

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Mrs. Kristin Schmitz

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

Official School Name Magdalen Catholic School

(As it should appear in the official records)

School Mailing Address 2221 N 127th Street East

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

Wichita KS 67226-8301  
City State Zip Code+4 (9 digits total)

County Sedgwick

Telephone (316) 634-1572

Fax

Web site/URL

http://www.magdalenwichita.com/sc

hool

E-mail kschmitz@magdalenwichita.com

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

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mrs. Janet Eaton

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

E-mail  
eatonj@catholicdioceseofwichita.org

District Name Catholic Diocese of Wichita Tel. (319) 269-3950

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. Jason West

(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

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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

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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
<b>PreK</b>	42	35	77
<b>K</b>	21	28	49
<b>1</b>	24	30	54
<b>2</b>	19	28	47
<b>3</b>	29	26	55
<b>4</b>	30	23	53
<b>5</b>	15	29	44
<b>6</b>	21	18	39
<b>7</b>	22	24	46
<b>8</b>	19	21	40
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	242	262	504

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 16 % Asian
  - 1 % Black or African American
  - 7 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 75 % 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2016	503
(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):  
Arabic, Nepali, Sinhala, Spanish, Vietnamese

English Language Learners (ELL) in the school: 5 %  
26 Total number ELL

7. Students eligible for free/reduced-priced meals: 7 %  
Total number students who qualify: 36

8. Students receiving special education services: 2 %  
10 Total number of students served

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

- |                                  |  |
|----------------------------------|--|
| <u>2</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>2</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: 5

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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.

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	99%	98%	99%	99%	98%
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.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

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

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

Developing Catholic Students to become faithful stewards of God's gifts.

## PART III – SUMMARY

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An accurate snapshot of Magdalen Catholic School can be seen through our academic excellence, devoted community, parent involvement, and overall, our outstanding students. The mission of Magdalen Catholic School is to “develop Catholic students to become faithful stewards of God’s gifts.” This mission was developed in 2010 by the School Counsel which included members and parents of the community. The focus was to create a day to day mission to inspire our teachers and students to achieve academic success but also to live out our lives in a Christ like manner. It is through this mission, that we strive to achieve the development of the whole student. Not only does this mission support our students, but it also supports our Church and community. The community of the parish is heavily invested in the students and families that are served. The mission of the school reflects this relationship with the Church and overall our relationship with Jesus Christ. Additionally, we recognize and believe that parents are the primary educators, and we use this belief that there must be parent involvement inside and outside the classroom to help achieve our mission.

Magdalen Catholic Church is the main provider for the school financially; through the stewardship and tithing of the parishioners, the school can function accordingly. This is true of all schools located in the Catholic Diocese of Wichita. There is no tuition for students, this only emphasizes the nature and context in which the school exists, to live a stewardship way of life. It is through the Church, community, parents, and teachers, that enable our students to achieve excellence.

Magdalen Catholic school is located in the suburbs of North East Wichita, Kansas. Approximately 390,000 people reside in Wichita and approximately 1,500 families are served by Magdalen Catholic Church. Of these 1,500 families 322 families make up the school. Many of these families are served by the local business such as Koch Industries, Cargill, Colman, and the Aviation Industry. Because of these attracting business, many of the families would be considered to be in middle to upper class. The students reflect much of their parent’s qualities; hardworking, successful, respectful, and faithful. The Church and community really reflect the families that are served, and the students enrolled. Parents value their student’s education and this is one of the many reasons why parents choose to send their kids to a private Catholic institution.

The Church of the Magdalen opened in 1951 under the direction of the Sisters of Saint Dominic who shaped a proud tradition of integrating faith and knowledge. Since then, Magdalen Church and school have been relocated from their previous location. The new home for the Magdalen parish was dedicated in November of 2002. This building was designed to, in many ways, replicate the feeling of the church building our parish called home, with its rounded walls, curved pews and sloped floor. Magdalen Catholic School, Pre-school through Eighth grade, offers a strong curriculum serving the individual and diverse needs of our students. Our safe, Catholic Christian environment fosters the growth of the whole person: physically, mentally, and spiritually. It is a priority on all grade level, to have excellent communication with parents. We offer strong emphasis on serving the diverse needs of our students, including “Extended Learning” for children who benefit from additional learning challenges. Another priority is that all students feel safe at school, physically and emotionally. While we explore the latest technology, we also emphasize the perennial truths of our faith and our cultural heritage. We believe that education is most effective when there is a balance of innovation and tradition.

The students of Magdalen Catholic school are challenged and formed to be “faithful stewards of God’s gifts” and to recognize “God’s truth through the academic success.” This success has been achieved because of our students, but also because of the strategies that encourage and challenge all students to their full potential. The core curriculum offers reading/language arts, mathematics, science, social studies and civic learning, religion, art, music, band, physical education, foreign language, technology and computers. Through differentiated instruction, modifications, and accommodations, teachers can offer the best education possible for all students. Through different strategies, such as Total Participant Techniques (TPT), teachers are able to prepare our students to succeed not only in the classroom, but outside as well.

Magdalen offers many activities outside the classroom that helps students develop emotionally, physically, socially, and culturally. These activities include sports, such as, football, volleyball, cross country,

basketball, track, and cheer. Extracurricular activities other than sports include Spelling Bee, Religion Bee, Geography Bee, Religion Bowl, Scholars Bowl, Battle of the Books, Girls on the Run, and Student Government (STUCO). The students are also offered opportunities to serve once a month at The Lord's Diner, which provides a meal for the less fortunate, and once a week, many students attend youth group. It is through these curriculums and activities that help our students develop to their full potential.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Magdalen Catholic School's curriculum reflects our Mission to prepare students for success through God's gifts. To ensure that our students are prepared for success, Magdalen uses the College and Career Readiness standards along with a variety of curriculums that follow state standards for achievement.

Reading/Language Arts curriculums emphasize standards in reading, writing, speaking, listening, and language use. Grades K-5 use a curriculum that focuses on reading, phonics, and grammar. Along with teacher intervention and integration, Journeys, Saxon Phonics, and Voyages, are used to meet standards and enable our students to succeed. At the Middle School level students study curriculums in Literature and Language Arts using Elements of Literature and Writer's Choice. These curriculums are focused on developing skills in comprehension and critical thinking, allowing students to draw their own conclusions about what they read. This prepares students for college or careers as they discover and grow as students.

Our Mathematics curriculum is a sequence of concepts learned over student progression through school. Grades K-5 experiences a progression of concepts, topics, and performances that are organized and generated to meet state standards. Understanding concepts and procedural skills are equally important within our Mathematics curriculum. To maintain and prepare our students for college and their future careers, Magdalen transitioned the middle school math curriculum to using Great Minds; Eureka Math. Eureka Math, which "helps students to truly understand math, connect it to the real world, prepare them to solve problems they haven't encountered before." This new curriculum builds upon the basics of K-5, and is focused in problem solving and higher education thinking. Since the implementation of this curriculum, there has been a significant improvement in scores and achievement for our students.

The Science curriculum focuses on physical, life, earth and space. Students learn about and use the scientific method and appropriate equipment and tools to conduct hands on, problem based experiments. There is a focus on the communication and observations and how to use such skills in a particular way. The Science curriculum are used to challenge the growth of our students include STEM based learning in Kindergarten, Nancy Larson Science for first and second grade, Interactive Science for third through five, and six through eight use Science Explore. Each one of these programs allow students to learn through inquiry based learning as well as gain strategies for improving reading non-fiction passages.

Social Studies K-8 integrates civic learning and engaging into everyday classroom materials. The curriculum follows state requirements of engagement within the standards of content. The curriculums, Journey Across Time, The Kansas Journey, and The American Journey demonstrate how choices have consequences, how individual have rights and responsibilities, how societies are shaped by beliefs, ideas, and diversity, how these societies experience change over time, and how relationships between people, place, ideas, and environments are dynamic.

Critical thinking and analyzing primary sources along with reading and writing is integrated to create hands on activities that engages students to be successful. By creating an environment in which students have their own responsibilities within the class, one enforces the idea of civic engagement. Through different units, such as teaching the constitution, students take part in an active role to create a class constitution and participate in the steps a bill takes to become a law. When teaching reforms in Kansas, students then work as groups to create reforms for the school to present to STUCO.

Student Government is organized by the Social Studies teacher, which only enforces the collaboration of civic engagement. It is through STUCO that students take an active leadership role in the school and community. STUCO represents leadership and stewardship. By creating a student body government, students take pride in their education and school. STUCO is responsible for organizing and helping with events throughout the school year. Some examples of this are Grandparents Day, All School Rosary, May Crowning, Veterans Day, and sixth grade Vocations Day. The role of STUCO has adopted the civic engagement standards. The creation of STUCO models that of our own government. It is through Social

Studies and STUCO that civic engagement and learning is achieved.

Since Magdalen is a Catholic institution, we do have a fifth core course that influences the growth of the whole student. The Religion core curriculum is established by the Diocese of Wichita. The curriculum used in the classroom is called "Our Faith." It is in direct accordance with the standards in which the Dioceses has set. These Religion standards are measured by the Diocesan Religion Assessment (DRA). One of the main topics of instruction is Virtue. This is used to direct us in how we live our everyday lives. It is through these curriculums set in place that allows Magdalen to achieve such high standards but also live out the mission of Magdalen Catholic School.

Magdalen Catholic School offers a three year old preschool and a four year old preschool. Three year old preschool is two days a week, either in the morning or afternoon. Four year old pre-school is three days a week also offered in the morning or afternoon. The core curriculum for Magdalen's preschool and Prekindergarten is taken from the Diocesan Preschool Curriculum Guidelines, we also use Handwriting Without Tears Curriculum. These guidelines were established a few years ago to align with current Kindergarten expectations and standards. We focus on development in the cognitive, personal/social, adaptive, and motor areas. We work on rote counting, shapes, etc which align with kindergarten standards and give the kids an introduction into these skills. We also work on letter sounds and writing the letters to give them a little head start on writing. We also teach social skills which prepares them for the classroom environment. Overall, we help prepare the students for K-3 by identifying any special needs each child may have and help get them early intervention.

## **2. Other Curriculum Areas:**

Magdalen is a big supporter of extra curriculums. Through the arts, students grow and explore new concepts that guide them to discovering their full potential. Visual Art is taught and in place by the Diocesan Policy and curriculum. Students work to gain knowledge about key terms and they will communicate their own feeling and emotions through art. The focus of the curriculum is place on Colors, Elements of Art, Principals of Art, and Art Terminology. Through these, the students take part in art assessments that help align the curriculum through projects. Art is taught quarterly, meeting four times a week for 42 minutes.

Music is offered at Magdalen as well. The Pre-K class meets once a week for 20 minutes, K-4 meets twice a week for 30 minutes each time, 5th grade meets twice a week for 40 minutes, and the Middle school choir meets 4 days a week for an average of 45 minutes a day. Every year the Middle School Music department puts on a play that helps students engage in afterschool activities. In the past, plays that have been done include, Willie Wonka and the Chocolate Factory, Into the Woods, and Annie Jr. Students are also cantors in Mass on Tuesday mornings and they participate in after school concerts.

The Physical Education and Health curriculum helps guide students in achieving health and safety. Our bodies are temples of Christ, and students are taught the proper care for one's body. Our Physical Education and Health instructor teaches our students to make healthy choices through positive exercise and eating habits. Pre-K meets 20 minutes a week, K-2 meets 60 minutes a week, grades 3-5 meet 80 minutes a week, 6-7 meets 84 minutes a week, and 8th grade meets for 168 minutes a week. To support student skills, the P.E. instructor differentiates with the equipment to achieve specialized tasks. To encourage positive health habits outside of school, the teacher holds monthly wellness challenges to increase student engagement.

Magdalen Catholic school is in compliance with the blue ribbon program's foreign language requirements. Our Foreign Language curriculum, specifically Spanish, allows students to study a foreign language in grades 5-8. Fifth and sixth grade learn basic concepts and words; they meet once a week for 40 minutes. Once in seventh and eighth grade, the curriculum Santillana is used to challenge students in using words and concepts. Seventh grade meets two days a week for a total of 84 minutes and eighth grade meets everyday. The use of repetition, social communication in Spanish, visuals, group activities, notes, and games are all ways to engage and encourage the growth of students skills.

The Magdalen Technology curriculum follow the ISTE standards from 2016. The ISTE Standards for Students (2016) "are designed to empower student voice and ensure that learning is a student-driven process

of exploration, creativity and discovery no matter where they or their teachers are in the thoughtful integration of ed tech." The use of technology is integrated in every subject throughout the year. Some of the things that are included in the technology standards are word processing, presentation software, spreadsheets, researching, problem solving (coding), online applications, typing, internet safety, communication and collaboration, publishing works, and basic computer operations. Preschool meets 20 minutes a week, PreK has class 30 minutes a week, 1st and 2nd grade meets 30 minutes a week, 3rd-5th grade has class 40 minutes a week, 6th grade meets for 90 minutes per week, and 7th grade has class 40 minutes per week. Grades 3-5 also have library time 40 minutes a week.

Here at Magdalen, electives are held quarterly to provide additional support and resources to help develop additional skills and knowledge. These electives include STEM, Coding, Art, Study Skills, Speech, Debate, World Culture, Choir, Learning Lab, Band, Writing Workshop, Career Cruising, and P.E. Through these extra-curricular class, Magdalen is able to help form the whole student and live our mission to "develop Catholic students to become faithful stewards of God's gifts."

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

Magdalen offers a variety of ways to increase student success through instructional methods, interventions, and assessments. For grades K-4 we have tiered instruction that is designed to provide intervention for students below grade level and enrichment for students reading at or above grade level. The students who aren't at grade level receive small group, explicit instruction on phonological awareness, phonics, fluency, vocabulary and comprehension. If a student has scores below the 50th percentile, he or she will be progress monitored weekly.

In math, we provide some small group focused instruction and strategy instruction for students who are below grade level. In addition, we also progress monitor students weekly who fall below the 50th percentile. In 5th -8th grade students are more likely to receive interventions within the instructional time through small group focused instruction and extra guided practice. In addition, we have two electives designed to help students with organizational and study skills needs.

For students with special needs in PREK-8, we do offer a wide range of supports. Individual students receive interventions as a result of a collaborative team that consists of classroom teacher, special educator, administration and others as deemed necessary (nurse, ESL teacher, gifted personnel, outside therapists and classroom aides.) These interventions are based on a student's individual diagnosis, profile of strengths and needs, and school resources. The interventions are documented on an Individual Learning Plan and updated twice a year. Teachers are expected to document the accommodations and modifications used in their lesson plans and to ensure that these supports are used consistently throughout the day.

Teacher also use a variety of instructional techniques to meet the needs of a diverse population. These include visual supports, physical movement, extra guided practice and Total Participation Techniques (TPT). Teachers are given opportunities for professional development to understand how disabilities impact learning and how to make respectful accommodations and modifications. The Learning Strategies Coordinator works with classroom teachers to ensure that lessons are designed with interventions, accommodations and modifications integrated into instruction, assignments and assessments.

Magdalen uses several academic measures combined with teacher observation of class performance to provide students with instruction that meets their individual needs. For example, in math class the teacher uses a benchmark tool (AIMS Web) combined with a unit pretest as well as daily post lesson screener questions to decide if a student needs an enrichment assignment, on grade level work or should be in the intervention/reteach group for that days lesson. In reading we provide for the students needs with a tier system that meets 4 days a week for 30 minutes. Based on benchmark performance and class performance, students are placed in one of 5 tier groups that are leveled to meet the needs of our students. Programs within this tier time range from basic phonics reteach to academically talented enrichment groups where students work with reading pieces 2 to 3 grade levels above their performance level.

