

U.S. Department of Education
2018 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. Denise Grant

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

Official School Name Resurrection Elementary School

(As it should appear in the official records)

School Mailing Address 4320 Asbury Road

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

Dubuque IA 52002-0499
City State Zip Code+4 (9 digits total)

County Iowa

Telephone (563) 583-9488

Fax (563) 557-7995

Web site/URL
https://www.holyfamilydbq.org/resurrection-elementary

E-mail dgrant@holymfamilydbq.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*Mrs. Kim Hermsen

E-mail k.hermsen@dbqarch.org

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

District Name Holy Family Catholic School Tel. (563) 582-5456

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 Dr. Brian Sullivan

(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	22	27	49
K	9	21	30
1	17	20	37
2	15	15	30
3	21	16	37
4	19	21	40
5	21	15	36
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 or higher	0	0	0
Total Students	124	135	259

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % 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.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 1%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	2
(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, 2016	209
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Spanish

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

7. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 21

8. Students receiving special education services: 6 %
15 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.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

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, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
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 18:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
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 2017.

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. 2009

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

Forming disciples of Jesus Christ through Catholic educational excellence.

PART III – SUMMARY

Resurrection Elementary serves the Catholic community on the west side of Dubuque, inclusive of Asbury, Peosta, and neighboring communities. Students are predominantly Caucasian, and families range from low to high socio-economic class. A number of students are children or grandchildren of Resurrection alumni, a true testament to the culture and faith in this school community.

Resurrection Elementary began as a rural kindergarten through eighth grade parish school in 1961, staffed primarily by the Sisters of the Presentation. Through the years, more lay teachers joined the faculty and staff. In 2001, Resurrection merged with other area Catholic schools to form the Holy Family Catholic Schools system through a reorganization of Catholic education in Dubuque. When a consolidated middle school was built in 2005, Resurrection became a preschool through grade five, two-section school. Teacher retention remains strong with many staff members serving for twenty or more years.

The Resurrection Parent Association provides a consistent source of support, offering numerous fellowship events, participation in academic programs, and volunteering in student classrooms. This strengthens the parent-school bond and helps to bridge the gap between home and school. Resurrection parents are actively involved in their child's learning environment. In addition, a meaningful relationship exists between school personnel and the Church of the Resurrection parish staff. The pastor, associate pastor, and deacon interact with Resurrection Elementary School families through liturgies, classroom visits, and school/church-related events and activities. Both entities remain huge factors in the continued success of the Resurrection School community.

A collaborative partnership with two area Dubuque colleges provides opportunities for developing teachers, veteran teachers, and students. Developing teachers receive experiences and necessary feedback as they perfect their instructional skills and build professional relationships. Veteran teachers are exposed to innovative instructional techniques. Students receive additional individual or small group instruction to help ensure success. Resurrection School is also a proud partner with two area businesses. These business partners serve as guest speakers, read to students during Read Across America day, and help with numerous fellowship events.

In 2009, Resurrection was the first private Dubuque school recognized as a National Blue Ribbon School. This achievement distinguished Resurrection as a leader in faith-based and innovative education. Resurrection prepares students for a lifetime of success in a global marketplace and challenges them to become lifelong learners in today's ever-changing, technology-based world.

As a previous National Blue Ribbon recipient, Resurrection maintains high academic and behavioral standards while embracing social and economic challenges in today's world. To reflect modernized goals for the school population, the Resurrection Elementary School community has embraced a new vision statement: "The Resurrection School Community will be Christ to all people through their words and actions. Students will take ownership of their learning and be challenged to reach their full potential as lifelong learners." This vision has become part of the school culture. Leaders guide students toward respectful treatment of others, courteous personal conduct, Christ-like behavior, and maximizing their God-given talents.

Students embrace this culture by vocalizing the Resurrection 4 Rs each morning: "We are Respectful, We are Responsible, We are Resourceful, We are Reverent." Common language, signage, and verbal reminders prompt students to follow the components necessary to achieve these behaviors.

To track and chart student growth, to reflect on student-written and teacher-driven goals, and to help lead parent/student/teacher conferences, Data notebooks were implemented. Through individual participation in their academic progress, students are more involved in learning and strive to reach personalized goals. Goals stem from student ability and progress, allowing for differentiation. Data notebooks serve to document advancement on individual academic journeys.

Compared to 1961, when the Sisters of the Presentation managed student academics, education has evolved tremendously. What has prevailed, however, are the core Catholic teachings, the dedicated professionals, the high academic expectations, strong leadership, a supportive parent community, and students who are eager to learn.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Resurrection School follows the Iowa Core Curriculum, which represents the statewide academic standards in language arts, math, science, and social studies. Subjects interrelate to help students make connections across curricular areas. Teachers incorporate both online and offline learning into the school day, and problem-solving skills are actively employed in all disciplines. Metacognition is encouraged and expected, as students are asked to give proof of responses and explain their thinking.

At the primary level, interdisciplinary units allow teachers to address learning standards and build awareness of the meaningful connections that exist among the disciplines. With the majority of instructional time spent in the math and language arts blocks, cross-curricular units allow teachers to embed social studies and science learning standards and concepts through deliberate book choice in guided reading instruction.

Foundational skills in reading, writing, and math are taught through direct, small, and large group instruction. Students rotate through skill centers to practice word and number work, read to self, read to someone, listen to others read, and hone writing skills. Teachers track progress through both formative and summative assessments, and students move through the standards at their pace.

Students at the intermediate level receive language arts and math instruction based on the Iowa Core. Teachers use these standards as a blueprint to ensure that each student is well prepared in all core areas. Embedding core instruction into meaningful activities is accomplished through the use of collaborative learning, projects, mind warm-ups, multi-sensory movement, and team-based work. While instruction is presented in a small- or large-group format, the pace, depth, and assigned work depend on the ability of each learner. In math, students who are able to quickly exceed grade-level standards progress into the next year's material, enabling gifted students to take middle school coursework. This permits those students the opportunity to take college coursework at the high school level. The rate of academic progress is a dynamic process based on the individual child's development.

Science and social studies are taught by teachers who have a particular interest in those subject areas, incorporating the Next Generation Science Standards and Iowa's new Social Studies Standards. Stimulating and thought-provoking lessons rely on hands-on activities. In science, students benefit from a high level of engagement. Teachers organize and implement experiments to test scientific hypotheses and investigate new topics. Students in grade four assemble mold terrariums to observe growing conditions and to determine which conditions promote or inhibit mold growth. In social studies, third graders enjoy researching and learning about the history of Dubuque. Students construct projects based on a local historical landmark of their choosing. This unit of study culminates in a field trip to experience these sites first hand.

Woven into the curriculum at all levels are purposeful civic learning activities. Students manage the raising, lowering, and proper folding of the United States flag, serving as safety patrol, recycling, and aiding the church community as acolytes. Discussion of local, national, and international news and events often leads to the development of service projects. Representatives from various non-profit organizations such as Habitat for Humanity, the local food pantry, Hospice, and Mary's Inn (a maternity home for single mothers in crisis pregnancies), have presented their missions and the populations they serve. In turn, students participate in fundraising or collection activities to support these organizations.

Other examples of civic-mindedness can be witnessed among the Resurrection Elementary School community. Second graders participate in the Two-by-Two character education program, and kindergartners host Junior Achievement volunteers focusing on financial literacy skills. First grade students learn about fire safety and emergency situation procedures from community professionals. All students write to senior companions and prepare May Day baskets for the homebound. Mock elections are held during election years, and after-school clubs and activities give students a chance to make contributions in a different way. First Lego League and Hour of Code introduce STEM concepts, the Environmental Club

oversees Green Vision progress, the Junior Book Crew offers literacy opportunities, and Drama Club is offered for those interested in acting and singing.

Combined with a strong, effective core curriculum, service projects and after school clubs and activities prepare students for a future in the 21st century.

b. The Resurrection Early Childhood (EC) program participates in the Iowa Voluntary Preschool program, offering three-year-old preschool and pre-kindergarten for children ages three through five. The curriculum covers foundational literacy and math, science, social studies, and religion. The Teaching Strategies Gold Curriculum assesses students' progress through the early childhood benchmarks, which align closely with the Iowa Core standards, assisting in a smooth transition to school-age programming.

The EC program ensures that students develop kindergarten readiness through group activities and differentiated learning centers. Social and emotional development, motor dexterity, listening skills, and school routines and procedures are introduced and reinforced, resulting in students prepared for the transition to the elementary school level.

Kindergarten teachers observe that students who have attended Resurrection's EC program are further along on the academic continuum than those who have not attended, and kindergarten students' fall test scores support these conclusions.

2. Other Curriculum Areas:

Resurrection School understands that ancillary curricula is vital in developing well-rounded individuals. At Resurrection, these areas of study include art, music, physical education, technology, library, and counseling. These secondary curriculum areas are taught by specialists, except for technology, which is team-taught. While the core subjects create the foundation of our educational system, non-core subjects help to round out a child's education.

Students engage in art instruction one day a week for fifty minutes. Appreciation for art, creative expression, introduction to artists, art history, and artistic elements are the focus of the elementary art curriculum. Lessons provide opportunities to complement topics that students are learning in core curriculum.

Students attend music education twice per week for thirty minutes. The music program challenges students to create and read music, and recognize and practice various instruments. In preparation for middle school opportunities, fifth graders are encouraged to participate in band. Mass preparation is a critical component of the music program. Students plan, prepare, and participate in weekly Mass as music ministers. Students build self-confidence for lifelong leadership through cantoring and performing in seasonal musical programs. Students experience fine arts through Artist in Residence programs and local middle school, high school, and collegiate performances.

Physical education classes at all levels take place weekly in two thirty-minute segments. The development of foundational motor skills, healthy lifetime habits, strengthening relationships with peers, and showing good sportsmanship are the focus of this program. Health units are incorporated, with skills being developed and practiced in a game format. By participating in active team play, students learn skills, such as communication and cooperation, that apply in the classroom setting.

Technology is integrated into all disciplines, beginning in kindergarten. As available as all other classroom tools at the primary level, technology access progresses to a 1:1 ratio by the intermediate grades. Students are actively engaged when employing a variety of tools to complete assignments and create collaborative multimedia projects, demonstrating a deep understanding of content. Incorporating technology into all classes allows students to readily access information, apply learned concepts, and incorporate the extended thinking strategies expected in today's society.

Library instruction addresses basic library skills, etiquette, general care of books, and fostering a love of

reading. Students learn to look for and check out books that are content and ability-level appropriate. Primary level children have a scheduled 30-minute library time weekly, while those at the intermediate level are offered open library time daily. All students have the opportunity to utilize the library during school hours, allowing them to obtain books as needed to meet Accelerated Reader goals. The school library provides a place for students to read, think, research, and imagine, leading to overall student growth.

A comprehensive school counseling program supports students' academic, social, behavioral, and emotional development through classroom sessions twice per month. Faculty and staff guide students to apply learned skills in real life situations.

The guidance counselor works closely with staff on behavior intervention strategies and provides consultation and classroom support. The counseling program supports the school mission and the positive environment essential for high academic achievement.

In addition to providing for the well-being, interest and motivation of the students, Resurrection's strong fine arts program complements literacy development, mathematical reasoning, social skills, and problem-solving strategies.

3. Instructional Methods, Interventions, and Assessments:

Resurrection Elementary employs a wide range of instructional design methods to meet the varied learning needs of students. Teachers are skilled in implementing differentiated curriculum, conducting a variety of assessments, analyzing data, and using data formatively for student benefit.

Dedicated math and literacy time blocks operate in varying lengths according to grade level. Within these blocks, teachers utilize a direct instruction approach, with students receiving instruction at their ability level. Students rotate through differentiated, skill-based workstations. Technology is assimilated into these instruction blocks as students practice concepts and work on projects. Conversely, social studies, science, and religion lessons are taught through whole-group instruction following a project-based format.

Teachers use instructional materials to create engaging lessons. Differentiation within classrooms is evident. For example, some kindergarten students use colored blocks and small objects to demonstrate understanding of phonological awareness concepts, while others use letter tiles to exhibit phonetic knowledge. Teachers use multi-sensory tools to meet students along a vast continuum of learning. In math, all students reap the benefits of a tactile-kinesthetic method by using manipulatives to strengthen understanding of fundamental concepts.

Using the Multi-Tiered Systems of Support (MTSS) approach, classroom teachers collaborate with the resource teacher to analyze assessment data and provide targeted interventions. Student needs are established through the Measures of Academic Progress (MAP) test as well as the Formative Assessment System for Teachers (FAST) test, which are administered three times a year. Teachers review and disseminate this data to determine further diagnostic evaluation needs and students who require enrichment or accelerated programming. Students are placed in instructional tiers according to academic needs. Some students require targeted intervention provided by classroom teachers or paraprofessionals, and fewer students require intensive intervention from the resource teacher. Resurrection recently adopted the Pathways to Reading Excellence in School Sites (PRESS) intervention system, aiding teachers to plan and implement targeted intervention instruction in literacy. Teachers progress monitor students and scrutinize data weekly to determine ever-evolving educational needs.

An in-depth analysis of 2014 FAST data identified a specific opportunity for growth in the areas of word segmentation and oral reading fluency. This led to the implementation of daily classwide literacy routines. Kindergarten and first grade practice word segmentation daily. Similarly, students in grades two through five work on oral reading fluency. These instructional routines made a statistically significant impact; assessment scores have rebounded and stabilized in these areas.

To meet the needs of students not responding to traditional, tiered interventions, the resource teacher utilizes

the Orton-Gillingham approach. Known as the “gold standard” for instructing students with dyslexia, this language-based, multi-sensory literacy approach also benefits a broader population. Numerous strategies such as repeated practice, direct instruction, cumulative lessons, and reliance on multiple pathways to learning are advantageous to all students.

Assessment data is regularly monitored to ensure students continue to demonstrate high performance and sustain academic growth. Teachers challenge the many students at Resurrection who exceed grade-level expectations. Teachers focus on extending students’ thinking through the use of higher order questioning techniques. Students are challenged to think logically and utilize fundamental academic skills to address real world situations. Students in third through fifth grades benefit from a protocol of pre-assessment and subsequent instruction. Pre-assessing skills and concepts allows teachers to group students according to instructional needs and rapidly accelerate students through math curriculum. This leads to some students learning material typically taught in advanced grade levels. Literacy enrichment activities are provided at all grade levels through literature circles, the Accelerated Reader program, book clubs, and differentiated learning workstations.

A variety of approaches, methods, and assessments enables Resurrection teachers to monitor student needs and adjust instruction for maximum student achievement. Teachers respond to the ever-changing needs of the current student body by altering techniques and methods to best stimulate and engage students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Providing a positive school environment where students are engaged and motivated truly “takes a village.” It begins with communication and mutual support and respect between parents, school personnel, and students. This support continues with beginning-of-the-year conferences where parents, students, and teachers establish a reciprocal relationship. Students are invited to share their personal learning preferences, interests, and motivators.

Motivation is a key factor in the success of students, and students feel pride and ownership in their accomplishments. Achievements are celebrated and students are recognized. In celebration of reaching literacy goals, Resurrection approaches motivation in a variety of creative ways: a March Madness contest with the local high school basketball team, an exhibition jousting contest between principal and pastor, lunch with the church pastor, staff versus student Battleship, and “Teacher Makeovers,” to name a few. These activities reinforce Resurrection’s focus on literacy as a critical component to academic success.

Each day begins with a gathering of the school community to communicate the business of the day, recognize birthdays, share student and staff accomplishments, and extend an overall welcome. These announcements end with a recitation of the Resurrection 4 “Rs,” (respectful, responsible, resourceful, reverent) reminding students of expectations, and centering their thoughts around their work for the day.

To engage and motivate students, choice is encouraged. Flexible seating, projects, and leadership opportunities are offered. Project choice, inclusive of powerpoints, skits, posters, and dioramas, motivates students to engage in content areas and encourages extended thinking. Students choose to serve as flag or safety patrol, members of the Junior Book Crew, and greeters.

School-wide positive behavior supports provide the framework and consistency that enhances social, emotional, behavioral, and academic outcomes for all students. This proactive approach, in conjunction with effective academic instruction and a safe, school climate, maximizes success for all students. By providing a high quality learning environment and reducing problem behaviors, fundamental skills like reading, writing and math become the priority. Learning is valued.

Resurrection creates an environment where teachers feel valued and supported. An active parent association ensures funds are provided for classroom resources, organizes fellowship events, and offers tokens of appreciation. Teachers express mutual admiration in support of each other through a “Staff Shout Out” board. School administration shows support through hand-written notes, jeans days and recognition in the parent newsletter. Through an environment of positivity and gratitude, staff members feel valued at Resurrection.

Education is truly a partnership between teachers, students, and parents. This collaboration facilitates a positive environment and an atmosphere of learning where knowledge is translated into achievement, resulting in continued academic excellence.

2. Engaging Families and Community:

Creating partnerships is one strategy that has been successful in working with families and community members. Working with families, local businesses, and colleges utilizes the talents and skills of many individuals, assisting with student success. Students engage with these mentors to learn and live the Catholic faith through experiences of message, worship, community, and service. These role models build students as persons of faith, moral decision makers, creative and critical thinkers, productive workers, and effective communicators.

Another strategy Resurrection Elementary employs is connecting with and engaging families. A significant bond is created that compels alumni to preserve the Resurrection connection. Multi-generational families

strive to uphold the rich tradition of excellence, seeking to give their children the same positive school experience they had as Resurrection students.

Many of these alumni as well as parents, grandparents, and parishioners comprise the army of school volunteers at Resurrection. A sense of school pride is strengthened as these volunteers assist in classrooms, serve as chaperones on field trips, provide hospitality, and aid in recruitment efforts. Strong family and staff relations support the social, spiritual, and academic mission. Resurrection was recently named Best in State in the Scholastic Summer Reading Challenge, thus exemplifying the continuous support of parents in the pursuit of academic excellence. Several social events are held where families can network with others and children can practice social skills. What makes Resurrection unique is the large percentage of families who participate in and volunteer to run the community-building events.

Parents and community are kept informed of academic achievements through social media, the school website, local news media, and parish bulletins. Parents are also informed by email announcements and have 24-hour access to student progress via PowerSchool, an education technology platform. The most powerful tool informing the community about Resurrection's success is families sharing their positive educational experiences.

Local businesses and colleges contribute to student success and school improvement. Local business partners contribute financially, volunteer at school events, and assist in classrooms. Resurrection invites pre-service teachers to practice instructional skills as well as share innovative teaching techniques, forming a mutually beneficial relationship.

These strategies have been instrumental in creating strong family and community bonds. Resurrection students have benefitted from these bonds, ensuring students learn the fundamentals essential for life. Children excel academically, personally, and socially, and learn to behave responsibly, make good choices, and treat everyone respectfully.

3. Professional Development:

The factor with the greatest impact on student achievement is teacher quality, making professional development (PD) vital.

The approach to PD at Resurrection is multifaceted, with teachers and administration attending state initiative training related to Common Core Curriculum, Differentiated Accountability, state assessments, and state reporting. Additionally, teachers and administrators are trained in the Professional Learning Community (PLC) model, and this training transformed into weekly school-based PLC meetings. Currently, kindergarten and first grade teachers use PLCs to plan and implement literacy and math interventions, and second through fifth grade teachers study the components of guided reading. These training opportunities align with academic standards and support teachers in the ongoing pursuit of student growth.

In addition, teachers also collaborate in system grade level PLCs to establish essential literacy standards and develop common assessments. Data from common assessments is used to determine which instructional strategies led to the greatest student achievement. Other system PD opportunities focus on incorporating essential 21st century skills into instruction. Teachers learn strategies to encourage critical thinking through utilizing the Depth of Knowledge framework to formulate higher order questions.

Resurrection staff are also given time to meet in grade level groups with a literacy specialist and Gifted and Talented coordinator from the local AEA (Area Education Agency), a regional educational service. These inservices center on planning and implementing a strengthened and cohesive literacy block, with a special focus on innovative ways of meeting the needs of high achievers.

In addition to locally provided professional development, teachers are encouraged to seek out and attend outside workshops, conferences, and presentations. Recent opportunities include the Iowa Reading Conference, content area workshops, and a character building conference. Worthwhile professional

development leads to competent, capable, and “fired up” teachers, and the impact of these opportunities is appreciated by all. Weekly staff meetings provide a venue for sharing. Staff are encouraged to take time for personal reflection and analysis of teaching practices, and are given chances to learn new skills and strategies through a system of regular observation and feedback.

Resurrection teachers have an “open door” policy, welcoming colleagues into their classrooms to observe and learn. This serves to build the skills of all teachers, and strengthens the cohesive sense of community. Teachers at Resurrection realize that helping students find success in school is a team effort. Best practices are freely shared among all members of staff, from the principal, classroom teachers and specialists, paraprofessionals, lunchroom and custodial staff.

4. School Leadership:

The leadership philosophy at Resurrection School is one of mutual respect, seeking to energize, educate, and empower all personnel. The principal of Resurrection recognizes individual strengths of staff members and trusts the abilities of staff to fulfill leadership roles. Through shared leadership, student achievement is realized.

Resurrection’s principal delegates the leadership role, but keeps everyone focused on the school’s vision statement and goals. She leads teachers in a continuous cycle of data analysis and instructional decision-making, ensuring that student achievement is always the central goal. Teacher leaders are responsible for guiding weekly PLC meetings and ensuring that discussions stay focused and tasks are completed. The Building Leadership Team (BLT) consists of the principal, the resource teacher, and a lead teacher from each grade level. This team guides school improvement efforts, provides a context for decision making, examines current successful practices, and facilitates change. Currently, a committee is studying alternative scheduling options in order to maximize instructional time.

Teachers are empowered and encouraged to guide staff in-services and share insights from various professional development opportunities or from implementation of new instructional practices. Recently, a kindergarten teacher presented at a staff meeting regarding how she was executing the use of flexible grouping within her literacy block. The technology coach at Resurrection often presents new websites and iPad apps during inservice time, and the resource teacher routinely shares new information related to MTSS, intervention, and assessment. The principal facilitates staff discussion on these topics in an on-going effort to positively impact student performance and growth.

Holy Family Catholic Schools Board of Education, district level administrators and principals, parents, students, and the Church of the Resurrection pastor and parish staff comprise Resurrection Elementary’s stakeholders. These stakeholders provide strategic support that ensures students receive the foundational skills necessary for a lifetime of success. System administrators collaborate to seek refreshing and effective ideas, motivating teachers to maintain new and exciting learning practices. The parish pastor and staff offer insight on preparation of faith formation and Catholic development and serve as a resource and guide for teachers, staff, and students on their spiritual journey.

The comprehensive leadership style of the Resurrection principal reinforces the team effort needed to attain the school vision and maintain the tradition of educational excellence at Resurrection Elementary.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that has been most instrumental in Resurrection’s success is the implementation of the Multi-Tiered Systems of Support (MTSS) model. This decision-making framework enables staff to utilize student assessment data to drive instruction, resulting in sustained student growth and achievement.

To fully embrace the MTSS framework, a consistent schedule of student assessment has been established. Because student growth is a moving target, assessments are administered at regular intervals, providing dynamic data for continual analysis. This practice illuminates student needs, compelling educators to respond effectively. Teachers identify students who are above, at, or below grade-level benchmarks. This guides adaptive methods to enhance core curriculum and individualize instruction. Students working above grade level receive enrichment activities designed to extend their thinking. Those requiring intervention receive additional academic support and weekly progress monitoring. At this point, the assessment cycle begins anew.

The success of MTSS was made evident when data indicated a decline in student vocabulary and writing proficiency. Driven by data, teachers implemented cross-curricular vocabulary and writing enhancement strategies. Grade level criteria were identified, common rubrics were developed, and common formative assessments were administered three times per year. Data from the assessments was monitored closely, and school-wide results showed measurable proficiency improvements.

Similarly, 2014 FAST (Formative Assessment System for Teachers) data identified deficiencies in oral reading fluency at the second through fifth grade levels, and insufficiency in word segmentation at the kindergarten through first levels. Literacy routines were established, with students practicing these skills daily in the classroom. These literacy routines continue to this day, statistically impacting our oral reading fluency and word segmentation scores.

Utilizing the MTSS framework, differentiated needs are identified and instruction is modified, keeping staff tuned in to student learning requirements. Resurrection was recently recognized as the highest performing elementary school within the Holy Family Catholic School system. Responding to identified educational needs has been instrumental in getting us there.

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? \$6232
(School budget divided by enrollment)

4. What is the average financial aid per student? \$481

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? 31%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessments

Grade: 3

Edition/Publication Year: 2017

Publisher: Iowa Testing Programs

Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Nov
SCHOOL SCORES	
Average Score	195
Number of students tested	37
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

Test: Measures of Academic Progress

Grade: 3

Edition/Publication Year: 2017

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	213
Number of students tested	38
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: Math
Edition/Publication Year: 2017

Test: Iowa Assessments
Publisher: Iowa Testing Programs

Grade: 4
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Nov
SCHOOL SCORES	
Average Score	218
Number of students tested	33
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

Test: Measures of Academic Progress

Grade: 4

Edition/Publication Year: 2017

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	229
Number of students tested	33
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: 2017

Test: Iowa Assessments
Publisher: Iowa Testing Programs

Grade: 5
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Nov
SCHOOL SCORES	
Average Score	238
Number of students tested	30
Percent of total students tested	94
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

Test: Measures of Academic Progress

Grade: 5

Edition/Publication Year: 2017

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	243
Number of students tested	32
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: 2017

Test: Iowa Assessments
Publisher: Iowa Testing Programs

Grade: 3
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Nov
SCHOOL SCORES	
Average Score	204
Number of students tested	37
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

Test: Measures of Academic Progress

Grade: 3

Edition/Publication Year: 2017

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	209
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: 2017

Test: Iowa Assessments
Publisher: Iowa Testing Programs

Grade: 4
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Nov
SCHOOL SCORES	
Average Score	226
Number of students tested	33
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

Test: Measures of Academic Progress

Grade: 4

Edition/Publication Year: 2017

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	218
Number of students tested	33
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: 2017

Test: Iowa Assessments
Publisher: Iowa Testing Programs

Grade: 5
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Nov
SCHOOL SCORES	
Average Score	249
Number of students tested	32
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

Test: Measures of Academic Progress

Grade: 5

Edition/Publication Year: 2017

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	May
SCHOOL SCORES	
Average Score	226
Number of students tested	32
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: