



Cover Form for Annual Progress Report

Complete the following as an introduction to your school's Annual Progress Report.

School Name: **Marquette Catholic School**

City: **Virginia**

Head of School/Principal Name: **Lisa Kvas**

Number of years as Principal/Head of this School **2**

Was the Principal/Head of School involved in the development of the SSP? YES NO

If not, explain why: **was not an employee of the school**

Was the Principal/Head of School the primary author of this report? YES NO

If not, explain who was: _____

Enrollment at the end of the academic year 2020-21: *(Annual Dues statements for 2021-22 will be sent after July 1st based on your school's closing enrollment for this year.)*

Total Enrollment Grades K-12 **114**

(If your school's preschool is accredited by MNSAA, provide enrollment below.)

MNSAA Accredited Preschool Enrollment _____

Member Since *(See Certificate)* **1989**

Year in the MNSAA Accreditation Cycle: 1 2 3 4 5 6 Self-Study

Onsite Visit Extension (Explain):

By checking this box, I hereby declare that the information provided in this Annual Progress Report is an accurate representation of the school improvement and progress achieved during the 2020-21 academic year. I verify that all required documentation is on file in the school and available for review by appropriate authorities.

Name **Lisa Kvas** Title **Principal**

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2020-21 Executive Summary

Insert your 2020-21 Executive Summary below that summarizes the past school year. Highlight things such as: any unique situations encountered; major accomplishments; and/or significant revisions made to the school strategic plan.

MNSAA ANNUAL REPORT 2020-2021
Marquette Catholic School – Executive Summary

June 10, 2021

Dear MNSAA Review Team:

As Marquette Catholic School (MSC) wrapped up the 2020-21 school year, many of my friends, MCS parents, parishioners, and others remarked about what a crazy year it must have been to be a principal of a school in the middle of a pandemic. Truly, this school year will be one to remember with all its challenges, but the many blessings we received despite and because of these challenges far outweighed anything we could have imagined. God has been so good to us, and we are so grateful for what we endured, were able to accomplish, what we gained through it all, and where we are headed. We made no major revisions to the School Strategic Plan (SSP) this year but are contemplating revising it in the upcoming year as we have achieved many of the action steps, outgrown some of the strategies, and have some exciting challenges over the next years that will require planning and attention. I will talk more about this at the end of the summary. In the meantime, I would like to present the following highlights and information with you about our 2020-21 school year:

Persevering in a Pandemic – The summer leading up to the school year was filled with unprecedented planning and preparation for the school year ahead. Much time was spent working with Public Health, Diocese principals and leadership, other school districts across the state, and an MCS committee made up of parents and parishioners in health care to develop a comprehensive Back to School Plan. Nearly all school procedures and protocols had to be worked through and rewritten or expanded in response to COVID-19 to best protect the safety and health of everyone affiliated with Marquette. Recognizing that each of our Diocese schools resided in different communities with unique local challenges, the Diocese left much of the decision-making to individual schools. As opposed to public schools who were handed required guidelines and protocols, our non-public schools had the autonomy to make their own decisions and determine how to operate during the pandemic. This was a bittersweet task. Along with the freedom to make decisions we determined were best for us was the incredible accountability and responsibility to make the right decisions amid a pandemic with which we had no experience and no guarantee in what was to come or how things would go. Like other schools, we had families with completely different mindsets; some very afraid to send their kids to school with looming

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COVID-19, while others challenged the school in mask-wearing and other protocols. In making any decision, our leadership carefully weighed any protocol and its effect on the safety and health (not just in preventing COVID-19 at all costs, but the academic, social, emotional, physical, and spiritual effects, as well) on all students and staff. With lots of prayer and perseverance, Marquette was in session in-person the entire school year without going into distance learning, and we did it with a surge in enrolling new families while maintaining nearly all of our existing ones.

Technology Projects and Impact – To reiterate where Marquette was a year ago, “Marquette’s technology infrastructure has been in dire need of an upgrade and update. This was realized as teachers and staff were having a difficult time accessing and sustaining internet connections. Students were not able to use wireless devices and secure ample Wi-Fi to do testing or projects. With such slow and unreliable Wi-Fi connections, the school had all but given up on using online tools and connections to supplement and support student learning.” Things have drastically changed since these statements made in last year’s Executive Summary. As planned, the new fiber line was constructed last summer connecting Marquette School to reliable, designated, high-speed internet. New network switches, wireless access points, and a firewall were also installed and ready for operation when school started. This technology had a tremendous impact on instruction. Teachers were able to incorporate web-based curriculum into their classrooms. They received training and were able to use the new online FACTS system to provide lessons and communicate with parents which was especially helpful in a year when students were out sick or in quarantine. Administration also used FACTS to manage health records and communicate effectively with parents about health-related protocols. The new kindergarten Superkids curriculum was able to be used in full as aspects of it required an internet connection. Additional Chromebooks were purchased to allow for 1:1 devices for all middle school students which expanded opportunities for individualized online supplemental instruction, testing, blended classes, and online curriculum. While the vision and efforts to pursue these major technology projects began before COVID-19, their implementation was critical and timely in carrying the school through a challenging year. As COVID-related grants and funding opportunities presented—and continue to present—themselves, Marquette was—and is—ready to take advantage of them in helping to support these upgrades. Teachers and staff spent time exploring and discussing the use of some of these funds for future technology-related initiatives including substantial curriculum redesign, professional development, and new instructional technology equipment for our classrooms.

Major Safety Projects and Updates– The remaining items on the Fire Marshal’s 18-item correction order from last year was finished this year. This included contracted work on our fire escape and the installation of a new fire panel system. Last year at this time, we anticipated having to do significant fundraising for a new fire panel system. However, the unfortunate (but arguably providential) roof leak last spring damaged our existing system beyond repair. The need to replace it was immediate, and thankfully, our insurance was able to cover it. We were able to have four fire drills with the old alarm prior to the new wiring and installation of the new system this spring. One other new safety initiative that we undertook was implementing ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) which added a layer of strategies to manage the unlikely but potential situation of an armed

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intruder or critical incident needing more than a basic lockdown. Local law enforcement officers toured the school providing suggestions for improved safety, led a 4-hour training for all parish and MCS teachers and staff, spent time with students in each grade to teach them about ALICE, and helped facilitate drills with teachers and students to practice ALICE strategies. Marquette's decision to adopt ALICE led to a commitment from other Diocese schools to implement it, too. Two staff members from Marquette registered for train-the-trainer training this summer which will allow them to help the other Diocese schools implement ALICE in their facilities this coming year. Marquette is grateful to the Diocese for its financial support in providing all schools online access to basic ALICE training which will contribute to keeping our students safe.

Middle School Expansion – Marquette successfully launched 7th grade this year which involved adding extra teachers and classes as well as developing a creative schedule to accommodate an additional grade in limited middle school space. In addition to COVID restrictions limiting middle school activities, some of Marquette's greatest struggles in the middle school this year were in dealing with the small class sizes and managing student behavior for this age group. In response, two of our middle school teachers are participating in a 28-hour Responsive Classroom training this summer geared for middle school. Another 8-hour Responsive Classroom training, Teacher and Student Language was also contracted and will be conducted when teachers return this fall and will provide guidance and consistency in talking with students and getting the best responses and outcomes. Marquette has implemented some creative scheduling for next fall that will allow for more mixing of middle school students and larger class sizes as well as integrate more activities and experiences that resemble more of the pre-COVID era. The school is also investigating the potential for adding a student resource room where students could get extra tutoring, catch up if they are absent, and take a break when they need one. We anticipate these actions will address challenges we had and prime us for a wonderful year ahead as we also add grade 8 to our middle school.

4-Day School Week – Marquette went through a process in Fall 2019 (prior to COVID) in researching, working with the ACCE Board, and gathering stakeholder input through informational sessions, meetings, and surveys which led to moving to a shorter school week. The school launched the 4-day school week this year and found it to be tremendously helpful during the pandemic and successful in achieving the academic, social, emotional, and spiritual goals we had for it. Parents reported their kids feeling happier and more rested and families feeling less stressed. Teachers also felt less stressed and more rested and were able to adjust their lesson plans and complete instruction in a shortened week. Given the MN Department of Health COVID-19 Decision Tree, the long weekends allowed for less days of a chance of exposure and less days of missing school when out sick or in quarantine. Outside of COVID-related absences, families took advantage of Fridays for making health-related appointments, traveling, etc. which reduced typical student absences. Fridays provided teachers with blocks of time for professional development, to work on curriculum, collaborate with others, engage in formation activities, prepare for end-of-the-quarter testing and grading, and work with students who were temporarily learning from home. Fridays also allowed for deep cleaning of the facility and administrative planning and adjusting to COVID-related challenges and requirements.

Teach for Christ Project – Marquette was blessed to receive three missionaries from the Teach for Christ program which places college graduates in Catholic schools to help support their unique needs. The Teach for Christ missionaries served all year in many ways including helping teachers in the classroom, serving meals, filling in as substitute teachers, tutoring students, chaperoning field trips, helping with formation activities, and facilitating the Aftercare program. Some of the school and parish’s responsibilities were to ensure the TFC group felt supported, were welcomed in the community, were provided housing and basic support, and were given opportunities for spiritual growth and development. Feedback from the TFC team has revealed that they greatly appreciated their time at our school, how welcoming our school and parish were to them, and the relationships they had with our students and school and parish families. Marquette has been selected to host another team of missionaries next year, and if recruiting of missionaries goes well, MCS will receive four of them. The school and parish communities welcomed and supported the TFC group this year and are already offering ways to help and support them next year. What a blessing the TFC crew was to our school and parish communities.

Unanticipated, Big, Challenging, but Exciting News – Last summer, we contacted a few plumbers to repair some school bathroom facilities. None of them would do any repairs as they were afraid to wrench on the antiquated fragile plumbing infrastructure in our 104-year-old school. We also learned that the city was requiring all structures (including Marquette) to transition from steam heat and install new heating systems in five years or less. With enrollment growing each year, the expansion into offering 8th grade, and having to turn families away due to class caps, Marquette has been looking for opportunities and guidance in how to address these blessings/needs. These situations all led to school and parish leadership and the Finance Council to hire an architectural-engineering firm to do an in-depth feasibility study of the short- and long-term needs, options, opportunities, and viability of the school and church. The study was completed, and a concluding report was given in February 2021 that recommended pursuit of a new school building due to the high cost of repairs and updates necessary to meet immediate needs and minimal code compliance. The church was also found to have some significant issues, but a driving force to include the church in the study was because of strong sentiment in having the church and school together to have the greatest impact on students and their experience as they form and grow in their Catholic faith. As a result, the Finance Council voted to proceed with a capital campaign to either build a new church and school facility or pursue an existing building that could be reconstructed into a new church and school. Currently, our parish is considering our options and preparing to form committees in partnership with the school that will contribute to communications, marketing, fundraising, and facility planning. With such a large and important project at hand, Marquette will be engaging in conversations with stakeholders to update the Strategic Plan to include the new school initiative and alter other aspects of it to reflect the opportunities a new school facility will provide.

In my closing remarks for this Executive Summary, I would like to reiterate my comments from last year as they continue to hold true—maybe even more this year. “It has been a busy, eventful, and productive year at Marquette Catholic School, and I could not be more grateful that I was able to be a part of it. Marquette had its challenges this year, yet over and over, God has protected and provided for it along with the many people who continue

to love, sacrifice, and pray to ensure it sustains and grows. We are grateful for all who support our school and inspire us to be good stewards of our resources and the entrusted role we have in teaching and forming our students. This includes the MNSAA organization. Thank you for supporting our school and encouraging us to be the best we can be.” Have a blessed summer!

Respectfully Submitted,

*Lisa Kvas, Principal
Marquette Catholic School*

Submitted by **Lisa Kvas** *Title* **Principal**

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2020-21 School Strategic Plan (SSP)

Update your School Strategic Plan with progress reports and any additional strategies and/or action steps needed to keep the plan relevant. (2020-21 orange font...) Save as a pdf document and upload to your school's portal or email smueller@mnsaa.org as a separate attachment.

NOTE: MNSAA understands that your school likely experienced unexpected disruption to your improvement plans during these unprecedented times. Annual Progress Report reviewers anticipate there may be significant changes in your timeframes defined for action steps. Please amend as necessary.



2020-21 Communication of the SSP

4.07 ANNUAL REPORT TO STAKEHOLDERS: The school annually provides a state-of-the-school report to stakeholders that at a minimum communicates progress on strategic initiatives and plans for future improvement. A quality state-of-the-school report will include assessment results, use of financial resources and enrollment trends.

In the space below, provide a written description of how your school communicated the SSP, its defined improvement initiatives, and progress made with stakeholders.

As it did last year, Marquette Catholic School communicated information about the School Strategic Plan (SSP) with its stakeholders in similar ways during the 2020-2021 school year:

- **ACCE Board** - Each ACCE Board member had a copy of the School Strategic Plan in their Board Member binders which provided reference of the objectives, strategies, and action plans we were striving to achieve. The principal gave monthly reports on progress toward SSP initiatives at meetings and welcomed any discussions. A simplified 4-page summary version of the SSP objectives, strategies, and progress made during 2020-2021 was also distributed to board members for their review and input at the end of the school year.
- **School, Parish and General Community** – School administration communicated monthly with parents/guardians, teachers, and staff via the Monthly Marquette Messenger regarding projects, initiatives, and their progress. The School Strategic Plan, State of the Parish and School Report, and simplified 4-page summary were shared with parents/guardians, teachers, staff, parish, and general community via the school website.

Save your "State-of-the-School" report as a pdf document and upload through your school's portal or email directly to smueller@mnsaa.org as a separate document. **This report must include a summary**

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of SSP progress. At a minimum, it provides evidence that your stakeholders were advised of progress achieved on strategically planned improvement initiatives and the school's plan for future improvement.

Additionally, a quality State-of-the-School report could include items such as:

- Assessment data and use
- Financials
- Enrollment

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2.04 Instructional Strategies: The school utilizes research-based instructional strategies to accommodate varying learning styles, student needs, and foster active, meaningful engagement in learning.

2.05 Meeting the Diverse Needs of Learners: The school provides opportunities that engage and motivate each learner to develop his/her social emotional and academic abilities and talents.

Evidence of Compliance: clearly conveying the learning objective/target; identifying similarities and differences; visuals; essential questions; cooperative learning; summarizing; use of advanced organizers; providing regular feedback; generating and testing hypotheses; instructional modalities; use of pre-assessment to determine readiness/proficiency for grouping; use of differentiated strategies in teaching; use of a learning style assessment; use of flexible grouping; scaffolding; culturally responsive pedagogy; ELL services; interest or learning profile; evidence of student engagement; lesson plan templates, etc.

In your 2020-21 Annual Progress Report, MNSAA is seeking to learn more about your school's instructional strategies that accommodate varying learning styles and student needs.

In the space below, provide a written description of how your school demonstrates compliance with standards 2.04 and 2.05

Marquette Catholic School incorporates several research-based instructional strategies for engaging, motivating, and accommodating its students. The following instructional strategies provide Marquette with information and tools that promote greater progress, achievement, and success with its students, teachers, and overall programming. They also ensure students are in an environment where they are learning and progressing academically and are growing and thriving socially/emotionally:

NWEA MAP Growth - These assessments measure student growth in math, language arts, and reading and provide valuable data and insights. Teachers use test results to measure progress and diagnostic reports to differentiate and inform instruction including determining how to group students in learning continuums. Administration also uses reports to make decisions about programs, curriculum, and whether additional resources are needed to support better outcomes. MAP also provides opportunities to develop student learning goals. It also gives parents the opportunity to see how their children are progressing as well as how they compare in progress and achievement to other students in the school, the Diocese, and on state and national levels. Teachers and administrators can view progress and achievement at class and school levels diagnosing where students are achieving and where they are needing to develop. This instructional tool is grounded in research and data and correlates with the Minnesota Academic Standards.

Renaissance STAR Reading - Marquette also assesses student reading through Renaissance STAR Reading. Reports are generated on students that are used to help identify student reading levels and growth as well as provides personalized

instruction with resources for teachers aligned to skills based on what each student or group needs.

Renaissance Accelerated Reader – MCS uses the Accelerated Reader program in conjunction with STAR Reading as the program is designed to, “motivate, monitor, and manage students’ independent reading practice” while students are learning in the classroom, remotely, or in a hybrid model. This program is individualized and prescribes reading based on student reading levels encouraging growth and achievement. It also provides quizzes to keep students motivated and progressing while also testing reading comprehension.

IXL – Marquette students engage with IXL which is a personalized online learning platform that provides the following components: comprehensive curriculum, real-time diagnostic, actionable analytics, and personalized guidance. IXL’s comprehensive curriculum is grounded in learning science research and covers core subject areas including language arts, math, science, and social studies. IXL also aligns with Minnesota Academic Standards. As students move through the IXL platform, they are adaptively assessed to determine skills proficiency in core curriculum areas and given personalized guidance in helping students learn the concepts being presented. Teachers use the tool to measure whether students are making sufficient progress for their grade level and in meeting state standards.

Edmentum Exact Path – Exact Path is a personalized learning tool that is used with Marquette students who qualify for the Title I Program and need supplemental instruction in math and reading. This research-based tool connects with the Carroll model in believing that students will be most successful when they have adequate levels of aptitude, opportunity, time-on-task, and motivation based on their own individual needs. Exact Path interfaces with Renaissance STAR and NWEA MAP assessments making it an even more powerful tool in cohesively assessing and designing personalized learning and instruction at Marquette.

Responsive Classroom – Marquette adopted the Responsive Classroom (RC) approach to teaching in the fall of 2020, nearly 40 years after RC began to develop. The research-based approach subscribes to the notion that academic and social learning go hand in hand, and schools that integrate effective academic and social-emotional learning will prove to be most successful in educating students. Responsive Classroom provides a framework of professional development that focuses on four domains to help students thrive: 1.) engaging academics, 2.) effective classroom management, 3.) positive community where students feel safe, included, and valued, and 4.) developmentally appropriate environment for learning.

As evidence, provide three (3) examples of compliance with standards 2.04 and 2.05.

1. Marquette students take the NWEA MAP test in the fall, winter, and spring. The test results are shared with our teachers who use them to identify any

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trends or skills students might be missing, and they adjust their instruction accordingly. Parents receive the Family Report that describes achievement, growth, and projections along with suggestions for how to help their child improve. Administration views the Student and Class Reports to get a sense of student improvement and achievement individually as well as class cohorts. The information is used to inform conversations with teachers on student and class progress and the need for additional services or resources.

2. In our 6th and 7th grade Social Studies classes this year, our teacher developed new curriculum based on Minnesota and Diocesan Standards. She identified corresponding IXL assessments to test the students each week which also provided instructional feedback to the students on the correct answers and explanations for them. This blended instructional method measured learning, provided supplemental instruction to teach or reinforce learning, and kept our quarantined/distance learning students on track allowing us to continue to provide instruction and monitor their progress.

3. A standardized comprehensive Responsive Classroom School Growth Profile was produced via an observation of each classroom and teacher (and individual classroom reports) to determine optimal classroom conditions as measured by the four Responsive Classroom domains: Effective Management, Positive Community, Developmentally Responsive, and Engaging Academics. The profile was based on an inventory of Responsive Classroom practices identifying phases of growth for a typical average sample of teachers. Each growth phase was measured in terms of observed evidence in the teachers and classrooms exhibiting practices, knowledge, skills, and dispositions as taught in the RC Core training as best practices and principles for highly-effective learning environments.

Provide a written reflection of opportunities for growth and/or challenges related to standards 2.04 and 2.05.

Marquette Catholic School is proud of the cohesive and comprehensive tools and strategies it has in place to design and deliver instruction to best meet the needs of our students and help them achieve. With the sophistication and complexity of these strategies, Marquette teachers and staff would greatly benefit from additional professional development on how to maximize the tools and grow in the ways they use results to inform and affect their teaching. Some of these opportunities for growth could include:

- Getting advanced training on NWEA diagnostics, learning goal setting, and instructional planning.
- Exploring more Renaissance STAR tools to determine whether other components would be duplicative or beneficial compared to other tools we use.

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- **Continuing to learn and implement strategies to become highly proficient and effective in the Responsive Classroom approach.**
- **Providing basic training to all teachers on Exact Path so they can use their Title I student results to help inform instruction for those same students in the regular classroom.**
- **Expanding on teacher training with IXL to better understand and increase the use of the guidance personalized for each student.**
- **Identifying other standardized tools that could measure learning styles and student growth and development socially and emotionally.**
- **Finding a means for consolidating student assessments, teaching and learning strategies, and goal setting in one place for an overall comprehensive view of each student and how we can best serve them.**

Submitted by Name **Lisa Kvas** *Title* **Principal**

Preschool Addendum (for MNSAA Accredited Preschools only)

MNSAA accredited preschools are required to submit a copy of your DHS license annually. Please attach in addition to the other requirements of the APR.

Report the date of your preschool's most recent DHS visit and review:

Check if your MNSAA accredited preschool was visited by DHS during the 2020-21 academic year.

If your preschool was visited by the DHS during the 2020-21 academic year, attach the following as PDF documents (string with your preschool license):

- 1. A copy of the 2020-21 DHS visit report*
- 2. A copy of your school's response to the 2020-21 DHS report*

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