

U.S. Department of Education
2019 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. Stacy Charron

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

Official School Name St. Katharine Drexel Elementary School

(As it should appear in the official records)

School Mailing Address 1800 S. Katie Avenue Ste. 2

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

Sioux Falls SD 57106-4829
City State Zip Code+4 (9 digits total)

County Minnehaha

Telephone (605) 275-6994

Fax

Web site/URL <https://skd.ogknights.org/>

E-mail scharron@ogknights.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Kyle Groos E-mail kgroos@ogknights.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bishop O'Gorman Catholic Schools Tel. (605) 575-3351

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. Mark Shlanta
(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

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.

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	32	17	49
K	8	13	21
1	9	8	17
2	5	14	19
3	14	8	22
4	6	11	17
5	18	3	21
6	8	9	17
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	100	83	183

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 1 % 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 2017 – 2018 school year: 2%

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, 2017 until the end of the 2017-2018 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2017	194
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

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

7. Students eligible for free/reduced-priced meals: 6 %
 Total number students who qualify: 11

8. Students receiving special education services: 9 %
17 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>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>3</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>1</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.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school 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 20:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
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 2018.

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

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

Yes No

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

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

St. Katharine Drexel School strives to form a community of faith and learning by promoting a Catholic way of life through Gospel values and academic excellence.

PART III – SUMMARY

St. Katharine Drexel School is the newest Catholic elementary school in Sioux Falls, South Dakota and is part of the Sioux Falls Catholic School System (SFCS). In response to the growing demand for Catholic education from the families of the west side of Sioux Falls and surrounding areas, St. Katharine Drexel School opened its doors in the Fall of 2008 as a preschool through first grade school. Since opening, one grade each year was added, and classes are now offered through sixth grade. With the current enrollment, students are predominantly Caucasian and families range from low to high socio-economic class. While 97% of the students are Catholic, students of other religions are welcomed. Beyond the natural growth in enrollment, all facets of the school life have continued to accelerate: academic offerings, faith development, parent/community involvement, and student opportunities.

The curriculum at St. Katharine Drexel School is aligned with the South Dakota Content State Standards (SDCSS). The SDCSS focus on increasing academic rigor and meeting grade-level expectations, as well as fostering conceptual understanding and real life problem solving skills. St. Katharine Drexel School seeks to educate the whole child through its strong academic programs while meeting individual student needs. The school has rigorous expectations in instruction with a curriculum that addresses faith development in addition to the traditional academic curriculum. Students receive instruction in the areas of language arts, mathematics, science, and social studies. In addition to these main content areas, students receive instruction in religion, physical education, visual arts, vocal, instrumental music, technology, library, and guidance counseling. Teachers consistently reflect on and analyze data in order to employ a variety of instructional strategies that motivate and engage all learners.

Faith formation is the foundation of St. Katharine Drexel School. The school community is dedicated to leading students to a life of self-respect, self-discipline, respect for others, and an understanding of personal responsibility. The religion curriculum promotes the religious values of the Catholic faith and is integrated throughout the day. Students begin and end their day with prayer and attend a weekly Mass. Each month a particular virtue and saint are highlighted, and service projects are incorporated during the various liturgical seasons. Students are guided in their personal faith life in order to instill a lifelong commitment to the Lord.

Parents and the parish community are invested in and committed to the education of the students. Parents choose to send their children to St. Katharine Drexel School, and the parish continues to support the school financially, because it is a family-orientated environment with strong academics and faith formation. St. Katharine Drexel School parents are actively involved in their child's education. As parents are called upon to help with driving for field trips, facilitating holiday parties, or even volunteering to read in the classrooms, they continually reinforce the values and mission of the school. Through a highly motivated School Family Organization (SFO), parents provide financial support through fundraising, participate in school events, and volunteer in the classrooms. Their commitment and dedication to Catholic education continues to be the bond between home and school. Many studies over the years have shown that parent involvement in school activities that are effectively planned and well implemented result in substantial benefits to children, parents, educators, and the entire school.

After school programs offered at St. Katharine Drexel School help develop the full potential of students. During the course of a year, students have opportunities to join the following clubs: Chess Club, First Lego League, Praise Singers, Life Runners, Safety Patrol, and the School News Crew. Through these clubs, students develop a sense of responsibility and leadership, as well as a bond with the greater school community. St. Katharine Drexel School also offers an After School Program for students. This program is staffed by school employees and is offered for preschool through sixth grade students. In this comfortable and safe environment, students have a snack, complete homework with tutoring, play games outside and in the gym, create craft projects and much more.

One of the initial parents at St. Katharine Drexel School who still has children attending, recently reflected on the impact the school has had on her family. "It has grown and so much has changed, but the caring family environment has stayed the same. St. Katharine Drexel and all the staff have provided a wonderful,

caring environment for our kids to learn and grow in their faith. It has been amazing to watch our children grow and progress through the school and to see the school grow as well.”

1. Core Curriculum:

1a. Reading/English language arts:

The reading/language arts curriculum at St. Katharine Drexel School is rigorous and encompasses reading (foundational skills, informational text, literature), writing, language, speaking, and listening. In preschool through second grade, language arts skills are taught through direct, small, and large group instruction. Within the instruction, teachers utilize a program that is built on systematic phonics, and integrates reading, writing, spelling, and grammar. Following the whole group lesson, students rotate through centers allowing for teachers to emphasize comprehension and writing strategies that allow for additional skill practice, develop higher-order critical thinking skills, and provide effective instructional support. As students progress through the grades, they read, collaborate, and develop themes through writing and problem solving. In third through sixth grade, teachers effectively use the blended learning structure for instruction in reading, writing, spelling, and grammar. Blended learning is individualized, personalized learning for every student through the use of both the classroom teacher and supportive technology. With this lesson structure, students rotate on a fixed schedule or at the teacher's discretion among learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, or pencil-and-paper assignments. Through blended learning, teachers strive to develop targeted blended content and instruction that accelerates growth and achievement for each student. Comprehension and critical thinking skills are strengthened by using the literature series, novels studies, book projects, book clubs, and classroom magazines, ensuring that students gain exposure to a variety of texts, genres, and tasks.

Speaking and listening skills are promoted as early as preschool and progress to more formal presentations. The standards require students to develop the ability to use oral and written language to provide information, exchange ideas, and explain concepts. Through reading during weekly Mass, performing seasonal plays, content specific presentations, and even "Show and Tell," students in all grade levels are provided opportunities to grow in their public speaking skills on a regular basis.

1b. Mathematics:

The mathematic curriculum at St. Katharine Drexel School is rigorous and encompasses number and numeration, data and chance, measurement and reference frames, geometry and patterns, functions and algebra. In preschool through sixth grade, teachers are guided by the Eight Standards of Mathematical Practice in order to foster mathematical processes and proficiencies. In preschool through second grade, mathematical skills and foundations are taught through direct, small group, and large group instruction. Within the instruction, teachers combine traditional approaches and algorithms along with manipulatives and hands-on opportunities to develop a deeper mathematical understanding. Following the whole group lesson, students rotate through centers allowing for teachers to emphasize problem solving strategies that promote additional skill practice, develop higher-order critical thinking skills, and provide effective instructional support. In third through sixth grade, teachers effectively use the blended learning structure for instruction in mathematics. This structure utilizes technology, manipulatives, and tiered instruction to meet the needs of all students. Instructional activities are learner-centered and they promote higher-order thinking, collaboration, and problem solving. A sample math lesson in third grade begins with a whole group lesson on the skill objective. Following this instruction, students break into their blended learning groups. Centers include a teacher led group differentiated in response to problem solving and the assignment, activity reinforcing the skill, Splash Math, and the Osmo. Students rotate through each session during the course of a daily math block. This lesson format is utilized at all grade levels, however the activities and technology component are customized to meet grade level expectations and student needs.

1c. Science:

The science curriculum at St. Katharine Drexel School is rigorous and encompasses instruction in physical, earth/space, life, and technology/engineering challenges. Based on the standards, students are expected to actively engage in science and engineering practices. As a result, teachers blend direct instruction and inquiry based learning to provide well balanced lessons that foster scientific interest and promote understanding of the scientific method. The curriculum provides multi-grade level resources to meet the needs of each specific grade level. Teachers facilitate hands-on experiments that build problem solving skills and collaboration between students. Through this real world application, students gain a deeper understanding of the scientific concept being covered. Additional activities that enhance the science curriculum include participation in the Water Festival, field trips and scavenger hunts at an Outdoor Campus, KiwiCo, STEM based projects, and First Lego League teams.

1d. Social studies/history/civic learning and engagement

The social studies curriculum at St. Katharine Drexel School is rigorous and encompasses instruction in the areas of geography, economics, civics, and history. The standards incorporate communication, critical thinking skills, inquiry, and problem solving and the curriculum is guided by these. Teachers utilize unique opportunities to deepen the students' understanding of the skills and promote responsible citizenship by using appropriate grade level activities. The Junior Achievement program is incorporated throughout each grade level to provide community involvement that fosters greater knowledge and understanding of ethical economic practices. In addition to the Junior Achievement program, teachers enrich the social studies curriculum through field trips, research projects, and presentations intended to prepare students for a greater understanding of our world. Such activities include a fourth grade trip to DeSmet, SD to learn about the history of Laura Ingalls Wilder and pioneer life, visits from the mayor and other local government leaders, participation in the Geography Bee, Veterans Day assembly with presentations about the flag and other patriotic symbols, voting awareness and participation, and service projects that benefit the Church and local facilities.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

The preschool at St. Katharine Drexel School offers a variety of options for children ages three to five. In addition to the regular preschool class, parents have the option to enroll their child in Preschool Plus. Preschool Plus is a structured enhancement program that is an extension of the preschool curriculum, reinforcing developing skills and concepts. This program provides the opportunity for students to attend full-day preschool. In all preschool programs, student growth is fostered in a faith-filled, creative, and nurturing learning environment under the guidance of highly qualified teachers. The preschool curriculum encompasses faith development, pre-reading/reading readiness, language skills, mathematics, fine and gross motor skills, art, technology, and music exploration. Foundational skills are taught through direct, small group, and large group instruction. Play-based activities and learning centers enable the teacher to meet the social, emotional, and academic needs of the students. Each of these areas are closely aligned with the programs used in kindergarten. The teachers have a partnership and work closely together to ensure a smooth transition from preschool to kindergarten and beyond.

2. Other Curriculum Areas:

St. Katharine Drexel School emphasizes the vision of being a Christ-centered community. In preschool through sixth grade, religion is integrated throughout the day. The liturgical seasons, Holy days, and holidays are incorporated at each developmental level, not only in prayer, but in special activities and projects. For example, Kindergarten students have a saint they learn about each week starting with the letter they are working on, second grade performs a Passion Play on Holy Thursday, and the fifth grade has a retreat day at the Cathedral. During morning prayer, students are welcome to add their own prayer intentions as they learn to pray for the needs of others. Each week students celebrate school liturgy. A different class, staff, or group of parents prepare for Mass. When staff and parents lead the Mass, students see adult role

models active in their faith. Students participate in adoration in the chapel and pray a Monday morning Rosary. The Our Sunday Visitor series provides an integrated preschool through sixth grade curriculum program. The parish pastor dedicates one day a week for visiting classrooms and facilitates mini religion lessons with the students. His presence in the school on a regular basis allows for students to connect with him on a personal basis. Students participate in Christian service projects throughout the year such as baking holiday cookies for soldiers overseas, donating food items and diapers to the parish pantry, collecting toys for the Children's Home Society, and bringing in toiletries and baby items to be sent to a local reservation.

Two thirty-minute sessions of physical education are taught each week for kindergarten through sixth grade. The goal of the physical education class is to develop and strengthen motor skills, promote healthy lifestyle choices, and foster teamwork and sportsmanship. Through active games and team play, students learn lifelong skills of communication and cooperation which are then reinforced in all aspects of the school day. Additional resources used to promote healthy living include: Temple Builders with all grade levels, All in God's Plan for fifth and sixth grade families, and health presentations/screenings facilitated by nursing students at a local university.

