Number of students tested	35
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: N/A

Test: STAR
Publisher: Renaissance Learning

Grade: 6
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	76
Number of students tested	60
Percent of total students tested	95
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: STAR
Publisher: Renaissance Learning

Grade: 3
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	77
Number of students tested	45
Percent of total students tested	98
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: STAR
Publisher: Renaissance Learning

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	77
Number of students tested	40
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: STAR
Publisher: Renaissance Learning

Grade: 5
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	69
Number of students tested	35
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: N/A

Test: STAR
Publisher: Renaissance Learning

Grade: 6
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	69
Number of students tested	60
Percent of total students tested	95
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: