

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 Mrs. Sheila Ann Martinez

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

Official School Name Our Lady of Victory School

(As it should appear in the official records)

School Mailing Address 4755 Whitehaven Parkway, NW

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

City Washington State DC Zip Code+4 (9 digits total) 20007-1558

County _____

Telephone (202) 337-1421 Fax (202) 337-2068

Web site/URL http://www.olvschooldc.net/ E-mail principal@olvschooldc.org

Twitter Handle _____ Facebook Page https://www.facebook.com/OLVschool Google+ _____

YouTube/URL _____

https://www.youtube.com/channel/UC

8llhlfDgTYX4bZ3Gyk3FA 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@adw.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 Rev. David Fitz-Patrick

(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 (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban 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	14	20	14
K	14	8	22
1	11	9	20
2	7	13	20
3	8	9	17
4	12	3	15
5	7	11	18
6	9	15	24
7	8	11	19
8	6	14	20
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	96	113	209

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 17 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 62 % White
 - 7 % 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: 0%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2014	212
(5) Total transferred students in row (3) divided by total students in row (4)	0.005
(6) Amount in row (5) multiplied by 100	0

6. English Language Learners (ELL) in the school: 2%
4 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Italian

7. Students eligible for free/reduced-priced meals: 6%
Total number students who qualify: 13

8. Students receiving special education services: 11 %
20 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>2</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>11</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>6</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>7</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 12
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	4
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 16:1

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	98%	97%	98%	96%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 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

If yes, select the year in which your school received the award. 2007

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

Our Lady of Victory School is committed to providing a Catholic learning environment that promotes scholarly excellence and fosters moral and spiritual growth.

PART III – SUMMARY

Our Lady of Victory (OLV) is a dynamic, diverse Catholic school in Washington, DC's Palisades neighborhood. The school attracts students from a broad variety of ethnic and socioeconomic backgrounds due to its location and reputation. Students live within parish boundaries as well as the greater metropolitan area. The full socioeconomic spectrum is represented with most students receiving financial aid (enrolling multiple children, being Catholic in the Archdiocese of Washington (ADW), qualifying for tuition assistance from the ADW, OLV or DC Opportunity Scholarship Program). Socioeconomic differences are transparent as students bond as one cohesive community. Most students are Catholic; some practice other faiths. Thirty-eight students claim a second language spoken at home, with sixteen languages represented. The school supports twenty students with diagnosed learning differences. This diversity, together with the school's warm, nurturing environment, makes OLV a special place.

All stakeholders are committed to a partnership preparing students to learn today and lead tomorrow. Parents play an integral role as leaders and supporters on committees and advisory boards, in classrooms, and school activities. Distinctive cultural and business backgrounds bring a variety of perspectives enriching the community. Teachers and staff are highly qualified, dedicated, diverse, and invested in students, going above and beyond what is required. OLV is blessed with an enthusiastic, positive, and determined principal. The administrative team provides endless support to students, faculty, and visitors, and has an exceptional relationship with the pastor, parish staff and wider local community.

This year OLV celebrates sixty years of educational excellence. The Sisters of Notre Dame (SND) from Chardon, Ohio, served as the first educators in 1955 conveying their Catholic educational philosophy. OLV maintains an affiliation with the SND. The school flourished for thirty years until demographic changes attributed to "aging in place," and families moving to the suburbs resulted in declining enrollments. Despite a consolidation with Marymount School in 1989, the school nearly closed in the early 1990's.

Under the leadership of the first lay principal with support from a dedicated group of parents, OLV's reputation grew and attracted students from the wider metro area. The school regained momentum and by the millennium enrollment had stabilized and the convent was renovated into a library and offices. In 2004, the current principal was appointed and a major renovation followed adding new heating, air conditioning, windows, ceilings, and lighting. A bequest honoring a former student enabled a classroom conversion into a science lab in 2009. The 2012 Capital Campaign funded an art studio, new kitchen and, additional classrooms. The following year, all bathrooms were renovated through a "Fund a Flush" initiative. This year, a new playground and fenced grass area were installed along with upgraded security cameras.

The Catholic tradition of OLV serves as the purpose, mission and vision of the school. The belief that each person is created in the image and likeness of God, worthy of respect with unique gifts and called to an individual mission is the heart and soul of OLV. Students know they are loved by God, teachers and parents, creating a safe, joyful community. Living and teaching the Gospel message helps students develop faith-filled relationships with God and others.

OLV seeks to form leaders and role models through "Victory In Service To Others." Students participate in service projects: making sandwiches for the homeless weekly, monthly activities for various charities and projects raising awareness and responding to specific crises. These formative experiences culminate for eighth graders when they embark on a mission service trip.

Small class sizes allow for individualized attention. A rigorous standards-based curriculum with advanced opportunities prepares students for the challenges of high school and beyond. Instruction is research-based, informed by data analysis, varied to meet student learning styles, integrated with technology and differentiated to accommodate a range of abilities. Addressing diverse learning styles is an ongoing professional development theme. A multi-disciplinary student assistance team monitors student progress and designs interventions. Teachers use flexible grouping, co-teaching and frequent varied assessments. Enrichment opportunities are available during and after school, including exciting field trip opportunities in the DC area.

In 2011, OLV was re-accredited and commended for working in a continuous improvement model, a strategy which maintains the momentum of reflection and analysis. Accreditation by AdvancED through ADW requires that OLV formulate annual goals as part of a strategic plan in Catholic Identity, Academic Excellence, Affordability and Accessibility and Governance.

A National Blue Ribbon School award was received by OLV in 2007. In addition to the pride and excitement of being recognized, there were other unexpected plusses. OLV received a \$50,000 grant to install interactive whiteboards, generating a goal of integrating technology across the curriculum. The computer lab was converted into a classroom while the school now has a one to one student to device ratio. Additional grants received in the last five years have supported STEM (Science, Technology, Engineering and Math) and language arts.

In addition, schools from around the country inquired about OLV's programs and strategies. Local schools continue to contact the principal for advice and send teachers to observe OLV classrooms. The principal mentors new principals and serves on ADW committees. OLV teachers are asked to present and facilitate professional development sessions and serve on a variety of system-wide committees in ADW.

Enrollment has steadily increased as a result of families moving into the area seeking a National Blue Ribbon School. Similarly, including the award recognition in marketing materials has contributed to improved attrition rates.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Curriculum: OLV's curriculum is based on ADW guidelines and standards. The school strives to meet the individual needs of a wide range of learning abilities using a variety of instructional methods and strategies:

Language Arts: Reading instruction focuses on phonemic awareness, phonics, fluency, vocabulary, comprehension, and literature response and analysis. English classes focus on language conventions, listening and speaking skills, and the writing process.

Early childhood teachers utilize a multi-sensory approach in language arts using a phonics-based program with stories, songs and action figures. As children learn about characters, they acquire foundational reading and writing skills through engaging, hands-on activities in small groups to maximize student to teacher ratios. Frequent assessments and flexible grouping allow teachers to address the sequential learning needs of each student. Teachers model writing and read aloud to students daily to demonstrate fluency and decoding skills while weekly library classes support the curriculum.

Basal and leveled readers are used in grades 1-4, and technology is incorporated with web-based resources that students can access at home. Teachers utilize whole group direct instruction and ability-based small groups to remediate and extend learning. Reader's theater and daily writer's workshops focus on the acquisition of skills necessary for subsequent grade levels. Handwriting is taught systematically and sequentially across grade levels. Classrooms include listening centers so students can monitor oral reading using whisper phones. Students maintain accounts on reading websites to practice comprehension skills at individual levels. Reading response journals are used to answer analytical and critical questions in a more reflective activity. Teachers pose higher level questions in journals to enhance critical thinking. "Drop Everything and Read" is practiced daily and parents are encouraged to read leveled books with their children nightly and to sign off on reading logs. Parent volunteers assist weekly to model fluency and interest in reading.

A variety of literary genres, novels and textbooks are used in grades 5-8 to develop comprehension, critical and creative thinking, and writing skills. Lessons are taught in a block double period daily. Each quarter, classes are divided into two small groups by either similar or mixed ability. Students read and annotate novels to discuss and analyze texts. Lessons begin with entrance cards and/or reading checks to assess reading and comprehension and continue with activities and projects. Writing prompts are assigned using the writing process including teacher and peer feedback via editing and conferencing. Students complete exit tickets/activities reinforcing lessons. Monthly assignment calendars help students plan workloads.

Mathematics: Number sense, computation, measurement, algebraic problem solving, geometry, data analysis, and probability are taught at each developmental level.

Classrooms display number lines including a zero and, starting in first grade, negative numbers. Vocabulary is displayed with pictures illustrating concepts. Teachers collaborate so mathematical terms are used across grade levels. In early childhood, teachers present skills throughout the day in the context of play and other activities. Students learn numbers and counting through activities such as counting days and one to one correspondence using manipulatives. Teaching assistants enable learning in small groups.

Manipulatives and authentic applications are used to help abstract concepts become concrete in grades 1-4. Two teachers are assigned during math daily for at least an hour to facilitate small group instruction. Math practice is incorporated into the day to increase instructional time. A key strategy used is reinforcement through games and activities. Teachers also use web-based resources for home access for practicing math, progressing through levels to achieve mastery.

To prepare students for rigorous Catholic high school curricula, OLV adopted an accelerated math program in middle school. Students begin the year in mixed ability groups and are subsequently grouped by ability to

allow them to complete Algebra I or Geometry by graduation. Last year, 70% of graduates placed directly into Geometry or Algebra II. A middle school math teacher co-teaches fifth grade math to support the middle school transition. Math teachers offer after school support for an hour each day; students can begin homework, check for understanding and prepare for assessments. Textbooks are available online. Teachers are able to differentiate problems assigned to each student and students must achieve 80% mastery before submitting homework online.

Science: The curriculum includes disciplinary core concepts of life, physical, earth and space science, incorporating the applications of engineering, technology and mathematics. Instruction includes inquiry, research, modeling, discovery and problem-solving through hands-on experiences. OLV has incorporated a STEM approach, participating in projects with a local high school and field trips for enrichment. Students engage in science outside of the classroom through school gardening projects, recycling, and programs such as Q[?]rious or engineering at the Smithsonian Museums.

Social Studies: Standards involving history, geography, economics, and government are met through experiential learning. Lessons make history come alive through a variety of activities, such as visual discovery, dramatic performances, debates, response groups, and writing for understanding. Opportunities are available in the classroom and community for students to share their cultural backgrounds while learning about new cultures. Grade 4-8 students compete in the annual National Geographic Geography Bee.

OLV offers a pre-kindergarten program for three and four year olds. Explicit instruction is provided in religion, language arts, math, science, social studies and art using varied resources including technology in a multi-sensory, differentiated approach. Additionally, early childhood students participate in Spanish, music, library and physical education classes. The curriculum is aligned with ADW standards for the primary grades. Having early childhood data and experience has proven useful in providing students with interventions to ensure success and readiness for accessing the curriculum in the primary grades.

2. Other Curriculum Areas:

Religion is the heart of OLV and instruction is fully integrated across the curriculum throughout the school day. The goal of religion classes is forming disciples for the New Evangelization. Daily classes are held for all students and the curriculum includes: knowledge of the faith, liturgy and Sacraments, morality, prayer, education for living in the Christian community and evangelization and apostolic life. OLV students meet or exceed proficiency targets on the annual Faith Knowledge Assessment. Religion is inherent across all other subjects. The religion curriculum is supplemented with faith formation opportunities including residential retreats, guest speakers and social justice projects.

The core curriculum is complemented by specialized classes exposing students to Spanish, Latin, art, technology, music, and physical education.

Arts –

Visual - The arts are incorporated throughout the curriculum. Instruction emphasizes responding to art through history, criticism and aesthetics. In addition, students create art using a variety of media. Students learn from local parent experts about art related careers and attend local museum exhibits. Early childhood teachers embed the arts in lessons and centers daily balancing guided discovery and free-form expression. Students in grades 1-8 attend one weekly class dedicated to experiencing the elements of art, and content area teachers collaborate to provide integrated opportunities. Middle school students craft balanced mobiles to represent exponents in math and produce collages depicting the elements of matter for science using three-dimensional elements. Sixth graders studying ancient Greece in Social Studies construct Greek columns. Fourth graders work through probability challenges by creating foam representations. Sugar skulls, paper flowers and pictorial representations are some of the elements constructed by younger students to commemorate the Day of the Dead in Spanish.

Performing – All students attend weekly music classes and, additionally, share their musical talent at weekly school Masses, the Christmas Show, concerts at Music and Arts Night and the Talent Show. Students in grades 1-8 can join a choir while 4-8 graders can receive instruction for a band instrument. Nursery students

perform at Halloween, Christmas and Mother's Day for their families. Middle school students reenact a musical dramatic interpretation of the Stations of the Cross each Lent and the birth of Christ at Christmas Eve Mass. Each spring, eighth graders perform a middle school version of a Shakespeare play.

Physical Education – All students attend two physical education classes each week including warm-ups, specific skills and activities towards cooperative goals. Additionally, students compare and contrast sports from around the world and devise modifications to games based on designated preferences, physical and developmental abilities. Each session involve a warm-up activity, skill instruction and application to a game and/or sport. Motor skills are introduced progressively and healthy lifestyles are encouraged through participation in events such as Jump Rope for Heart and Opt 2 Move.

Foreign Language – OLV is in compliance with the program's foreign language requirements. Spanish is taught in all grades: once or twice a week in early childhood and elementary grades, three times a week in fourth and fifth grades, four times a week in sixth and seventh grades and daily for eighth graders. Primary students learn vocabulary, develop insight into language mechanics, and discover the values of other cultures. Older students engage in conversation, provide and obtain information, and express feelings and emotions. Miniature dramatic productions are performed by middle school students. Instruction utilizes total physical response, songs, dancing and pantomime/puppets. Latin was introduced to sixth grade last year with the goal of incorporating weekly lessons for all middle school students. Instruction in Latin supports language arts standards in listening, speaking and writing conventions.

Technology – Pre-K - 2 students receive explicit instruction in how to use laptops, tablets and other early childhood-specific technology. All grades incorporate technology into lessons, homework, online assessments and standardized testing.

3. Instructional Methods and Interventions:

OLV uses formal and informal data and a variety of strategies and resources to reach all students. Lessons are planned using data from Scantron Performance Series Assessments ("Scantron"), grade-level standards, pacing guides, Bloom's taxonomy and student feedback. Each week, the administration reviews lesson plans and performs daily classroom observations to ensure effective instructional practices and alignment.

Creative lessons are designed using multiple delivery modalities. Teachers are encouraged to conduct pre-assessments before beginning an instructional unit, using data to inform design. Reteaching and/or extension of concepts and skills are addressed in small group settings. Field trip opportunities are available to provide authentic, hands-on lessons. Technology is integrated throughout the school providing a myriad of resources. In grades Pre-K-4, teachers utilize instructional assistants and learning centers to ensure small and flexible group instruction in language arts and math to help students reach their full potential. In grades 5-8, teachers differentiate instruction to address learning differences.

If there are concerns about a student's performance, a multi-disciplinary student assistance team is mobilized, often including parents, to strategize. Interventions are monitored and adapted towards identified goals. Recommended student accommodations are provided to students with diagnosed learning disabilities as much as possible. The middle school resource teacher and counselor hold weekly support classes for middle school students providing explicit lessons, reteaching, alternative presentations, study and organizational skills and social/emotional strategies.

Homework is assigned to reinforce skills being taught and is limited to ten minutes per grade per night, plus fifteen minutes of reading. In the elementary grades, homework is only assigned on weeknights to protect family time. In middle school, homework and projects are assigned over multiple days to enable students to best manage time and balance commitments while preparing for high school. Students with incomplete/missing homework spend lunch/recess completing assignments to protect grades and ensure skills practice.

Class schedules are designed so that language arts and math instruction occur primarily in the mornings. On shortened school days, schedules are changed to protect language arts and math instruction. Teachers

maintain webpages posting homework and links. Web-based calendars are available for parents to monitor middle school tests and assignment dates. The counselor works with students to ensure that they are available for learning.

An intensive summer reading remediation program provided by a local university is available for students who need continued instruction. Second language students receive in-class support during language arts lessons and individual instruction from the resource teacher.

Teachers meet vertically to review data, consider trends and determine appropriate strategies or interventions to promote student success. Teachers collaborate with consultants to select textbooks and other research-based resources to meet the needs of a diverse student body. In the last five years, OLV has purchased new language arts, science, social studies, religion, Latin and math resources; most resources include an online textbook and materials.

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

OLV recognizes that both formal and informal assessment data is invaluable for improving instruction, learning, and student achievement. OLV students K-8 take Scantron tests in math and reading three times a year. Schoolwide and grade level data are used to target instruction. Initiatives are introduced by both faculty and outside consultants using research-based instructional interventions.

In classrooms, teachers use observations, written, oral, web-based, and demonstration-based evaluations. Written assessments include published and online materials, as well as teacher-created tools. Oral evaluations include question and answer, presentations, debates, and reenactments. Formative assessments include hand signals using "thumbs-up" or letters formed with fingers. Web-based resources are used daily in middle school math allowing instantaneous monitoring of student performance. Assessments are varied for students depending on needs. Entrance and exit cards, as well as "What stuck with you?" stickies are used to monitor daily lesson mastery.

All K-8 students take the Scantron assessments; no scores are excluded. While OLV's population is diverse, students counted for subgroups such as ethnicity, D.C. Opportunity Scholarships, Title I, Title III, and/or learning disabilities is less than the requisite number per grade for disaggregation of data. Year after year, OLV meets or exceeds the assessment criteria for the National Blue Ribbon Award in both the fall and the spring. At the end of the 2014-15 school year, OLV was identified by ADW as the only DC school to meet the National Blue Ribbon Award assessment criteria.

Before the start of the school year, the faculty reviews students' individual and class Scantron scores. Data is analyzed for planning instruction according to individual and class strengths/weaknesses. Students' growth scores (comparing prior and current year scores) are tracked to identify areas of need. In grades 6-8, Scantron test data is also used, together with grades and teacher recommendations, for placing students in language arts and accelerated math classes.

Analysis of Scantron scores resulted in a focus on strategies to promote vocabulary development. A new vocabulary instructional series was implemented across grade levels to address this goal.

Assessment results are communicated to parents, students, and the community in a variety of ways. Individual score reports are sent to parents after each testing period. Annual information sessions for parents are held to guide interpretation. Grade level and schoolwide data is shared with parents at Back to School Night. More detailed assessment data is discussed at School Advisory Board (SAB) meetings.

Report cards are issued quarterly, and students in grades 4-8 receive progress reports approximately every two weeks providing ongoing feedback and opportunities for improvement. An Honor Roll Assembly is held each quarter, and parents are invited. Awards are given to students for academic achievement, as well as outstanding effort and character. For early childhood students, portfolios are maintained and quarterly narrative standards-based achievement reports are provided by teachers. Parent/teacher conferences are scheduled for all students at the end of the first quarter, with subsequent ad hoc meetings as needed.

Assessment data is shared with schools in the ADW through the principal's participation in bi-monthly Elementary Schools Principals Association meetings. OLV celebrates student successes with the school community through weekly newsletters, parish bulletins, and parish website postings. Students share the school's successes with the wider community by authoring weekly articles for a local newspaper.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

OLV instills the belief that each student is created in the image and likeness of God, called, chosen and loved with unique strengths and gifts to be shared for a specific purpose for the greater good. Students are encouraged to act as role models and leaders with the idea that all students can make a difference and influence those around them. Teachers make learning purposeful and relevant to real life situations as preparation for the next grade level. The faculty uses incentives to support motivation and hard work. OLV is committed to developing the whole person in addition to academic achievement. To this end, commendations are given for effort, character or demonstration of particular values. In the middle school, students are highly motivated to continue OLV's history of acceptance into the best area Catholic high schools. Overall, students know that teachers love and care about them as individuals and genuinely have the students' best interests at heart. Students tend to respond positively to being loved.

Catholic identity is the basis of the positive environment at OLV. Students begin each day at assembly in the Church where an eighth grader reads a scripture reading. The principal reflects how to live out the message of the reading at a child-centered level. Student birthdays are celebrated with a special pin, birthday song, free dress and a blessing, and the student then offers the first prayer intention. Occasionally, a guest speaker is invited to address students on faith-related matters, such as the current refugee crisis. This expression of faith threads through the day in the relationships, classrooms and every aspect of the community. OLV's Catholic teaching provides a positive, cohesive school culture and climate in which students from all faiths are welcomed and included. Results of a recent Catholic identity survey among stakeholders show a consensus that OLV excels in this area.

Catholic traditions include weekly student Masses, sacramental preparation, and seasonal prayers such as the Rosary and Stations of the Cross. Catholic Schools Week is a celebration of the school's identity. Student-led groups organize charity fundraisers and work on social justice service projects.

Teachers are highly qualified, valued and supported by the administration and one another. Each day begins with the faculty gathering for announcements and prayer. The administration has an open door policy for faculty and is present throughout the school to support and demonstrate genuine appreciation for teachers in simple ways, such as personal notes and gatherings. Designated faculty members, such as the vice principal, counselor and resource teachers, manage a variety of schoolwide administrative tasks to enable teachers to focus on instruction. Every teacher is considered the leader of the classroom and encouraged to manage an event or initiative that involves the entire student body.

Virtually 100% of professional development is funded through OLV enabling teachers to meet their professional goals. The turnover rate is minimal with an average of one to two teacher changes each year.

In each of the last two years, an OLV teacher has been nominated and selected for a Golden Apple Award, an ADW award recognizing outstanding faculty.

2. Engaging Families and Community:

Parents are vital partners in the instructional process. New student and parent orientation is held at the beginning of each year and provides an opportunity for new families to meet with teachers and members of the SAB and the Home and School Association (HSA). All new families are invited to events during their first year to help with transition and engagement. The OLV development specialist and room parents serve as resources for information and guidance, to encourage participation in the community. At Back to School Night, the pastor and principal provide information about the school, and teachers present summaries of the curricula and expectations.

Parents serve as members of the SAB or committees, chair fundraising events, or support service projects. They also serve as classroom volunteers, field trip chaperones, room parents, and book fair volunteers.

Parents lead after school activities such as Boy and Girl Scouts, and serve as team coaches. Parents work with teachers to present lessons or activities in their area of expertise, for example speaking about disabilities or graphic design. The frequent involvement of parents is a visible reminder of their devotion to their children and the school.

OLV's HSA is chaired by a parent member of the SAB. The HSA is responsible for building community in the school, planning of monthly family social gatherings such as Breakfast with Santa, Sock Hop, Trivia Night, and parent/child trips.

Instructional sessions are held for parents to support student success. For example, the math consultant provides ideas and resources to parents. The resource teacher hosts sessions to teach parents instructional games for home use. Informational meetings on the high school admissions process or child protection provide opportunities for parents to engage with the administration.

In recent years, parent expertise had proven valuable in school improvements specifically in the area of facility upgrades and emergency preparedness. Parents who are architects led a collaborative process with stakeholders to devise a twenty-five year master plan. This led to a capital campaign and the final projects of Phase I of the physical upgrades will be completed this year.

Parents with emergency preparedness expertise advise leadership regarding facilities, policy and procedures. OLV proactively implemented an incident command chain and advanced crisis plan before it was mandated. An independent crisis plan review gave an "A+" rating to OLV for emergency preparedness.

OLV has established model relationships with the parish and staff who collaborate in Sacramental preparation. OLV works effectively with neighbors such as local schools, businesses and the public library. OLV hosts an intern from a local high school for students with learning disabilities and teaching practicum students from local universities. SAB members and school leadership attend local community events and council meetings to remain engaged with the Palisades neighborhood.

3. Professional Development:

OLV teachers and staff view themselves as lifelong learners. Professional development objectives are aligned with research-based practices, analysis of assessment results, and the goal of having highly qualified teachers. Most faculty have or are pursuing a Master's Degree or take graduate courses for certification. Each teacher formulates a professional development plan at the beginning of the school year based on individual growth goals which are approved by the principal. Teachers pursue a variety of opportunities to meet individual needs and participate in ADW programs such as courses offered in unpacking the math standards, assessment team training, the leadership academy and other archdiocesan-wide workshops. Teachers share practices they have learned at faculty meetings.

Each week the principal shares an article from an educational journal inviting faculty to respond or share how the theme could be put into practice in the classroom. Teachers who respond sometimes receive a gift card in recognition of their efforts to implement the ideas. Weekly faculty meetings often include professional development in the form of a presentation by a teacher. Each spring, OLV teachers participate in a book study during faculty meetings for credits towards recertification. Recent book studies include assessment and grading, math misconceptions, and effective teaching/learning strategies. The counselor and delegating nurse have presented faculty training and workshops on a variety of topics associated with student safety, health, learning and social-emotional development.

All OLV teachers and staff are trained in CPR and First Aid and have participated in emergency preparedness workshops such as shelter in place training.

An educational consultant funded by Title II, Part A, works bi-monthly with all teachers on data analysis, providing tools and ideas to improve instruction. This coach mentors new math teachers each visit by reviewing lesson plans, observing math lessons and providing feedback to ensure growth. With

experienced teachers, the focus is support in differentiated instruction, co-teaching new strategies and suggesting protocols for resources and material selection.

The impact of professional development at OLV is evidenced in student achievement, particularly in math in recent years. In the past three years, seven OLV teachers have been selected to present and facilitate professional development sessions at ADW events.

Three main sources of funding are available for professional development at OLV: Title funds through No Child Left Behind, designated funds in the school's budget, and opportunities funded by the ADW.

4. School Leadership:

In the spring of 2011, The Washington Post selected OLV's principal as the private school recipient of the Distinguished Educational Leadership Award. The OLV school leader was also named ADW's Principal of the Year, and in 2012 a National Principal of the Year by the National Catholic Educational Association. These honors recognize the outstanding achievements of both OLV's leadership and the entire school community.

The school, as part of the parish, is under the direct authority of the pastor. The principal is appointed by the pastor, serves as the administrator of the school, and reports directly to the pastor and the Catholic Schools Office. The pastor is appointed by the Archbishop and serves as the CEO at the local level. As an archdiocesan elementary school, OLV is governed by the pastor and principal in accordance with the policies and procedures of the ADW. The principal is a member of the parish boards and councils of volunteers, who serve in a consultative capacity to the pastor. The SAB advises the pastor and principal in finance, policy, development, public relations, evaluation, facilities and emergency preparedness in accordance with archdiocesan bylaws. The vice principal and one teacher representative also serve as members of the SAB. Due to the partnership between the school and the parish, the SAB has representation on parish boards and vice versa. SAB members are typically members of the parish and/or parents of children in the school.

Data related to student achievement is shared with all stakeholders. The SAB provides feedback and partners with the leadership to collaborate with the faculty in goal setting each year. SAB members participate in the strategic continuous improvement model embedded in the AdvancED accreditation process.

OLV has a vice principal and leadership cadre who create leadership density in the school building on a daily basis. Each department (i.e. Early Childhood, Elementary, Middle School and Specialists) has a coordinator who provides the first level of support to teachers in the classrooms towards student achievement goals. Teachers are instructional leaders in the classrooms in accordance with the goals, policies and procedures of the school compliant with the ADW.

PART VI * INDICATORS OF ACADEMIC SUCCESS

Five years ago, OLV faculty and leadership worked together as a professional community implementing a methodology to provide a common approach to education aligned with the Catholic identity of the school. Teachers and staff selected Responsive Classroom (RC), a research-based approach, to improve student achievement through engaging academics, creating a more positive community to enable students to feel safe, valued and supported by peers and willing to take risks as learners. The strategy focuses on a developmental approach, effective classroom organization and management, with the first six weeks of school being key to the success of the rest of the school year.

All teachers and staff have completed levels I and II of RC along with additional one day workshops such as Responding to Misbehavior, Teacher Language and Bully-Proof Your Classroom. All staff and faculty participate in and embrace this approach providing a schoolwide consistent experience for students throughout the school day.

RC includes beginning the school year with goal setting by all members of the community. Positively written rules are formulated by and agreed upon by all to ensure that everyone can achieve their goals. Routines and expectations are taught deliberately, modeled and practiced with all students without assuming any prior knowledge. Each class hosts a daily community meeting with common elements of a greeting, sharing, game/activity and a written message from the teacher. Morning meetings may be curriculum-based or more social-emotional in content. Although formally RC is designed for elementary grades, middle school teachers fully embraced and adapted the methodology for schoolwide implementation. Teachers use the same approach for student cues and redirections, regrouping strategies, and using logical consequences in response to misbehavior across all grade levels.

Last year, OLV experienced significant success implementing the RC approach to recess. Based on responses to the annual anti-bullying survey, OLV modified lunch/recess schedules to decrease the number of classes at each session. For the first six weeks of school, a variety of games were explicitly taught, modeled and practiced to ensure that all students learned the rules. Older students helped younger ones practice activities and games focused more on cooperation than a particular sport. Students who previously either sat out during recess or were reluctant to participate in games were actively playing and engaging socially with peers. There was a significant decrease in recess discipline issues due to all children knowing the rules and expectations. In October 2015, students took a national anti-bullying survey that has been administered to approximately 15,000 students a year since 2008. In a first for all past respondents, 100% of OLV students surveyed reported knowing what is expected of their behavior.

The framework of RC complements the mission and vision of OLV in developing the whole child.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$9534
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1690

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 65%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	93
Number of students tested	19
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	84
Number of students tested	22
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	74
Number of students tested	24
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	73
Number of students tested	22
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	83
Number of students tested	20
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	94
Number of students tested	22
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	83
Number of students tested	19
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	86
Number of students tested	22
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	75
Number of students tested	24
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	81
Number of students tested	22
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	87
Number of students tested	20
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Scantron Performance Series</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Scantron GlobalScholar</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	89
Number of students tested	22
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: