U.S. Department of Education
2016 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 Mr. Charlie Hennessy
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Holy Trinity School
(As it should appear in the official records)

School Mailing Address 1325 36th Street, NW
(If address is P.O. Box, also include street address.)

City Washington   State DC   Zip Code+4 (9 digits total) 20007-2604

County   District Of Columbia

Telephone (202) 337-2339   Fax (202) 337-0368

Web site/URL   http://www.htsdc.org   E-mail chenness@htsdc.org

Twitter Handle
https://twitter.com/htsgeorgetown Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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. William Ryan   E-mail ryanw@htsdc.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington   Tel.   (301) 853-4518
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 Ms. Amy Reischauer
(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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school 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 (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                          0 High schools
                                          0 K-12 schools

                                          0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	5	9	14
K	16	14	30
1	16	14	30
2	10	15	25
3	16	18	34
4	12	17	29
5	22	19	41
6	25	17	42
7	22	17	39
8	15	26	41
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	159	166	325

4. Racial/ethnic composition of the school:

    0 % American Indian or Alaska Native
    1 % Asian
    7 % Black or African American
    5 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    81 % White
    6 % 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 2014 – 2015 school year: 2%

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 *to* the school after October 1, 2014 until the end of the 2014-2015 school year	3
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2014	316
(5) Total transferred students in row (3) divided by total students in row (4)	0.016
(6) Amount in row (5) multiplied by 100	2

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

Specify each non-English language represented in the school (separate languages by commas):
Amharic, Arabic, Croatian, French, German, Greek, Italian, Portuguese, Russian, Spanish, Swedish

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 19

8.   Students receiving special education services: <u>11</u> %

                                                        <u>36</u> Total number of students served

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

      <u>0</u> Autism   <u>0</u> Orthopedic Impairment
      <u>0</u> Deafness   <u>0</u> Other Health Impaired
      <u>0</u> Deaf-Blindness   <u>36</u> Specific Learning Disability
      <u>0</u> Emotional Disturbance   <u>0</u> Speech or Language Impairment
      <u>0</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury
      <u>0</u> Mental Retardation   <u>0</u> Visual Impairment Including Blindness
      <u>0</u> Multiple Disabilities   <u>0</u> Developmentally Delayed

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

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	3
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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   <u>13:1</u>

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	94%	94%	95%	95%
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 2015.

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 X

   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.

Holy Trinity School is a Catholic, co-educational elementary school committed to the Jesuit traditions of educational excellence, service of faith, and promotion of justice.

As a key ministry of Holy Trinity Catholic Church, Holy Trinity School (HTS) is committed to the Jesuit traditions of educational excellence, the service of faith, and the promotion of justice. Holy Trinity School is a Pre-Kindergarten through 8th grade Catholic school located in the historic Georgetown neighborhood of Washington D.C. Holy Trinity School draws students from Virginia and Maryland, as well as the District of Columbia. Families choose Holy Trinity for its Jesuit identity, tradition of academic excellence, convenient location, and strong sense of community.

Holy Trinity School, the oldest elementary school in the District of Columbia, offers a dynamic learning environment. The school's theme is "forming young people for others." The theme invites students to use their many gifts in service to others. Since the school's founding in 1818, HTS has continued to integrate the spirituality of St. Ignatius, founder of the Society of Jesus, into its mission, the heart of which is developing young women and men who excel academically and use their expanding skills to benefit the community. The Jesuit Catholic identity of the school reminds its students, teachers, and staff to act with initiative and integrity and to engage the world as a place in which God can be found in all things.

The school has a current enrollment of 325 students. While 87% of students are Catholic, the school is committed to growing diversity in its student body. This year 19% of students define themselves as racial or ethnic minorities. HTS accepts students of all races, cultures, religions, and socio-economic groups. 21% of students receive financial aid. To foster additional diverse community demographics, the school also offers an educational outreach scholarship program (Gavigan) which serves up to 10 low-income, high potential students annually. Named for a former pastor of Holy Trinity Parish, this program reflects his passion for outreach by offering a loving, supportive environment where personal growth and academic excellence thrive.

Holy Trinity provides an academic program that challenges students to be intellectually competent as well as open to growth. Teachers work collaboratively, engaging in interdisciplinary planning and projects, and participate in a wide-range of professional development. Current professional learning focuses on best practices, differentiation, educational neuroscience, technology, and transforming the classroom for 21st century learners. The faculty, 70% with advanced degrees and an average tenure of 9 years at HTS, have a strong track record of preparing students for high school admittance. 96% of the 2014-2015 graduates received admittance to their first choice school.

Key strategies used within HTS to encourage and challenge all students to develop to their full potential include: a strong standards-based curriculum, instructional practices that promote student engagement, differentiation, and interventions to meet individual student needs. The teachers foster student learning by presenting lessons in multiple modalities including: center work, manipulatives, scaffolding, audio texts, partner sharing, video/media presentations, technology integration, and real world application. Our lower school (Pre-K to 4th grade) uses Responsive Classroom® for its emphasis on the social curriculum and building the classroom community. The upper school (5th-8th grades) utilizes Developmental Designs®, a relationship-based teaching and learning philosophy. The school pushes for consistent academic excellence through smaller class sizes (a student/teacher ratio of 13:1) and offers challenging courses (with honors sections in Math, English, Literature, and Spanish, where age appropriate). In addition to the academic curriculum, HTS offers extra-curricular activities such as: CYO sports, a musical theater program, Night of the Arts, National Spelling Bee participation, math and debate teams as well as student council. Graduates of Holy Trinity School are mature young adults who use their God-given gifts for the benefit of others, and are prepared intellectually, spiritually, and socially for success in high school.

The school, under the governance of the Archdiocese of Washington, and the direction of the pastor and the school principal, works in collaboration with its stakeholders toward sustainability. The parish has just concluded a successful capital campaign to improve our physical plant with its focus on safety and accessibility in our older buildings and improved physical education facilities.

Although HTS had qualifying test scores and applied last year, the school has not previously been awarded

Blue Ribbon recognition. The school community remains delighted with the possibility of being selected. Such recognition would affirm the school's efforts as it seeks to thrive in a highly competitive market. Currently, the school is accredited by the Southern Association of Colleges and Schools through the AdvancED Accreditation Commission. Previously, HTS had accreditation for more than 20 years by the Middle States Association-Commission on Elementary Schools. Re-accreditation projects focused on Assessment, Multiple Intelligences, Ignatian Spirituality, and the Ignatian Pedagogical Paradigm (the Jesuit Learning Model). With this structure in place, the school has a strong foundation for the future. The potential of Blue Ribbon School recognition would provide an additional affirmation of the school's commitment to continuous improvement.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Holy Trinity School (HTS) follows the Archdiocese of Washington (ADW) standards of learning.

The Reading/English/Language Arts program engages students with a double period each day. HTS encourages learners to make personal connections to their reading, and in their writing and speaking through scene skits, debates, reader's theater, and word study presentations.

At the earliest grade levels, students experience language through poetry, rhymes, drama, chants, and word and picture charts. Students acquire pre-reading skills through phonemic awareness, directionality, rhyming words and in noticing details and patterns. HTS tests all students in Kindergarten through 5th grade using Fountas and Pinnell reading assessments. Data driven instructional practices are used to meet students at their individual reading levels.

In the upper school, strategy-focused instruction in vocabulary, grammar, and the writing process helps students to acquire strong skills in language conventions, listening, and speaking. Students write on a daily basis, and their writing develops through brainstorming, conferencing, peer editing, author share-aloud, and publishing. Small classes, average size 13, enable teachers to give students significant writing feedback. Students also display their language skills through technology: using websites and applications, preparing multi-media presentations, and blogging. The goal is that each student becomes a proficient reader, an effective writer, and an expressive speaker.

The Mathematics program at HTS engages students to learn that math is more than arithmetic and is indeed a way of looking at the world. The curriculum focuses on: number sense, computation, measurement, algebraic problem solving, geometry, data analysis, and probability. Instruction seeks to deepen the students' knowledge through the use of manipulatives and technology. Instructional practice includes engaging the students with real world examples, such as analyzing data from various sources, and introducing computer coding, and STEM activities such as robotics. For example, a class studying fractions will not only engage in typical teacher-directed activities, but will also work with fraction sticks and prepare presentations on working with fractions. The upper school curriculum provides accelerated sections in mathematics in order to meet students' needs. The small size of our classes, 13:1 student teacher ratio, also allows us to differentiate instruction. Most HTS graduates place out of introductory algebra in ninth grade.

The HTS Science curriculum balances the scientific method and how to "think like a scientist." The science teachers tackle the content by introducing vocabulary and concepts through multi-media presentations (e.g. bacteria and viruses "jeopardy"), hands on activities (e.g. making an edible model of a cell), and field trips to museums and other sites around Washington, DC (e.g. canoeing on the Anacostia River). At the same time, the students connect with scientific thinking by performing scientific explorations (e.g. study cell diffusion with eggs and corn syrup) and laboratory experiments (e.g. collecting bacteria from around the school and growing them). Teachers are able to leverage our technology program to increase student learning and to incorporate STEM activities into explorations. Students display their scientific knowledge and skills in a biennial science fair.

Themes for the early Social Studies elementary curriculum include family, community, exploring the neighborhood, map-making, and conflict resolution. The intermediate and middle school grades focus on Washington D.C., the mid-Atlantic region, American history, world cultures, geography, civics and government. HTS students take advantage of our location in the nation's capital to make field trips to museums and governmental places of interest. Guest speakers, field trips, and multimedia presentations supplement project-based learning such as: protest art while studying the Boston Tea party, a 5th grade musical about the writing of the U.S. Constitution, mock elections, and a Decades unit on U.S. history.

As a Catholic school, Religion is a required element of the core curriculum. The faith formation of students is the heart of the school's identity. Classes are held four periods a week. The curriculum focuses on six key

standards: knowledge of the faith, liturgy, sacraments, morality, prayer, and evangelization. Instruction includes analyzing scripture using the five senses and imagining oneself in the Gospel readings. Instruction is enriched daily by praying the Examen—an approach that helps students look for God in their daily experience— and by chapel Masses, all school Masses, prayer services, and service projects. Under the direction of the principal, students prepare for the sacraments of First Communion, Reconciliation, and Confirmation.

The HTS Pre-Kindergarten program features learning through play. It is a full-time program for 14 four-year-old students. Children explore a variety of materials and participate in activities that target fine and gross motor development, expressive and receptive language and cognitive skills.

The curriculum uses a child-centered approach that balances choice with teacher-directed activity centers. Each center embeds pre-academic skills for literacy, numeracy, social, and emotional learning. Outdoor play, music and movement class, and studio art complement classroom activities, adding to the development of creativity and problem solving. Pre-Kindergarten students at HTS consistently demonstrate successful transitioning and strong academic readiness for HTS's standards-based curriculum.

2. Other Curriculum Areas:

HTS offers music, visual arts, physical education, foreign language, library, and technology programs that are aimed at developing the whole child.

The introduction to music at HTS encourages singing and playing instruments. The youngest students have music class integrated with PE three times per week. From first grade on, students take music class once per week. Students experience music in ways that are natural to them: singing, games, creative movement and other playful activities. In addition, HTS offers a Lower School Chorus (3rd-4th), Upper School Chorus (5th-8th), an 'a capella' group (7th-8th) and a musical theater program (K-8th).

In Early Childhood art classes, children tell stories, answer questions, and propose ideas through drawing, painting, and other creative means. In the lower and upper schools, art students grow in the understanding and application of the elements of art in two- and three-dimensional assignments. Our students explore drawing, painting, printmaking, fiber art, and sculpture. They also work with portraits, figure, perspective, landscape and still-life. They engage in problem-solving and learn about artists and cultures past and present. A kiln is the newest addition to the art room.

The school's physical education program focuses on effort, sportsmanship, and skill development in a supportive, non-competitive environment. Students participate in developmentally appropriate activities that create opportunities for building skills, knowledge, fitness, and ultimately, the confidence to enjoy an active, healthy lifestyle. Students in grades 3-8 walk to Yates Field House at Georgetown University for their twice weekly PE classes. Students in grades Pre-K-2 enjoy PE three times per week in "Music and Movement" class. HTS participates in the following Catholic Youth Organization (CYO) competitive team sports: Basketball, Softball, Baseball, Track & Field, and Cross Country.

The HTS Library contains over 10,000 volumes in addition to a catalog of e-books. Students are encouraged to choose books for pleasure reading as well as for information gathering for projects. Students in younger grades have library class once per week and our older students visit the library weekly during their English/Language Arts classes. Beginning in second grade, the librarian teaches students to use the online catalog. Several online resources (e.g. encyclopedias) are available for student use at school or from home.

Students in both the lower and upper schools attend at least one dedicated technology class each week in one of the school's three computer labs. Sixth through eighth graders each have a school-issued Chromebook and all classrooms have access to iPads. Technology classes have three areas of focus. First, the students learn the fundamentals of technology literacy, including mastering keyboarding skills and navigating word-processing, presentation, communication, and design programs. The design programs allow students to create objects on our 3D printer. The students are introduced to a number of interactive online programs and applications to support learning across many disciplines, such as Reading A-Z. Second, the technology

teachers work closely with the classroom teachers to help students master online research skills through project work. Digital citizenship and online safety are key elements of these research units. The signature aspect of the technology curriculum is computer coding. The youngest students are introduced to software applications to learn basic coding skills. As students grow, they program using increasingly complex programming languages and creating more intricate projects such as games and websites.

HTS is in compliance with the Blue Ribbon Schools program's foreign language requirements. Foreign language study begins in Kindergarten and continues through 4th grade with two Spanish classes each week. In the upper school, Spanish classes are divided by level of competency to differentiate learning based on prior exposure to the language. HTS is in the third year of implementing an Independent Study option using an online language instruction program in the upper school. Motivated students are given the option to study one of five languages offered by this program. Approximately 20% of our upper school students choose to study a foreign language other than Spanish. Fewer than 10% of our 5th through 8th grade students do not study foreign language so they can meet with tutors to bolster their performance in core subjects.

In every instance, the "other" curriculum areas support and complement the core curriculum through helping the students learn more about history and culture, extending the ways they can express themselves, and also providing the students with opportunities to round out their educational experience.

3. Instructional Methods and Interventions:

Holy Trinity School (HTS) teachers apply a variety of instructional approaches including whole and small group direct instruction, flexible small groupings based on formative assessment, differentiated learning centers, hands-on and experiential learning, and cooperative learning groups. Upper school math is taught in small, tiered classes which allow teachers to target instruction. Teachers are better able to differentiate instruction through widespread use of technology in the forms of iPads, Chromebooks, Google Classroom, graphing calculators and desktop computers. The school's adoption of Responsive Classroom and Developmental Designs provides a safe learning environment where students are comfortable taking risks.

HTS follows the Archdiocese of Washington Student Assistance Process and Response to Intervention (RtI) in endeavoring to meet student needs. Teachers, principals, tutors, and counselor attend biweekly Student Assistance Team meetings where student concerns are shared. Instructional strategies are discussed as well as additional recommendations, documentation, and suggested monitoring of interventions.

Instructional support and "lifting up every child" are essential parts of the school's mission to support children with learning differences, their teachers, and their families. Instructional support staff members play an integral and multi-layered role in the school ranging from private tutoring to classroom support, co-teaching, student evaluation, and ongoing consultation with parents and faculty.

The work that takes place in sessions with individual students is uniquely tailored to that child's needs and is informed not just by the results of testing and school performance, but also by close consideration of the whole child, their navigation of the social and academic aspects of the school environment, home life, and daily feedback from teachers. In addition, tutors act as advocates for their students by following up with teachers to be sure that accommodations are being met, educating students about their strengths and challenges, and teaching the older students how to be effective self-advocates.

HTS's model for academic support allows students to receive tutoring from highly qualified staff members who are already engaged in working relationships with the teachers, the counselor, and the principal. The seamless nature of a tutoring program that is integrated into the school day is considered to be the optimal model for meeting children's academic needs, and is directly related to the level of each student's success.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Holy Trinity School uses a variety of tools to assess student progress throughout the year. Along with other Archdiocese of Washington schools, HTS administers the an adaptive testing program three times a year for

all students in grades 2-8. This system provides focused reports on math and reading skills the student has mastered and recommendations for areas of further study. Teachers receive training in how to generate comprehensive reports on suggested learning objectives. This detailed data enables administration and faculty to examine where students' collective and individual strengths and weaknesses lie. It also also helps faculty to tailor instruction as well as provide practice work to target areas for improvement, including the creation of summer work packets. HTS shares these reports with students and with parents so that families can understand academic strengths and weaknesses and together we can form plans to help the student grow. Seeing these analyses has helped us to refine curriculum, pedagogy, and to implement effective differentiation.

In addition to standardized assessments, HTS utilizes other ways to collect, analyze, and act on data. Across each grade level, HTS employs traditional methods of assessment including unit tests, quizzes, reflection papers, portfolios, and presentations, in order to gather both formative and summative views. In the Upper School, the introduction of Google Classroom assists teachers in providing immediate feedback to guide skills assessment so teachers can adapt and differentiate assignments in developmentally appropriate ways for individual students.

HTS students in grades Pre-K, Kindergarten, 1st and 2nd now use standards-based report cards. 3rd grade will convert to a standards-based report card next year. All students in grades 1-8 currently receive report cards four times each school year, and have parent-teacher conferences once a year. As HTS seeks to continuously improve the learning outcomes of our students, a second round of parent-teacher conferences is available as needed.

In order to maintain high levels of achievement, HTS's collaborative community emphasizes frequent communication including Student Assistance Team meetings, parent-teacher check-ins and faculty data analysis to discern what is best for the student and his or her continued progress.
These team meetings take place weekly in grade clusters: pre-K-1st grades, 2nd-4th grades, 5th- 6th grades and 7th-8th grade. Faculty examine test data, classroom observations, and strategies for improving achievement. Along with homeroom advisories, the team of teachers that focuses on each cluster of grades can get to know their students well and help them to address current issues and keep moving forward.

1. **School Climate/Culture:**

Holy Trinity School (HTS) is a dynamic community of families, students, and educators who work together as people for others. HTS, under the governance of the Archdiocese of Washington (ADW) and the direction of the parish pastor, the school principal, and two assistant principals. The school aims to serve all students in its diverse Pre-Kindergarten through 8th grade community–endeavoring to meet the academic, physical, emotional and spiritual needs of all students. Within a Jesuit school, this commitment to students is called, 'cura personalis,' or care of the person. Influenced by the charism of St. Ignatius, it is the school's foundational principle that students and all in the community find 'cura', or help along the way. Teachers, in partnership with families, are companions on a student's journey.

As an outcome of a prior Middle States' accreditation project, Holy Trinity bolstered its Jesuit identity by implementing the Ignatian Pedagogical Paradigm. This teaching and learning model establishes five key components of lesson planning: context, experience, reflection, action, and assessment, allowing teacher and learner to build a relationship that encourages curiosity for learning, openness to growth, and student engagement. It is a model that fosters the development of competent minds and compassionate hearts.

In conjunction with this Jesuit teaching model, HTS uses a positive relationship-building approach to classroom management. Teachers are trained in the following classroom management approaches: Responsive Classroom®, Developmental Designs®, or both. The entire faculty participated in yearlong professional development training in Responsive Classroom® that highlighted the importance of the social curriculum in fostering the academic curriculum: learners who feel welcome and valued in the community attain higher levels of achievement in classroom performance and on nationally normed assessments. Additionally, the majority of the middle school teachers completed week long summer workshops in Developmental Designs® that provided guidance in classroom routines and structures that encourage life skills, such as cooperation, self-control, empathy, assertion, and effective communication. All 5th through 8th grade students participate in weekly Advisory meetings that allow students to practice these social skills within the classroom community. The vibrant climate and culture of the school is sustained by additional educational opportunities for faculty, staff, and parents. These opportunities include resources for teacher mentoring, Ignatian spirituality, parent education presentations, and teacher-chosen professional development through school funding and the Dooley Fellowship program that provides money for teacher training in curriculum and content enrichment, as well as participation in mission work abroad.

2. **Engaging Families and Community:**

The Holy Trinity community includes students from Virginia, Maryland, and the District of Columbia supported by a 3,500-family parish. At the heart of this community is a shared commitment to the Jesuit traditions of academic excellence, service of faith, and promotion of justice. Community is essential to Holy Trinity School's mission and to the Jesuit priority that students engage in the world around them to become "children for others." Below are key examples of the school's many rich partnerships with the parish, the neighborhood, local Catholic organizations, educational institutions, and the wider community. HTS's distinctive focus on service has been the key to its success in engaging students in the community. School service projects emphasize family participation, offering parents and students opportunities for personal growth as they work together with the parish and others to serve those in need. Favorites include bi-annual gleaning, Sunday dinners for the homeless, a multi-parish canned food drive, weekly sandwich collection for the homeless, a Thanksgiving turkey drive, an Advent giving tree, Operation Rice Bowl, Easter backpacks, and a day of family service.

Even traditional community-building is unique at HTS. All families are members of the Home & School Association (HSA), which prioritizes "friend-raising" events that foster family/parish participation (Trivia Night, Book Fair, Fathers' Club socials) equally with fundraising for scholarships and programs. Communication and parent-involvement are priorities. Room parents connect families within each grade and all families receive the principal's weekly electronic newsletter. Parents feature in the classroom as

mystery readers and art "experts," and HSA-sponsored education programs (e.g. internet safety, anti-bullying, Ignatian spirituality) draw a broad audience of parents, parishioners, and faculty.

The School Advisory Board (SAB), which provides strategic counsel to the principal and pastor, includes alumni, parents, parishioners, community leaders, and education experts. This broad representation has strengthened our connection with other area schools and community groups.

HTS has strong relationships with local universities. HTS students use Georgetown University's facilities for PE classes, field day, and summer camp programs, and Georgetown's Jesuits provide spiritual guidance to students, faculty, and families. Through HTS internships, Georgetown and Catholic University students assist in early childhood classrooms and with the debate team, theatrical arts, athletics, and tutoring.

Finally, the success of Holy Trinity's recent capital campaign, in which the school and parish came together to raise over $11,000,000 for necessary facility improvements, is a testament to the community's dedication to the school and its sustainability.

3. Professional Development:

Promotion of effective curriculum and best practices is sustained by a commitment to continuous growth and reflection. A hallmark of Holy Trinity School is its extensive assurance of faculty professional development. Highlights of the school's professional development activities are: Title II-A funding from the Washington, DC Public Schools, which included a multiple-year award to bring in a math education consultant to assist the teachers with the transition to a new math textbook series for Kindergarten through sixth grade that aligns with the ADW standards. This series encourages students to drill deeper into mathematical concepts. Additionally, this program provides hands on activities, and helps students make real world connections in math classes.

Faculty retreats and professional days provide training by educational experts in areas such as: learning differences, Developmental Designs®, one-on-one technology coaching, educational neuroscience, and data analytics of current standardized testing results. These professional learning opportunities allow faculty to refine instruction and provide intervention based on the trends and patterns seen in assessment data. Sources of funding include the Home School Association grants for Professional Development and re-certification coursework. The school also offers the Dooley Summer Fellowship, which provides funds for faculty professional development to pursue academic or vocational study or travel experiences that will enhance the teacher's contributions to the school.

Teachers share their own expertise by leading faculty workshops in the Ignatian Pedagogical Paradigm (a Jesuit teaching model), Responsive Classroom®, Developmental Designs®, strengthening math pedagogy, writer's workshop, and reading strategies. Teachers create yearly goals for continuous improvement, development, and student achievement. These individual plans, supported by administration, address recertification, update instructional practices and graduate level course work and have direct impact on student learning.

The climate of continuous learning is further exemplified through independent summer professional readings and workshops. The school provides teachers the opportunity to participate in a summer reading project. Ideas are shared on the HTS Teacher Community Blog. The range of workshops attended in recent years has included: Reading and Writing Workshop Summer Institutes at Columbia University's Teachers College Reading and Writing Project, various Math workshops, National Science Teacher Association conference, Technology Conferences at Harvard University, Catholic School Leadership Program at Marymount University, the Orff-Schulwerk music workshop, social studies workshops on the history of Washington, DC and supporting field trip opportunities, as well as conferences for NAEYC and NCTE. Faculty training leads to enhanced development of best practices in instruction.

4. School Leadership:

The principal of Holy Trinity School has the distinct privilege and responsibility for directing the school's mission of educational excellence, the service of faith, and the commitment to justice. He leads by example, as a person for others, who gives of himself in living the characteristics of Jesuit education: open to growth, loving, intellectually competent, religious, and committed to justice. The current principal has served as the chief administrator of school operations for four years, with previous responsibilities as the upper school assistant principal and thirty plus years as a math, social studies, and technology teacher.

Under the direction of the pastor, the principal oversees all school operations, the school budget, and strategic planning in conjunction with the School Advisory Board. He works closely with the Home School Association managing a plethora of community building and fundraising activities. The principal directs the faculty by communicating clear expectations for instructional excellence, responsive parent communications, and compassionate student-centered classroom management and discipline. He also teaches an Honors Algebra class, allowing for authentic instructional leadership. Additionally, the principal, as faith leader of the school, serves as Eucharistic Minister at school Masses and presider at school prayer services.

The principal reinforces and upholds the expectations of the Archdiocese of Washington for faculty and staff, and provides support and guidance for meeting these expectations. The principal is the team leader and under his direction each member of the team feels valued. He works collaboratively with all stakeholders in creating a culture of service and excellence. The principal was also responsible for overseeing the recently completed construction and renovation of both school buildings and implementing the action items of the school's strategic plan.

By his actions and commitment to the school, the principal is transformative in his approach to school administration. He recently created a new model for administration that calls for two assistant principals, both teachers, each with distinct responsibilities in addition to instruction of students. One AP is responsible for admissions, Jesuit identity, implementation of Responsive Classroom® and Developmental Designs®, liturgy, service projects, new teacher mentoring, the Language Arts curriculum, and Lower School faculty and student needs. The second AP is responsible for the school-wide standardized testing/data assessment program, technology, faculty and class schedules, our online language program, the school budget, the Math curriculum, and upper school faculty and student needs. Each of the APs holds weekly faculty meetings on curriculum, best practices, and professional learning activities as well as weekly student assistance team meetings.

PART VI * INDICATORS OF ACADEMIC SUCESS

The one practice that makes Holy Trinity School so successful is its foundational principle, Cura Personalis, a Latin term for "care of the person". Cura Personalis is the conscious commitment to meet the academic, physical, social-emotional, and spiritual needs of the individual student. Influenced by the charism of St. Ignatius, the intended outcome is that students and all in the community find 'cura', or help, along the way. It is the hallmark of Jesuit education. Teachers, in partnership with families, are companions on a student's journey. Cura Personalis encourages the building of respectful relationships and the cultivation of a vibrant community. It helps make learning personal, and thereby leads to continuous improvement.

Cura Personalis fosters healthy relationships between teachers and students, and among students. It allows all to feel welcome, valued, and safe. Teachers at Holy Trinity School take the time to create an inclusive community. They model and allow students time to practice the social skills necessary to be successful: listening to others, taking turns, being responsible, and working through conflict. Teachers familiarize themselves with the student's background, strengths and challenges, and purposefully construct lessons that promote student engagement, reflection, and future action because of what has been learned. It is a pedagogy of joy and rigor.

It is the care for the individual student that inspires faculty to be open to growth. Teachers spend summers honing skills and engaging in professional development that better equips them to differentiate lessons and tweak instructional practices in order to meet the needs of the human being in front of them. Teachers participate in Columbia University's Teachers College workshops, STEM initiatives at Georgetown University, and positive relationship-based classroom management programs such as Responsive Classroom and Development Designs. Teachers receive training in accommodations for learning disabilities and obtain certification in tutoring programs to meet the needs of the most vulnerable students. Additionally, teachers select two or three books each summer that foster their role in the school's mission to develop students who will manifest the traditions of educational excellence, the service of faith, and the promotion of justice in an awareness of self, a love of learning, and a desire to serve others.

Cura Personalis values the welfare of the individual student and the entire community. It underpins administrative decisions and instructional practices. It drives policies regarding class size and instructional support. It helps push initiatives like adding additional physical education minutes and implementing foreign language choice. It encourages an ongoing collaborative dialogue. It says, "We see you, we hear you, and you matter."

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 <u>X</u>   No

3. What is the educational cost per student? $<u>15495</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>9335</u>

5. What percentage of the annual budget is devoted to
   scholarship assistance and/or tuition reduction?   <u>12</u>%

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>22</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** Performance Series
Grade: 3	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	73
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Math	**Test:** Performance Series
Grade: 4	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	67
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Math	**Test:** Performance Series
Grade: 5	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	68
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Math	**Test:** Performance Series
Grade: 6	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	78
Number of students tested	42
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Math	**Test:** Performance Series
Grade: 7	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	72
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Math	**Test:** Performance Series
Grade: 8	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	83
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Reading/ELA	**Test:** Performance Series
Grade: 3	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	77
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Reading/ELA	**Test:** Performance Series
Grade: 4	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	71
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Reading/ELA	**Test:** Performance Series
Grade: 5	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	75
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Reading/ELA	**Test:** Performance Series
Grade: 6	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	81
Number of students tested	42
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Reading/ELA	**Test:** Performance Series
Grade: 7	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	82
Number of students tested	39
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015

Subject: Reading/ELA	**Test:** Performance Series
Grade: 8	**Edition/Publication Year:** 2011
Publisher: Scantron	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Sep
SCHOOL SCORES	
Average Score	91
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	
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: Test was administered in September of 2015