Here at Magdalen we us a variety of data to drive instruction to maintain outstanding student success.

AIMSweb is considered a National Normed test and it is used as a benchmark to track student growth. Magdalen also use assessment tools such as, Kansas State Assessment, KELPA (ESL assessment), Study Island, which aligns with State Testing Standards.

Magdalen offers several different strategies when there is an achievement gap of 10 or more percentage points between the test scores of all students. Tiered math is offered daily, reading is done four times per week, and groups as stated above, bi-weekly ESL pullouts, Students with severe needs will also be pulled for a tier 3 intervention 2 times per week. These strategies reflect our interventions as stated above. It is also our task to challenge students who maintain high levels of achievement. Continuing to not only intervene with tier 3 students but to also push our highest students to greater knowledge with the use of daily enrichment in reading and math as well as offering a gifted group and advanced skills classes in middle school, such as honors math and language arts.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

The school climate and culture all start with the people that help make it function. The teachers, faculty, and support staff are the beginning to creating a healthy and honest atmosphere for learning. It is our own Catholic culture to live by example, meaning we must set good examples in the things we say and the things we do. It is also the responsibility of our faculty and staff to live out the stewardship way of life and be an active member in a parish or church. The teachers must view teaching as a ministry. This means that teaching should be a personal mission rather than just a paycheck. Teachers foster and encourage opportunities for spiritual growth among students. Some examples of this can be seen in the active involvements and participation in class prayer, school liturgies, and leadership opportunities such as STUCO. Part of what makes Magdalen unique from that of public schools is the ongoing religious certification for instruction in how to incorporate Catholic values into everyday lessons and curriculums. Teachers also must adhere to ongoing education and requirements of the VIRTUS program, which helps “empower organizations and people to better control risk and improve the lives of all those who interact with the Church.” It is through these examples that our faculty and staff are able to help a positive and encouraging climate and culture for student growth.

By creating a Catholic climate and culture we are living out our school mission to “Develop Catholic students to become faithful stewards of God’s gifts.” In order to engage and motivate our students we must live our faith through prayer. Students celebrate Mass four days a week followed by an all school prayer. Every class begins with a prayer and prayer intentions. Adoration is held on the first Friday of every month and all school confession is offered four times a year. STUCO leads the Rosary on the days that we attend Mass for the months of October and May. At the end of each day announcements are read, and then the day is ended with an all school prayer. It is through these examples that create a positive environment that supports our students academic, social, and emotional growth.

Not only does our school climate and culture effect the growth and success of our students, but it also fosters the growth of our teachers. Teachers once a week meet to pray together, to really encourage and lift each other up. The teachers also have a prayer board in the work room that provides specific intentions. This again helps teachers feel valued and supported. Through the teacher social committee, we are able to care for one another in the good times and the bad. Overall, the climate and culture are created through our faculty and staff and the ability to live our faith through prayer.

### 2. Engaging Families and Community:

Parents are the primary educator of their students. It is our job to maintain and encourage a partnership with parents as we encourage and foster student success. Not only do parents play a role in the success of our students, but so does the community. It is through the families and community that an atmosphere is created which reflects our stewardship way of life.

We highly encourage our families and community to be active in our students’ education. This is done in many ways here at Magdalen and can be seen in the Athletic Board, Joint Safety Advisory Board, Charity Board, and School Council. These leadership opportunities are made up of members of the school and community that have been selected to represent the demographics of the school, and who offer different skill sets to create and maintain a healthy and safe environment for our students growth. The Athletic Board is made up of some parents and community member that meet to establish a positive relationship between the school, community, and other schools within the diocese, regarding all athletics. The Joint Safety Advisory Board includes members of both the school and parish whom serve in a civil service positions. This Board, along with the Parent-Teacher Organization (PTO), donations from the families and communities, and the matching of gifts, equips our school with state of the art security systems. This includes key-card badges, the re-keying of all doors on campus, a doorbell/ intercom system which allows access to through the office, and security cameras. It is through the families and community members that this has been possible.

The Charity Board and School Council are two organizations that make significant decisions for our school and church. The Charity Board focuses on giving back to the community and those outside our community. For example, through the donations and tithing of the students over the past school year, the Charity Board was able to sponsor a Magdalen teachers mission trip to Haiti. This really reflects the student impact on the community through their own stewardship. The School Board is a very well-rounded group of both community members who have no connection to the school, and individuals who represent families within the school. The School Board is responsible for making clear and thoughtful decisions regarding school activities. The focus is always on how to make Magdalen a better learning Environment.

Not only do families and community members help with the decision and direction of the school, but they also take part in afterschool programs that foster relationship and growth of our students. These events include Monart Art, which is an after-school art club, Jr. Golf, Girls on the Run, and Youth Group. These events are headed up by members of the community that also contribute to the success and achievement of our students.

The last contributing factor to the community and family communication is what the Diocese calls “Parent University.” This is a program that requires Magdalen parents to take one class a semester that helps them remain informed on student academics and challenges that may be seen. It is through these organizations and strategies that Magdalen engages the families and community for the improvement of student success.

### **3. Professional Development:**

The teachers of Magdalen Catholic school acquire many hours of professional development throughout the school year. Not only do teachers meet the required professional development days set aside by the principal, but they also actively seek professional development opportunities outside of the school. Magdalen Catholic school is located in the Wichita Unified School District 259. Because of this, Magdalen is allotted Title II funds that provide for teachers to seek professional development opportunities. One of the main focuses of our professional development this year has been Total Participant Techniques (TPT). A select group of teachers learned and piloted this strategy. After engaging in a semester of using it, they then returned and taught the rest of the teachers in collaborative teams on how to implement and utilize the strategy to actively engage students to increase student achievement.

Through weekly team meetings in professional learning communities teachers are able to learn and grow on a daily basis. These team meetings are held once a week and focus on the day to day needs of our students and school. Once a month, professional development meetings are held afterschool to encourage and grow in our own profession. In-service days and retreats are scheduled throughout the year. These generally focus on leaning opportunities that cover TPT, ADHD, Special Education with focus on modifications and accommodations. Each year the faculty and staff take part in crisis training and suicide awareness. One of the crisis situations that is taught by an active members of law enforcement within our community is focused on intruders in the building. This particular training is done in simulation of an active shooter and the potential steps that can be taken to ensure the security and safety of our students.

Not only do teachers have access to professional development but administrators do as well. Each quarter, administrators meet with one another under the supervision of the superintendent to discuss and learn new strategies to incorporate within the school in which they represent. This allows for all the schools in the Diocese to collaborate on a professional level. Teachers and administrators are able to track their professional development through “My Learning Plan.” This enables teachers to keep track of college hours, professional points, school goals, self-goals, evaluations, and assessments. All of these forms of professional development reflect the curriculum and instructional strategies to ensure the growth of both teachers and students. A Building Leadership Team was established to ensure the effective implementation of the new techniques, procedures, and decisions.

#### **4. School Leadership:**

Parents are the most significant stakeholder and have the greatest obligation to educate their children in faith. Magdalen Catholic school works with parents to provide an effective way to educate their students. It is imperative for parents to be involved in the developing, promoting, and protecting of the mission and foundation of the school.

The organization of leadership throughout the diocese is illustrated through the “Diocesan Catholic School Governance Structure.” The head of the Diocesan Church is the Bishop. Under the Bishop are the parish Priests, also referred to as Pastors. The Pastor oversees the operations of the entire parish. In this case, because of Magdalen’s size, there is an Associate Pastor to aid in this duty. Working along and in accordance with the Pastor is the Principal and Assistant Principal of the school. The school Principal is directly accountable to the Pastor and the leadership philosophy reflects the mission of Magdalen Catholic School

A School Council is formed as an advisory council to the Parish Priest and School Principal. Their job is to direct and aid in the decision and policy makings of the school. It is the responsibility of the Principal and Assistant Principal to implement policies passes by the School Council. For example, the School Council created a social media policy regarding effective use of social media. This policy reflects the Magdalen mission and the principle foundation of our faith.

The Administrative team has work alongside the Athletic Board to promote success for students in athletics. Some examples of this collaboration in leadership was the creation of tryouts for placements of students on appropriate teams. Also, a pre-season tournament was created to ensure team placements within the correct division bracket.

Overall, the discussion and the implementation of school policy, starts with the Building Leadership Team which is held once a week. From there it is passed down to team meetings. From these meetings, collaboration is used to discuss the logistics of implementation and necessary decisions to support the school and students within. An example of this was the development of faculty and administrative goals for the start of the new school year. These goals include honest communication and accountability.

The Principal and Assistant Principal also work under the guidance of the Catholic School Office which includes the Superintendent, Associate Superintendent, and Assistant Superintendent. The Administrative team oversees teacher evaluation, personnel, curriculum, budget, discipline, professional development, data, special education services, and programs such as fine arts, academics, and athletic. The Administrative team also collaborates with other east side feeder schools and the east side high school, Kapaun Mt. Carmel. Through this dialogue the Administrators discuss common initiatives for students heading to Kapaun, for example, discussion items have included math track, foreign language, entrances exams, and teacher licensures. Through the various routes and ways of collaboration, school Principals have guidance in ensuring student growth and academic success.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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With the support of the Pastor, school administration, staff and faculty, School Council, and parents, Magdalen Catholic School has undertaken a comprehensive process to address how to make Catholic education available to more students in our parish family, specifically students who are learners with exceptionalities. The Magdalen Reach Initiative is our parish and school's reflective response to the pastoral leadership of Pope Francis, who has encouraged us to "reach out to the margins". Just as our children are welcome at the Eucharistic table, so we desire, as a parish community, to have as many children as possible benefit from the many blessings of a Catholic education. This belief is evident daily in our school mission statement, "Developing Catholic students to be faithful stewards of God's gifts". Through an extensive consultation process, involving listening sessions, a survey, and the establishment of the steering committee, Magdalen created a position to help accommodate students with exceptionalities.

Using a variety of resources within our Catholic community and the metro area, a job description was developed for this position at Magdalen. As noted below, students with learning exceptionalities have greatly benefit from the many and varied roles this teacher fills in our school. Our students with learning exceptionalities include, but are not limited to, students with: learning disabilities, autism, ADD/ADHD, sensory impairments, communication disorders, twice exceptional, and academically talented.

This type of support assists in helping teachers to be accountable for the modifications and accommodations in the child's ILP. Providing collaboration with the classroom teacher, the special education teacher is an integral member of our faculty and provide a level of support to our faculty, families, and parish community that we've needed for some time. In addition to the above benefits to a special education teacher at Magdalen, we believe the benefits to our school community, especially in this Year of Mercy, are invaluable. By making Catholic education more available to children with learning exceptionalities, we teach all of our school children about compassion, empathy, understanding, and the uniqueness of each person created by God. As our mission statement reads, every child comes to us with gifts from God. For each child, these gifts are unique to them and can be a blessing to all. We, as a Catholic School community, are committed to the development of all of our children's gifts.

## PART VII – NON-PUBLIC SCHOOL INFORMATION

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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?      \$4200  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$0

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      0%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      0%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Kansas Assessment Program

**Grade:** 3

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	325
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Kansas Assessment Program

**Grade:** 4

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	316
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Kansas Assessment Program

**Grade:** 5

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	309
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Kansas Assessment Program

**Grade:** 6

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	315
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Kansas Assessment Program

**Grade:** 7

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	331
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Kansas Assessment Program

**Grade:** 8

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	320
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Kansas Assessment Program

**Grade:** 3

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	325
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Kansas Assessment Program

**Grade:** 4

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	321
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Kansas Assessment Program

**Grade:** 5

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	325
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Kansas Assessment Program

**Grade:** 6

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	316
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Kansas Assessment Program

**Grade:** 7

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	317
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Kansas Assessment Program

**Grade:** 8

**Edition/Publication Year:** N/A

**Publisher:** KSDE

**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	305
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**