Kindergarten through sixth grade students attend art class once a week for forty minutes. The curriculum exposes students to elements of art, art history, and principles of design. A variety of media is utilized such as paint, chalk, crayon, pastel, and pencil. Through these classes, students gain an appreciation of art, as well as building their confidence and creativity. An Artist in Residence program allows for local artists (the most recent was a sculptor) to spend a week at the school facilitating lessons with the students. All students have the opportunity to have their work displayed on the Artist Spotlight board. Works of art are selected by the teacher based on final presentation, work ethic, and/or overall class effort.

Students in preschool through sixth grade are provided a formal vocal class. Preschool students attend music once a week for twenty minutes, while kindergarten through sixth grade attend twice a week for thirty minutes. In addition to singing, students are introduced to a variety of instruments, rhythms, and musical notation. The grades combine to perform Christmas and Spring concerts that include singing, dancing, speaking, and instruments. Students in grades three through six have the opportunity to join Praise Singers. This group meets once a week and receives advanced choral instruction. They lead the liturgical music during Mass and perform the National Anthem at local sporting events throughout the year.

The other two musical programs offered to students are band and orchestra. Band is open to fifth and sixth grade, while orchestra is for fourth through sixth grade. Both programs meet once a week, including an individual lesson with the instructor and a large group rehearsal. The band and orchestra have seasonal performances at the school and two formal concerts for the community. Students are also involved in the yearly band and orchestra festival competition where they consistently receive high scores.

Each week, students in Preschool 5 through sixth grade receive instruction in technology. Preschool 5 and kindergarten have a thirty-minute session, while first through sixth grade have forty minutes. The technology teacher prepares students for the use of both Google Suite and Microsoft Office. In addition, students work on developing proficient typing and presentation skills. Outside of the traditional technology lesson, the instructor facilitates lessons on digital citizenship and coding. Students in fifth and sixth grade apply to be part of the school's "News Crew" led by the technology teacher during recess. This group creates a broadcast highlighting current events and school happenings. Within the general classroom, students have access to Chromebooks or iPads that are used during centers, blended learning, and individual work time. All classrooms are equipped with Promethean boards and Osmo Genius kits in order to enhance the regular curriculum and lessons.

The librarian meets once a week with preschool through sixth grade. Through this class, students develop a love of reading and are exposed to a variety of literature. The librarian works closely with the classroom teachers, providing assistance with research projects, genre topics, and book studies. Students in third through fifth grade can qualify (based on test scores and class performance) for enriched book studies with the librarian.

Guidance counseling is provided to all students by a certified guidance counselor. The counselor follows a NBRS 2019

set curriculum and meets with classes on a bi-weekly schedule. Counseling is available for individual or small groups. Parents are welcomed to visit with the counselor if they need assistance with their child or professional advice on varying situations. When needed, social groups are formed to meet either during recess or the lunch period. This provides the counselor a chance to work directly with students on forming appropriate social relationships and recognizing and respecting differences between one another.

3. Special Populations:

St. Katharine Drexel School is committed to providing appropriate education services to all students. The school provides a strong, rigorous curriculum that meets and exceeds Federal and State standards. Academic supports are offered for students to achieve their potential and aid in promoting a positive learning experience. Teachers are skilled in implementing differentiated instruction, conducting formative and summative assessments, analyzing data, and using data to aid in student success.

Through an understanding of the varying learning styles present, teachers use a variety of instructional approaches. With whole group, small group, and one-on-one methods, students regularly receive instruction at their ability level. Students in preschool through second grade rotate through differentiated, skill-based centers during language arts and math blocks. Technology is assimilated into these centers to aid in remediation or enrichment. Teachers use instructional materials, such as multi-sensory tools, manipulatives, and dramatic play, to create engaging lessons. Reading Counts is a program used in first and second grade to build students' independent reading and comprehension skills. Rocket Math is used to reinforce math facts. These programs provide teachers with additional resources for monitoring growth, and have proved to be an incentive for students. The blended learning structure is implemented in third through sixth grade during the language arts and math blocks. In this structure, students are placed in groupings determined by individual needs. The teachers choose the group members and tasks based on students' previous knowledge, classroom performance, and assessments. In order to enhance the reading instruction, students utilize the computerized program i-Ready, which provides diagnostic and instructional support in the following skill areas: phonological awareness, phonics, high-frequency words, and comprehension. This program is designed to find the level at which the student is performing. Students are then assigned online instruction to support their progress in mastering each skill. The online instruction is designed to be challenging and engaging, and the lessons have assisted academic growth. In math, teachers follow the same blended learning structure. However, online programs such as IXL, Splash Math, and Xtra Math are used to meet the students' needs. The single most important factor for student achievement in language arts and math is the small group instruction with the teacher. This dedicated time each day, provides the greatest amount of detail and allows teachers to have an accurate picture of what each student needs to grow and be successful.

Teachers use a variety of screeners, along with classroom performance, to determine students who are in need of interventions and/or accelerated material. In preschool, students who are age-eligible complete the DIAL screening to determine kindergarten readiness. In kindergarten through second grade, teachers administer the Dibels assessment and Development Reading Assessment (DRA) assessment multiple times throughout the year to monitor reading growth. These results are analyzed and used in identifying students who are below, at, or above grade level expectations in reading. The Scholastic Reading Inventory provides student lexile levels, allowing reading selections to be tailored to individual student abilities. Each spring, third through sixth grade students complete the Terra Nova 3 and Inview assessments. These results are analyzed for group achievement, effective instruction, and progress over time.

When students are identified as needing remediation or interventions, the classroom teacher partners with our Academic Service Coordinator to determine the next steps. Supports and interventions include additional teaching support in the classroom, specific learning programs such as Sonday, accommodations or modifications in daily classroom work, homework, and assessments. When the regular interventions don't prove to be enough or effective, the teacher brings the student to our Student Assistance Team (SAT). This team is comprised of the classroom teacher, academic services teacher, principal, counselor, and parents. The goal of this team is to devise a plan and additional interventions that may be tried. The team monitors the student and communicates with the teacher about any progress being made. If there is little growth, the student may go through a formal testing process or be referred to the family doctor for further evaluation. Continual collaboration and clear communication is the key to a successful intervention program at the

school.

St. Katharine Drexel School is fortunate to have parent and community support in providing students extra time with one-on-one or small group instruction. There are volunteer grandparents from the parish, Christian service students from the high school, and parents who dedicate their time working with students in preschool through sixth grade. Educational assistants are assigned to classrooms and to students in need of additional instructional supports. The school staff partners with the Achievement Academy, a supplemental academic program for SFCS students that includes enrichment or remedial programs. Achievement Academy utilizes well researched assessment, extensive resources, proven methods of instruction, and a dedicated staff to design and implement individualized learning programs for each child.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Katharine Drexel School provides a safe and nurturing environment that promotes Gospel values and academic excellence. The school community shares a common belief in Christian values brought together for the common purpose of educating children in a Christ-filled environment. The school community sets high academic and social expectations for the students, holding each individual accountable for their actions and levels of achievement. Having these consistent expectations has proven to be a motivating factor for the students and their overall success.

A parent recently reflected back to her first days at St. Katharine Drexel School. “The day of the first school Mass, all of the parents stood outside of the school and prayed--together. And I started to cry. I remembered a year earlier--at the previous school--I was praying alone in my car, just hoping that my kid would have a good day. This was just so different--it was huge! The teachers and staff live out their faith as amazing examples to the children. The school as a whole wants all children to thrive, to do their best, and to know God.” This parent recognizes that her children know they are loved, safe, respected, and known at St. Katharine Drexel School.

Each month, the school focuses on a specific virtue: respect, responsibility, gratitude, service, honesty, compassion, forgiveness, manners, and trust. Over the course of the month, teachers incorporate virtue lessons into the instruction. Monday morning announcements remind students of what the virtue ‘looks like’, the welcome message at our school Mass explains how the virtue impacts our lives, and bulletin boards created by students serve as a visual reminder of how to act.

Another factor in maintaining a positive school culture is the incredible sense of school spirit. With the incentive program “Caught Being Like a Knight,” the staff seeks to recognize and reward students for their exemplary behavior, for going above and beyond to show the virtues of a true Knight.

Students in kindergarten through sixth grade are regularly provided opportunities to grow in their ability to serve and lead including: classroom collaboration, serving in the lunchroom, acting as line leaders or teacher’s helper, teaming as reading buddies across grade levels, serving at the altar, or volunteering for flag or safety patrol. Students are actively engaged in after school clubs and programs that develop leadership skills as well. Although student participation is optional, the clubs consistently have large numbers enrolled. Chess Club, First Lego League, and Life Runners encourage our students to grow beyond the classroom curriculum.

Teachers and staff are valued and respected by the school community. An active School-Family Organization (SFO) ensures that funds/donations are provided for classroom resources and supplies, organizes luncheons during conferences, and offers tokens of appreciation during the year. Staff members are provided the opportunity to organize and lead school level committees, along with serving as school representatives on system level committees. Following committee meetings, staff members report back to the school staff with pertinent updates and answers any questions the staff may have. In recognition of positive attitudes and actions among staff members, Caught in the Act slips are filled out and delivered to the recipient with a small treat. This is a way to show the staff member that their positive attitude or caring actions don’t go unnoticed.

2. Engaging Families and Community:

Parents are encouraged to play an active role in their child’s education at St. Katharine Drexel School. It is comforting for parents to know that there are others who are willing to be partners with them in the growth and education of their children. Parents who choose St. Katharine Drexel School for the education of their children also choose to be a part of a powerful network of people who share common Christian beliefs and values. School researchers call this value-added benefit of community “social capital.” They have found that social capital adds real value to the overall school experience for children and their families. Children

achieve greater academic and social gains when they spend their school days in an environment where the greater Catholic school community supports them.

Creating a lasting partnership between staff and parents begins with the School-Family Organization (SFO). The SFO is responsible for holding four school-wide meetings which address current events happening at the school, fundraising efforts, and guest speakers who present on relevant topics for families. The SFO is responsible for the primary fundraiser of the year, the Walk-A-Thon. The Walk-A-Thon is a time for families to come together in fun, exercise, community spirit, and to raise funds for the school. In addition to classroom supplies, technology, playground equipment, and seasonal events, the money raised is used for various school community events such as Open House, Family Movie Night, and Grandparents' Day.

St. Katharine Drexel School is appreciative of the many parent and parish volunteers who donate their time and efforts to help make this the best learning environment for students. Regularly scheduled parent volunteers help with center or station activities, listening to students read, practicing prayers, reviewing math facts, reading aloud tests and/or directions, and assisting the teacher with organizational tasks. There is also a set of parents who are scheduled to assist with serving and supervising in the lunchroom each day of the week.

The volunteer "grandparent" program is another way students witness service from others in the community. These grandparents come on a regular basis to help in any capacity needed. The impact that the grandparents have reaches beyond the classroom walls. When students see the grandparents, whether it's in the hallway, lunchroom, church on the weekends, or even shopping at HyVee, their eyes light up. The positive influence these grandparents provide will last for years to come.

Second graders participate in a Prayer Partner program while preparing for First Communion. The goal of this program is to have students learn even more about the Church and the importance of personal prayer life. Prayer partners are individuals from St. Katharine Drexel Parish who pray for their assigned student and send simple letters or prayer cards to encourage the students. Having the ability to share in sacrament preparation with others can provide students additional opportunities for growth in ways that may not be met in the classroom.

3. Professional Development:

The staff at St. Katharine Drexel School is dedicated to continuing education. Professional development opportunities are provided at both the school and system level. The budget for professional development is included in the SFCS budget and overseen by the SFCS Director of Instruction and Curriculum. There are three days of pre-service at the beginning of each school year. These days include a welcome back Mass and message from the President, overview of the system goals and vision, and any other material for the SFCS faculty. In addition, there is time built into these first days for individual building meetings. This provides the school staff an opportunity to review building level policies and procedures. Time is allotted to review summative assessment data from the previous year and to meet between grade levels to ensure a positive transition for incoming students. The academic service team is available to discuss any individual student plans with the teachers as well.

SFCS devotes one additional in-service day for each of the following professional development areas: classroom instruction, technology/innovation, and faith. Guest speakers, mini-sessions, faith retreats, curriculum work/updates, data retreats, grade level collaboration, and workshops are ways in which these days may be fulfilled. Many of the topics addressed are selected based on faculty feedback. Creating professional development opportunities in which the teachers and faculty are invested has proven to be rewarding and beneficial for overall professional growth.

All teachers of religion must complete the adult faith formation program, Institute of Religious Studies (IRS), presented by the Sioux Falls Diocese. IRS is a three-year course to study the Catholic faith and allows for staff to reflect on their personal faith journey.

The Peer Coaching Program is designed to assist first and second year teachers in all areas related to classroom instruction, particularly related to Charlotte Danielson's Framework for Teaching. This program is an example of "expert" peer coaching in which a veteran teacher is paired with a novice teacher. The following areas have been selected as key areas of emphasis for the program: 1. Understand the indicators in each domain of the Charlotte Danielson Framework 2. Developing course outlines 3. Creating assessments 4. Developing lesson plans 5. Expanding teaching strategies 6. Communicating with parents 7. Communicating with students. Peer coaches and novice teachers meet collectively on a regular basis. Peer coaches work individually with their partners to help the novice teachers write quality assessments and develop lesson plans with known and solid objectives. Novice teachers set professional goals for the year associated with each of the key areas mentioned above. The goal is to help develop young educators into expert educators.

In addition to system level opportunities, teachers are encouraged to seek out and attend outside workshops, conferences, presentations, book studies, and webinars. Monthly staff meetings provide a venue for sharing. Best practices are shared among all staff members, leading to a cohesive sense of community. Professional Learning Community (PLC) meetings are held to review student formative assessments and to revise plans for remedial or enrichment opportunities for students. Teachers are encouraged to take time for personal reflection and to analyze their teaching practices. Additionally, they are provided chances to learn new skills and strategies through regular observation and feedback.

4. School Leadership:

Leadership at St. Katharine Drexel School is fulfilled through a partnership between the principal and the pastor. The principal serves as the educational leader of the staff and students, while the pastor oversees the spiritual needs of the school community. The principal and pastor are fully committed to Catholic education and strive to make decisions based on what's in the best interest of the students.

The principal's mission is to guide the development of students into life-long learners and contributing members of society by promoting faith and academic excellence through a safe and secure learning community. The principal encourages positive, flexible, and respectful staff members who support a successful learning environment for all. The principal makes shared decisions that provide for the rigorous education of students and professional growth of staff by engaging in respectful and collaborative relationships. The principal also respects and values teachers on a professional and personal level and has an open door policy for students, staff, and parents.

The principal is responsible for the overall operation of the school. This includes responsibilities such as managing the school's resources, monitoring instruction, and communicating with parents and others in the school community. In addition, the principal strives to create a positive rapport with the students, staff, and parents. The principal models this commitment in varying ways. At the start of each day, the principal leads staff prayer. This provides an opportunity for personal faith reflection and a chance to bring forth personal intentions. It also serves as a time for general announcements/reminders to be made. The principal hosts a birthday pizza lunch at the end of each month for all students who celebrated their birthday. On a regular basis, the principal visits classrooms to monitor student engagement and observe instruction. Observing students and teachers in their work environments provides the principal a chance to highlight and promote the positive things happening, either on an individual or group level.

The pastor at St. Katharine Drexel School is involved in the spiritual life of the school. The pastor is present at the weekly school Masses, celebrates the sacrament of Reconciliation, and participates in school prayer services and special events. Having the church connected to the school allows for the pastor to be consistently visible and interact with the students. The pastor assists teachers as they prepare the readings for school Masses, working closely with them in order to ensure the best opportunity for student success and an understanding of God's Word. As the system evaluates the religion curriculum, the pastor serves as a guide and expert for what best meets the needs of our students' faith formation. The pastor is actively involved with the faith formation of the school staff as well. He attends portions of in-service in order to guide the staff in their personal faith life.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The expression “It takes a village to raise a child” is the belief all individuals connected to the St. Katharine Drexel School community operate on each day. This mindset has been an instrumental factor in the school’s success. Staff, parents, and parish community members are fully committed to the common goal of raising the children in an environment conducive to academic excellence and Gospel values. It is understood that students are children of God and there is a responsibility to guide them into becoming an upstanding member of the school community and in society.

Two years ago, teachers at St. Katharine Drexel School shifted their teaching structure and traditional teaching mindset. At that time, kindergarten through second grade utilized centers in language arts and math, but the teachers worked to reach students in a more direct and effective way. After analyzing data from assessments and general classroom observations, teachers started to turn standard centers into individualized centers. They incorporated a teacher led center and a technology integrated center. The remaining centers were devoted to skill specific activities that reinforce grade level content. In third through sixth grade the shift was more significant. Teachers moved from traditional whole group instruction to the blended learning structure in both language arts and math. This change was embraced by all teachers. Teachers were committed to meeting daily with every student in a small group setting. These groupings allowed for individualized lessons in which the teachers can remediate or enrich the material as needed. Teachers in kindergarten through sixth grade meet regularly during their shared lunch periods to discuss and collaborate about the strengths and challenges of their lesson structure, data analysis, and strategies they have found to be effective. At all grade levels, teachers have stepped out of their comfort zones to reflect on best teaching practices and to plan lessons in order to meet the needs of all students.

At St. Katharine Drexel School, education does not just begin and end at the classroom door. The staff, regardless of their role in the school, routinely collaborates and communicates in order to build relationships with students. For example, the custodian was informed of a student who continually commented on his desire to assist with cleaning the school. As an incentive, the custodian invited this student to be his assistant, even giving the student his own duster. This small gesture created a sense of belonging and pride. An educational assistant who works with older students recognized that one of our larger preschool classes had a need for additional support. She stepped up and now pulls preschool students during her open times for remediation and skill practice. The sixth grade teacher knew one of her students was interested in attending West Point in the future. Using her connections, this teacher created an informational packet about West Point and presented it to the student at conferences. The school secretary greets every student by name when they enter the office. Whether it’s a temperature check, dropping off the morning envelope, telling a story, or just a needed hug to get through the day, students feel valued when they leave her presence.

In a recent peer relations survey, students in fourth through sixth grade were asked to name one adult in the school they feel comfortable going to if they are having a problem. Not a single student responded ‘none’ to this question. Instead, 32% named one staff member, 54% named multiple staff members, and 14% responded all staff members. These results are a testament to how the school staff seeks to help all students regardless of their role in the school.

Staff at St. Katharine Drexel School are flexible and ready for opportunities to support and build relationships with students. Through authentic relationships between staff and students, and a buy-in from all parties involved, students are being educated for success today and into the future. Although challenged at times, everyone has gone ‘all in’ for the students.

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? \$5600
(School budget divided by enrollment)

4. What is the average financial aid per student? \$746

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 47%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>	Grade: <u>3</u>
Edition/Publication Year: <u>2008</u>	Publisher: <u>California Testing Bureau (CTB)/Data Recognition Corporation (DRC)</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	80
Number of students tested	20
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: 2008

Test: Terra Nova 3
Publisher: California
Testing Bureau (CTB)/Data
Recognition Corporation
(DRC)

Grade: 4
Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	85
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2008

Test: Terra Nova 3
Publisher: California
Testing Bureau (CTB)/Data
Recognition Corporation
(DRC)

Grade: 5
Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	84
Number of students tested	16
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: 2008

Test: Terra Nova 3
Publisher: California
Testing Bureau (CTB)/Data
Recognition Corporation
(DRC)

Grade: 6
Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	78
Number of students tested	16
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: 2008

Test: Terra Nova 3
Publisher: California
Testing Bureau (CTB)/Data
Recognition Corporation
(DRC)

Grade: 3
Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	82
Number of students tested	20
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: 2008

Test: Terra Nova 3
Publisher: California
Testing Bureau (CTB)/Data
Recognition Corporation
(DRC)

Grade: 4
Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	84
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2008

Test: Terra Nova 3
Publisher: California
Testing Bureau (CTB)/Data
Recognition Corporation
(DRC)

Grade: 5
Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	73
Number of students tested	16
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: 2008

Test: Terra Nova 3
Publisher: California
Testing Bureau (CTB)/Data
Recognition Corporation
(DRC)

Grade: 6
Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	76
Number of students tested	16
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: