

ANNUAL REPORT 2015 / 2016

THEMES:

Annual:

We Are The Hope / Somos La Esperanza

Catholic Schools Week:

Catholic Schools: Communities of Faith, Knowledge and Service.

SPECIAL EVENTS:

- Safeguarding Education , September 10
- School Visits:
 - St. Lawrence Seminary visited grades 7/8 boys, October 8
 - Wayland Academy visited grade 8, October 14
 - St. Mary Springs Academy visited grade 8, October 26
- Theme Day, September 25
- Youth Forum for Grades 6-8, March 3, with other Catholic Schools in Dodge and Washington Counties, at St. Mary, Mayville, Presented by Ralph Stewart, October 15
- "Third annual "Soles for Catholic Education Walk" on October 17, at Mount Mary University, over 9,000 participants Archdiocesan wide. SKDS faculty and families participated. Great fun for all who attended.
- Advent Family Wreath Night, SKDS & LLFF joined to present this faith event to families, November 18
- Advent Reconciliation for grades 3-8, December 9
- Christmas Program, December 17, vocal and instrumental, "The Loaned Manger"; preschool and 4K held own daytime program on December 21
- Christmas Poetry Café, December 22, grades 4 & 5
- Joint Parish & School Staff Retreat Day with Sr. Kathy Slesar, January 18
- Catholic Schools Week Celebrations:
 - Opening Mass 10 AM and Festivities on January 31
 - Festival of the Educational Arts on February 4
 - All School Mass on February 5;
 - Closing Masses weekend of February 6 & 7
- Parade of Bands, February 8
- LUMEN Spelling Bee, February 22
- Round Ups / Registration:
 - 5K ~ February 18;
 - 4K ~ February 24, 25, 26~~all at ESC
 - Pre School ~ March 3
- Festival of Music, March 10
- Book Fair, April 24-29
 - Grand Day, April 24
 - Reading Night, April 25
- Lent:
 - Living Stations, March 11
 - Shadow Way of the Cross, March 16
 - Friday after Mass Stations, weekly by grades 4,6,7,8
- Concerts:
 - Spring Band Concert, April 14
 - Spring Vocal Concert, May 5
 - Marching Band Mass Performance, May 29
 - Marching Band Memorial Day Performance, May 30
- Expanding Horizons, April 29
- Special Opportunities (Ops), grades 6-8, March 31
- May Crowning, April 28
- Graduation, June 2
- Field Day, June 3

- Accreditation Self Study Began June 2015 involving all faculty and staff, School Board and committees, Pastoral Council, Finance Council, Personnel, various committees, Parish staff, and families and students through surveys, culminating in a report sent to the Archdiocesan Schools Office June 2016. The Self Study was guided through its various required steps by a very dedicated and highly skilled group without whom the work could not have been accomplished. The core group included: Ruth Kaiser, Kathy Armstrong, Peggy Scott, Jenny Crombie, Beth Jens, Barbara Haase.

ENROLLMENT:

- Ended the year with 234 students preschool through grade 8
- Graduated 16 eighth graders
- Pre School = 16; 4K = 55; 5K = 12; 1 = 14; 2 = 26; 3 = 19; 4 = 20; 5 = 18; 6 = 17; 7 = 21; 8 = 16; Grand Total = 234

ACADEMIC PROGRAM:

Curriculum:

- **READING RESOURCE POSITION** half time position and served:
5K = all students in small groups , 1 student 2 times per week for 30 minutes each a total of 12 students
1st = 5 students in 2 groups (1 group 5 times per week, 2nd group 4 times both groups 30 minutes each time)
2nd = 10 students (2 small groups of 5 for 4days per week 1st semester & 1 small group of 3 or 4 for 4days per week 2nd semester for 30 minutes each time)
3rd = 4 students (assisted students in the classroom working directly on what the teacher was presenting)
4th = 2 small groups of 3 for 3 days per week 45 minutes per session; then worked directly in classroom on what teacher was presenting
5th = 2 small groups of 3 for 3 days per week 45minutes per session; then worked directly in classroom on what teacher was presenting
All have made great gains because of this intervention. Volunteer retired teachers were essential to process as well.
- **Technology:** 11 Smart Boards and one interactive flat screen are in use. During summer 2016, we purchased an additional Smart Board which was installed in the third grade classroom with the older version that had been in the third grade room being moved to the music room. The Smart Interactive Projector will be mounted and placed in the gym for use in our Band and PE programs. Professional Development for Google Docs took place during 2015-2016 for a total of 3 full days. The Chrome Books have been a huge success in the classroom as an instructional tool. The school librarian/information specialist continues to teach units on internet safety and the use of the social networking possibilities in a responsible and safe manner as well as how to use the internet appropriately for research. Annually, Mrs. Kaiser offers information sessions for parents. A few opt to take advantage of the opportunity
- **Religion:** This is our second year of using the Pflaum Gospel Weeklies. We continue to be pleased with the connections to real life experiences these Weeklies make for our students and their families. Our hope was that it would help students and families connect with our parish and the evangelization efforts; we think it did. Students talk about the homily no matter where they attend Mass. We continue to hear positive remarks from families, faculty and students. The Catholic Social Justice issues are evident and ones our students can relate to. We will continue with the Weeklies for the 2016-2017 school year.
- **Reading:** This is the initial year of new reading material for third grade and grades 6-8. Third uses Expeditionary Learning; grades 6-8 use Collections by Houghton Mifflin. During the school year we reviewed new materials for grades 4 and 5, ultimately selecting Journeys by Houghton Mifflin.
- **Spanish:** Max and Max Spanish which can be used by teachers who do not speak the language, was successful once again. It is an upbeat program including culture, location, songs, stories and language. Each year there are updates that keep the program interesting and current.

Student Learning Accommodations:

- Learning Zone is not a specific room but a program providing academic assistance through volunteers or on-staff teachers assigned during various hours of the school day. Meeting individual student needs is a priority. Accommodations provided for students are documented, filed and shared with faculty who work with them. We are blessed to have a cadre of retired teachers who return year after year to help struggling students as well as those needing a challenge.
- Primary Students are served by the Reading Resource Teacher, volunteer tutors (primarily retired teachers), classroom aides (hired and volunteer) and classroom teachers. Several teachers were scheduled daily to help homeroom or subject teachers give much needed one-on-one assistance to students who find learning and attention challenging.

- Learning Resource Aide is hired at 20 hours per week to serve as an intervention resource for grades 4-8. The individual works one on one, with small groups of 4-5 and directly in the classroom with the subject teacher or in pull out groups. The students with whom the aide works are struggling and have been identified as having learning needs. Some have been identified as having SEP's (if in the public school an IEP). Student numbers served one on one or in small groups: 6th grade = 2 students; 7th grade = 1 student; 8th grade =4 students. At times, students are pulled out for testing in small groups for a quieter atmosphere or to have a test read to them. Sometimes students have difficulty working in a large group atmosphere or simply need the support of having the encouragement of someone believing in him/her or the support of moving on from one problem to the next. All students made gains.
- SKDS Continues to have a quality working relationship with Beaver Dam Public School District which helps meet the needs of SKDS students (observation, testing, consultation, ELL, Speech/Language, etc.)
- Learning Support Teams (LST): Our LST consists of Dona Turner, Megan Meyer, Peggy Scott and Barbara Haase. During the 2015-2016 school year, Mrs. Turner, Miss Meyer and Mrs. Scott attended various trainings including Writing, Speaking and Listening, and presented to the faculty as a whole, as well as helped with preparing and presenting to several schools in Districts 6/7(Dodge and Washington Counties) and hosted by SKDS. The LST helps ensure the faculty focuses on what is in the best interest of improving student learning and is constantly looking toward focusing on best practices. February 15, 2016 was Literacy Day.
- Sustaining the Mission: we continue to participate in the Archdiocesan program for religious education certification required by all faculty and administrators. Our faculty also helped in presenting to District 6/7 participants. We attended both of the required days: August 25, 2015 & October 30, 2015.

IOWA ASSESSMENTS/COGAT:

Annually, SKDS gives its students the Iowa Tests of Basic Skills/Cognitive Abilities Test; this is an Archdiocesan requirement for students in our Catholic Schools. Iowa Assessments contains a series of achievement tests including English Language Arts (Reading, Written Expression, Conventions of Writing, Vocabulary), Math, Computation, Social Studies, Science. CogAT assesses “the level and pattern of cognitive development of students in grades K-12.” It “measures general and specific reasoning abilities in three domains: verbal, quantitative, and nonverbal. These abilities reflect the overall efficiency of cognitive processes and strategies that enable individuals to learn new tasks and solve problems. Because these abilities are closely related to an individual’s success in school..., CogAT results are helpful in planning effective instructional programs and adapting instruction to enhance the student’s chances of success in learning.” (Administrator Manual)

- SKDS tests students in grades 1 through 8.
- We use the results
 - ~to help students individually and
 - ~to help us review and evaluate the curriculum as a whole.
- The information helps us
 - ~identify areas of strength,
 - ~areas to watch, and
 - ~trends over all.

GRADE	READING	ELA TOTAL	MATH TOTAL	SOC. STUDIES	SCIENCE	
1	Larger % of high & low achieving students & smaller % of medium <i>Typical SKDS grade 1 student scored higher than 59% of grade 1 students in nation.</i>	Larger % of high achieving students & smaller % of medium & low <i>Typical SKDS grade 1 student scored higher than 52% of grade 1 students in nation.</i>	Smaller % of high achieving students & larger % of med & low <i>Typical SKDS grade 1 student scored higher than 47% of grade 1 students in nation.</i>	Grade 1 does not take	Grade 1 does not take	<p>Read the text as follows: Compared with students in the nation this grade has a...</p> <p>Note:</p> <ul style="list-style-type: none"> ➤ Science and social studies are generally strong areas, we need to review 5th grade SS & Sci.curricula as well as student needs. ➤ Math: We continue to stress rigor, understanding and relevance in math along with computation. The overall math total is affected by problem solving; not knowing basic facts for the computation section, depending on the grade, plays a significant role. ➤ Longitudinal reports generally show steady and consistent growth across the grades & subject areas. ➤ We look for a balance in Language Arts between writing and conventions. This year our focus, along with the schools in the Archdiocese, was speaking and listening across the curriculum. ➤ First grade scores tend to be depressed. It is their first experience with this type of group standardize testing ➤ Trends: More average & lower achieving students; more students with greater needs, student apathy, greater number of students needing accommodations (small group, repeated instructions, extended time, tests read to student, etc.) ➤ In classes with fewer students, 1 or 2 students dramatically affect class averages. ➤ The important thing to remember is our students continue to make steady academic progress.
2	Smaller % of high & low achieving students; larger % of medium <i>Typical SKDS grade 2 student scored higher than 45% of grade 2 students in nation.</i>	Smaller % of high achieving students & larger % of medium & low <i>Typical SKDS grade 2 student scored higher than 44% of grade 2 students in nation.</i>	Larger % of high achieving students & smaller % of medium & low <i>Typical SKDS grade 2 student scored higher than 58% of grade 2 students in nation.</i>	Grade 2 does not take	Grade 2 does not take	
3	Smaller % of high & low achieving students & larger % of medium <i>Typical SKDS grade 3 student scored higher than 62% of grade 3 students in nation.</i>	Larger % of high achieving students; smaller % of med & low <i>Typical SKDS grade 3 student scored higher than 59% of grade 3 students in nation.</i>	Smaller % of high achieving students & larger % of medium & low <i>Typical SKDS grade 3 student scored higher than 47% of grade 3 students in nation</i>	Larger % of high achieving students & smaller % of med & low <i>Typical SKDS grade 3 student scored higher than 74% of grade 3 students in nation</i>	Larger % of high achieving students & smaller % of medium & low <i>Typical SKDS grade 3 student scored higher than 68% of grade 3 students in nation</i>	
4	Larger % of high & med achieving students & smaller % low <i>Typical SKDS grade 4 student scored higher than 70% of grade 4 students in nation.</i>	Larger % of high & med achieving students & 0% of low <i>Typical SKDS grade 4 student scored higher than 69% of grade 4 students in nation.</i>	Smaller % of high & low achieving students & larger % of medium <i>Typical SKDS grade 4 student scored higher than 49% of grade 4 students in nation.</i>	Larger % of high & smaller % of medium & low <i>Typical SKDS grade 4 student scored higher than 73% of grade 4 students in nation.</i>	Larger % of high & medium achieving students; smaller % of low <i>Typical SKDS grade 4 student scored higher than 68% of grade 4 students in nation.</i>	
5	Smaller % of high achieving students & larger % of medium & low	Equal % of high achieving students; larger % of medium; smaller % of low	Larger % of high achieving students; smaller % of medium & low	Smaller % of high & medium achieving students; larger % of low	Smaller % of high achieving students & larger % of medium & low	

	<i>Typical SKDS grade 5 student scored higher than 50% of grade 5 students in nation.</i>	<i>Typical SKDS grade 5 student scored higher than 56% of grade 5 students in nation.</i>	<i>Typical SKDS grade 5 student scored higher than 61% of grade 5 students in nation.</i>	<i>Typical SKDS grade 5 student scored higher than 52% of grade 5 students in nation.</i>	<i>Typical SKDS grade 5 student scored higher than 48% of grade 5 students in nation.</i>		
6	Larger % of high achieving students & smaller % of medium & low <i>Typical SKDS grade 6 student scored higher than 59% of grade 6 students in nation.</i>	Larger % of high achieving students; smaller % of medium; 0 % low <i>Typical SKDS grade 6 student scored higher than 72% of grade 6 students in nation.</i>	Larger % of high & low achieving students; smaller % of medium <i>Typical SKDS grade 6 student scored higher than 53% of grade 6 students in nation.</i>	Larger % of high achieving students; smaller % of medium & low <i>Typical SKDS grade 6 student scored higher than 67% of grade 6 students in nation.</i>	Larger % of high achieving students; equal % of medium; 0% low <i>Typical SKDS grade 6 student scored higher than 74% of grade 6 students in nation.</i>		
7	Smaller % of high & low achieving students; larger % of medium <i>Typical SKDS grade 7 student scored higher than 58% of grade 7 students in nation.</i>	Larger % of high achieving students & smaller % of medium & low <i>Typical SKDS grade 7 student scored higher than 76% of grade 7 students in nation.</i>	Smaller % of high & low achieving students; larger % of medium <i>Typical SKDS grade 7 student scored higher than 56% of grade 7 students in nation.</i>	Larger % of high & medium achieving students; smaller % of low <i>Typical SKDS grade 7 student scored higher than 65% of grade 7 students in nation.</i>	Larger % of high & medium achieving students; 0% low <i>Typical SKDS grade 7 student scored higher than 68% of grade 7 students in nation.</i>		
8	Smaller % of high & low achieving students; larger % of medium <i>Typical SKDS grade 8 student scored higher than 45% of grade 8 students in nation.</i>	Larger % of high & medium achieving students; smaller % of low <i>Typical SKDS grade 8 student scored higher than 53% of grade 8 students in nation.</i>	Smaller % of high achieving students; larger % of medium & low <i>Typical SKDS grade 8 student scored higher than 48% of grade 8 students in nation.</i>	Larger % of high & medium achieving students; smaller % of low <i>Typical SKDS grade 8 student scored higher than 61% of grade 8 students in nation.</i>	Larger % of high & medium achieving students; smaller % of low <i>Typical SKDS grade 8 student scored higher than 67% of grade 8 students in nation.</i>		

SCHOOL IMPROVEMENT PLAN:

Student Learning:

Goal:

1. All grade levels will perform at "meets or exceeds expectations level" for basic conventions of writing on final writing assignments. We continue working on this goal during the year. Students continued to improve using the new materials purchased a grades 3, 6, 7, 8 as well as with in-servicing provided through the Archdiocese. Our Learning Support Team helped with the presentation of new ideas to schools in our Deanery. The materials purchased are challenging. 2015-2016
2. Align curriculum to State Standards to increase student achievement in Literacy/English-Language Arts in grades K5-8. Our curriculum follows the Archdiocesan Curriculum so after review we are confident our curriculum meets rigor and relevance requirements of the State Standards. Review 2014-2015
3. Students will meet or exceed computation fluency at each grade level according to State Standards. 2016-2017
We continue to work on computation fluency. We stress the need with families. However, at times it feels like a one sided effort.
4. Adopt new Science Standards 2015-2016
We continue our work in this area and await receiving the Archdiocesan Standards which are due out the beginning of the 2016-2017 school year.

Catholic Identity

1. In order to develop spiritual comfort and prayer at the faculty level, we will schedule weekly group prayer and annual retreat. (This has been a successful and ongoing undertaking.) Annual retreat was undertaken in January 2014 and was well received by parish/school staff. We continued with the joint retreat in the **2015-2016 school year**. Sr. Kathy Slesar was our retreat presenter in January 2016. 2013-2014
2. Select new religion series that connects with weekly Gospel & helps with parish goals of evangelization 2014-2015
(We selected the Pflaum Gospel Weeklies which has been a successful and well liked decision by all parites.)
We will continue with progress made in this area.
We feel a renewed sense of progress in this area with the selection of the Pflaum Gospel Weeklies. We will continue with their use in our curriculum for the 2016-2017 school year as well for the reasons stated above.

Technology

Goals:

1. Furnish 100% of classrooms with Smart Boards. (Additional board gifted 2015; 1 still needed) 2014-2015
Final board purchased Summer 2016.
2. Small Interactive Projector Gifted for 4K 2014-2015
Will be relocated to gym for Band & PE use. Joint decision.
3. 30 Chrome Books gifted May 2015
Widely used and hugely successful.
4. Professional Development will be completed for Chrome Books 2015-2016
3 days provided and completed; a great deal of knowledge and skill gained; we continue moving forward
5. 11 Additional Chrome Books Gifted for Classroom Teachers July 2015
6. Improve wireless infrastructure, network switches and ASA device through E-Rate funds Summer 2015

NEW INITIATIVES:

Power School: Student Information System, part of the Archdiocesan initiative

Google Docs Professional Development: Provided to faculty in conjunction with purchase of Chrome Books

SNACS: School Nutrition Accountability Software (new program to determine student eligibility for free & reduced meals)

STAFF:

Resignations:

- Lynn Hawley, Grade 4

New Hires:

- Marcia Zabkowicz MS Spanish, Reading/Language Arts-Grade 6
- Jennifer Crombie, Grade 2
- Lynn Hawley, Grade 4
- Sarah Puleo, Grade 5
- Elaine Meyer, Middle School Science, Grade 7 Homeroom

Faculty:

- Teachers are certified and have fulfilled Safe Guarding Requirements (All staff and volunteers are Safe Guarding compliant)
- All teachers are working in Archdiocesan Program for Religious Ed Certification entitled Sustaining the Mission
- Have a Professional Development Plan (PDP) on file
- Undergo required education to maintain certification
- 6 teaching positions are part-time as of 2011-2012: Art, PE/Health, and Vocal Music are 80%; Band is 50%; Library/Information Specialist is 65%; Reading Resource is 50%

Administrator:

- Teaches Safeguarding Seminar annually for parish
- Does criminal background checks for parish and school
- Serves as Safe Environment Coordinator for Parish
- Completes and submits Safe Environment Verification Report for Parish and School
- Fully participates in all Pastoral Staff meetings and responsibilities
- Serves on School Accreditation Teams as Chair
- Serves on Archdiocesan Superintendent's Advisory Council
- Meets with Beaver Dam District Administration, minimum of twice per year
- Received Elizabeth Ann Seton Award, February 2016
- In addition to regular administrative responsibilities, supervises lunchroom daily, directs annual Christmas program, directs liturgy practices, cantors, interacts routinely with students, faculty/staff, and various school and parish populations

SCHOOL YEAR:

- 180 days: First day = September 1, 2015; Final day = June 3, 2016
- School hours: Pre School = Monday and Wednesday Mornings 8:45-11AM; 4K = 8:15-11AM & 12:15-3PM; 5K – 8 = 8:10AM – 3:15PM; doors remain locked until 7:45AM
- 10 additional days for faculty for in-service

STUDENTS:**Social Responsibility and Awareness:**

- SKDS students participate in various collections for victims of natural disasters, Heifer International, Holy Childhood, Clothes for Kids, Food Pantry, New Beginnings, Nursing Home visits (Hillside), Jump Rope/Hoops for Heart, Soles Walk, Crop Walk, to name a few
- Builders Club sponsored bake sales to raise money for Catholic Relief Services, Juvenal Diabetes, teacher's refrigerator, supplies for the blankets, and made blankets for PAVE and the Homeless Shelter. They also finished their pledged payment commitment to the Watermark, the Beaver Dam Senior Center.

Uniforms:

- Seventh year of school uniform policy, continues to go smoothly
- Cougar's Closet continues to help families with clothing needs; of great assistance to school personnel when a student comes to school out of code or have some sort of accident during the day
- Cougar's Closet is also immensely helpful to families in need and to those entering SKDS for the first time. We can them off to a good start smoothly and efficiently.
- Overseen by Sarah Diels and Kate Meyer
- Info placed in handbooks and on website; posters placed in all classrooms

Code of Christian Conduct:

- This is part of our approach to discipline.
- Posters are displayed in classrooms, halls, cafeteria, etc.
- Students are reminded of the four Cornerstones at daily announcements: Respect, Responsibility, Honesty and Kindness
- Parent and student sign agreement annually
- This puts a more positive and proactive spin on our approach to discipline.

Extra Curriculars:

- Continue well developed and well participated activities in
 - Jazz Band (grades 5-8),
 - Athletics (Volleyball, Basketball, Track for grades 5 – 8 per Arch policy),
 - Forensics (6-8),
 - Builders Club (6-8),
 - Yearbook (6-8)
- St. Katharine Drexel Extra-Curricular Offerings Handbook was designed and offered to all families in grades 4-8. A special meeting was held for 4th grade families prior to the spring concert to prevent them from having to come out another evening for the second year. 4th grade families are the focus because so many new possibilities become available once a child enters 5th grade. Families are provided with information enabling them to make informed decisions about what their children want to be involved in.

Student Assistance:

- 31 families received some sort of tuition assistance
- 60 students received free or reduced lunch (vs. 54 in 2014-2015)

MEETINGS:**School Board:**

- Third Tuesday, monthly

Home and School:

- Monthly, Mondays as announced on the calendar

Band Guild and Athletic Association:

- As announced , minimum of three times per year

Advancement (Development):

- First Monday of the Month usually / PR/Marketing or as scheduled

Faculty:

- Full Faculty, Second Tuesday, monthly
- Curriculum, Level, Student Accommodations, Exit Expectations, etc. all other Tuesdays
- Annually all faculty/staff participate in a review of Blood Borne Pathogen training
- Faculty/Staff participated in online training covering concussion
- We participated in the Local Professional Development (Google Docs)–SKDS, October 23
- Sustaining the Mission: August 25 & October 30
- 10 Days of In-Service scheduled annually

Parent/Student/Teacher Conferences:

- Scheduled for all families during First quarter, October 1 & 2
- All other times as requested by family and/or teacher(s)
- 4K holds scheduled P/S/T conferences fall and spring

COMMUNICATION:

- Weekly newsletter (electronic or paper per family request)
- Website
- Facebook page, St. Katharine Drexel School Beaver Dam, Wisconsin
- Family Folder, weekly or last day of school week
- Individual class or grade level letters
- Individual emails, conferences, phone calls, notes
- Report Cards end of quarter and Progress Reports mid quarter (2nd-4th quarters)
- Crossing Paths for Alumni and Friends of SKDS newsletter, once per year, summer only
- Surveys for Accreditation Self Study Fall 2015 (Families, Parishioners, Staff, Students)
- Principal began tweeting at onset of Catholic Schools Week

FINANCE:

Financial end of year report is a separate full parish report.