

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 Dr. Steven Joseph Frommeyer

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

Official School Name St. Francis of Assisi Catholic School

(As it should appear in the official records)

School Mailing Address 1938 Alfresco Place

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

City Louisville State KY Zip Code+4 (9 digits total) 40205-1876

County Jefferson

Telephone (502) 459-3088 Fax (502) 456-9462

Web site/URL http://www.sfalouisville.org E-mail sfrommeyer@ccsfa.org

Facebook Page
Twitter Handle https://www.facebook.com/SFALouisville 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*Ms. Leisa Schulz E-mail lschulz@archlou.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. (502) 448-8581

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. Melissa Thomas

(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	6	8	6
K	12	13	25
1	12	16	28
2	13	8	21
3	16	15	31
4	13	15	28
5	13	12	25
6	13	13	26
7	14	17	31
8	13	18	31
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	125	135	260

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 2 % 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 <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	4
(2) Number of students who transferred <i>from</i> 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)]	6
(4) Total number of students in the school as of October 1, 2014	247
(5) Total transferred students in row (3) divided by total students in row (4)	0.024
(6) Amount in row (5) multiplied by 100	2

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):
Croatian, Arabic, and Spanish.

7. Students eligible for free/reduced-priced meals: 0%
Total number students who qualify: 0

8. Students receiving special education services: 0 %
0 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>14</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>37</u> Specific Learning Disability |
| <u>0</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>3</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	7
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 19:1

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

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

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

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

St. Francis of Assisi School is a cohesive community dedicated to developing world class, well-rounded students that become life long learners and Christian servants.

PART III – SUMMARY

St. Francis of Assisi School (SFA) was established in 1886 by the Archdiocese of Louisville to serve German Catholic farm children. The school was operated by Ursuline Sisters until the 1970s and, as a parish of immigrants, has always embraced and celebrated differences while serving the needs of others. Even today, despite being one of the Archdiocese's smallest schools, SFA accepts more tuition-free refugee students than any other school through Catholic Charities.

Students play a leadership role in many of the traditions and rituals that occur at SFA. On a rotating basis, students lead morning announcements, prayers, and the PeaceBuilders Pledge. They plan school assemblies, talent shows, and field days that foster team-building and a cooperative spirit among all grades. Finally, the Mission Recognition Program provides a tangible award to students who achieve stated goals in service, faith, and academics by the end of the school year.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Archdiocese of Louisville’s Curriculum Framework, along with the Kentucky Department of Education’s guidelines, provides the structure for instruction at SFA. The Catholic faith, peacebuilding, and a mission of service guide the process of shaping students’ minds and spirits through teaching. Assessment results, parent collaboration, and the school’s small size allow differentiation for students along the continuum of learning abilities.

In grades K-5, Reading/English Language Arts students acquire foundational skills by focusing on spelling patterns, phonological awareness, word families, word walls, and more. Students learn to identify key ideas, conduct research, and answer questions based on careful reading across all subjects. Technology makes literacy skills collaborative and individualized, and invites new ways of thinking for communicating to a 21st century audience. Students receive remedial assistance and additional challenges through tutoring, Lexia Core 5, and the Accelerated Reader (AR) program.

The middle school Language Arts program takes a workshop-style approach individualized reading and writing. Teachers guide students in keeping journals to record accurate data on themselves as readers and writers. The journals also allow students to reflect on their quarterly progress as proficient listeners, speakers, and critical thinkers. Students cite evidence from fictional works, as well as informational texts, to form literary analyses and opinion pieces, always with the ultimate goal of publication. Wordmaster vocabulary requires students to understand nuanced applications of words in academic and real-life usage.

From the first introduction to Mathematics in Kindergarten, students are taught to see connections between numbers in the abstract and in the real world: counting numbers becomes managing a budget. Students learn precision and how to reason abstractly and quantitatively. Cross-curricular math approaches are especially apparent in science – and particularly science fair projects – which are completed in every grade. The spiraling curriculum is supplemented by the hands-on use of manipulatives and games in early grades, math notebooks in middle school, and the strategic use of math tools at all levels. All grades use the scaffolded approach of Simple Solutions workbooks to reinforce concepts, a key component in SFA’s rising Terra Nova and Acuity math scores.

Teachers recognize that no single approach is meaningful to all students, and they strive to present material in multiple ways to appeal to all learners. Starting in sixth grade, students are placed in groups where teachers provide leveled instruction, and move between groups as mastery is gained or lacking. Math Counts is a resource for advanced challenges, and science fair math projects allow students limitless achievement in the subject.

Social Studies creates self-understanding as students immerse themselves culturally, civically, and morally in lessons of history and current events. Students build on instruction with visits from political leaders, trips to the state capital and student council elections. A trip to the U.S. Holocaust Memorial Museum is the culmination of three years spent synthesizing, reflecting, and making inferences about what the Holocaust teaches society today. Students in grades K-5 build their knowledge of the world by presenting their Native American and Egyptian museums to the entire school.

Above-level students extend their knowledge by designing lesson plans with teacher support, then becoming subject leaders for the class. At all grade levels, students create presentations using the modality that best suits their learning style: artwork, interviews, dramatic arts, and more.

SFA’s Science program has a regional reputation for excellence. Teachers enrich early grades’ learning with hands-on experiments that illustrate concepts in multi-sensory fashion. Students learn to identify patterns, make predictions and hypotheses, and use systems thinking to see how parts are connected to create a whole. Practice with reading and interpreting a variety of texts in language arts contributes to the ability to analyze and evaluate scientific text.

The program teaches students to invite national scientific leaders to mentor them and many work in labs at the University of Louisville, Speed Scientific School, James Graham Brown Cancer Center, and other organizations in specific areas of chemistry, physics, biology, and technology. The science teacher scales independent research projects to students' abilities. Those needing additional help attend lunch time study sessions so that they can learn collaboratively.

Religion is not just a class taught at SFA – it is an approach to life that incorporates education, sacramental preparation, and service. Grades K-8 receive an average of 2 hours per week of instruction in the Catholic tradition, attend Mass as a group twice or more per month, and take turns planning and participating in all aspects of Mass.

1. b. Pre-Kindergarten Program

The SFA Pre-Kindergarten (Pre-K), like the elementary school, recognizes that children acquire mastery at different rates and in different areas. With a maximum of 15 students, the program has two teachers who work with children independently and in groups to prepare them for Kindergarten. The curriculum focuses on engaging children in the learning process and strengthening their physical abilities, social/emotional development, literacy and communication skills, awareness of numbers and the world around them. Each of these areas is aligned with the elementary school curriculum. Frequent communication with SFA teachers means Pre-K content is tailored to assure readiness for Kindergarten. The program is based on Catholic traditions yet welcomes families of all faiths.

2. Other Curriculum Areas:

Within the Visual and Performing Arts department at SFA, the Music program emphasizes the philosophy of Orff-Schulwerk where students become composers. Students graduating from SFA can play three instruments, read music, and perform dramatic works for community-wide audiences. All students perform publicly at least once per year: Kindergarten hosts a Fall program; grades 1-3 offer a Christmas program; grade 4 performs at a nursing home; and grades 5-8 present a Spring program.

Fine art class exposes students to art history, drawing, painting, sculpting, weaving, and more. Families visit a Spring showcase where each student's work is represented.

SFA offers extracurricular choral choirs, drama club, and art club. These measures enable SFA students to gain an understanding of the arts in a larger context: how students create, present, respond to, and make connections with fine and performing arts. All grades attend music/drama class and art class once per week unless rehearsals require additional class time.

Technology is an essential support to customized teaching and assessment at an individual level. Collectively, technology is revolutionizing and democratizing teaching at SFA to achieve what a finite number of teachers cannot do alone. The school is fortunate to have a total of 239 iPads, laptops, and desktop computers, enabling 96% of students to utilize devices simultaneously. This mix of technology types builds keyboarding and research skills, and ensures students are well versed in a variety of platforms for success beyond eighth grade. All students use technology a minimum of two hours daily, and a full-time technology coach works with teachers to align technology skills with the curriculum for each grade.

Smartboards, document cameras, and voice projection microphones accommodate the different ways visual and auditory learners absorb information. Lexia Core 5 adapts to students' reading abilities and provides scaffolding, immediate corrective feedback, and ongoing progress-monitoring data. Today's Meet helps gauge student understanding of concepts and the Show Me app uses best practices in teaching to support learners at both ends of the spectrum. Using Excel, math students collect, record, and analyze data to make sense of real-life information. Through the mobile laptop lab, science students make immediate examples of concepts, and collaboration with local and international science experts becomes a reality.

SFA is in compliance with the program's foreign language requirement. The Spanish program is aligned

with the National Standards for Foreign Language Education and the Foreign Language Curriculum of the Archdiocese of Louisville. Students in K-8 receive two and a half hours of Spanish each week during daily class. The program develops language skills and cultural awareness, empowering the students to effectively participate in a global society. The teacher, a native from Guatemala, presents the curriculum with strategies that are interactive, challenging, and collaborative, using technology, cultural games, total physical response, and dramatic arts to build a solid foundation for further language studies. Seventh- and eighth-grade students use their foreign language skills to present a cultural report on a Spanish-speaking country to Spanish-speaking judges. With this performance task, students use their iPads to go to Spanish-speaking countries and gain an understanding of how cultures are formed. About 70% of SFA students test out of Spanish as high school freshmen. SFA students have been winners of the Gold Medal for Excellence in the Language and the National High School Award for Languages. Frequently, SFA students choose Spanish as their college major, spend post-collegiate years teaching in Spain, and select careers that utilize their bilingual ability.

The Physical Education/Health/Nutrition (PE) program at SFA is forward-looking in that it prepares students for a lifetime of physical and psychological well-being. Students participate in activities to build motor skills, coordination, and a confidence level with many sports, including archery. Students learn the negative health implications of smoking, drug and alcohol abuse, and the benefits of making healthy food choices through the Food is Elementary (FIE) program. As students prepare the healthy cuisine of other cultures, they learn social studies and applied mathematics. All students attend PE a minimum of once per week – lower grade teachers host their own movement classes two additional days per week.

The school's Library is a learning laboratory where students apply skills such as research and Internet safety to their classroom curriculum. The librarian knows all students personally and guides them to reading or audio choices based on their individual AR goals and levels. Library class is one hour per week for all grades, but students use its resources on a daily basis.

3. Instructional Methods and Interventions:

At SFA, all learning happens within a context of assessment. The goal is always to identify students' abilities and implement individualized learning plans that are challenging yet achievable.

There are 27 students with 504 plans and 18 who are accommodated through School Strategy Plans. The Learning Consultant works closely with teachers and parents to adapt curriculum to meet the needs of students, whether their challenge is reading comprehension, focus issues, or processing speed difficulties. Techniques include reading tests to auditory learners, providing sensory processing equipment in classrooms, and working with students individually or in small groups. The school is fortunate to have a strong pool of tutors from the Parish to engage for students needing extra help. These adaptations occur daily in every grade level.

For all students in grades K-4, the Learning Consultant conducts Minds in Motion three days a week, and teachers report significant improvement in students' ability to sustain attention. Teachers in every grade implement movement breaks frequently throughout the day to enhance student engagement.

After school, students in grades 1-5 who show reading delays or skill deficits attend a Reading Lab three days a week. Using Lexia Core 5 programs, students are pre- and post-assessed until reading skills are on grade level. Struggling students in early grades are paired with middle school students for tutoring, and first grade students who are reading below level participate in an after-school book club.

Math teachers strive to instill a deep knowledge of concepts in the subject. The ShowMe app has been invaluable in demonstrating where intervention is needed: students each create videos that show the instructor exactly where the math operation is unclear. At the same time, to prevent students from relying on technology as a crutch, calculators are introduced after processes (such as graphing) are taught on paper, so that tools enhance learning without inhibiting it.

SFA offers several opportunities to advanced students, including Quick Recall, Future Problem Solvers,

Book Bee, and Math Counts. Students with a special interest in technology work with 3-D printers and programmable robots to foster their passion for science. A recent SFA alumnus presented his innovation in 3-D print material at the Intel international science fair. Students showing high aptitude in language arts are challenged by the AR program that tests students on the ability to read text carefully and make inferences, scaled to a level appropriate for each student.

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

SFA as a whole has a strong vertical alignment among Pre-K, lower, and upper grades – as well as between each grade. Teachers meet monthly to monitor and adjust expectations and achievements by class and by student. A three-year curriculum plan informs the cohesive direction of SFA’s teaching content. Examples of school-wide changes to the plan include implementing Simple Solutions math review workbooks and a strong technology program (for differentiated learning) to improve standardized math and reading scores. As a result, Terra Nova scores have risen from 628 to 648 scaled scores (3rd grade math, a specific challenge area); high school entrance exam scores have increased to 33 points above the national average and 30 points above the Archdiocesan mean; and 80% of advanced-math graduates test out of Algebra as do 50% of the entire eighth grade.

The systematic process for reviewing results in each grade is based on assessment, evaluation, and decision-making. Assessment data – including diagnostic, formative, and summative – guides the school’s approach to remediation, not just accommodation. For example, SFA coordinates supports like occupational and speech therapy to assure students are prepared to start school, following Kindergarten readiness screenings. Based on their classroom observations, teachers refer students to after-school and lunchtime math, science, and reading workshops for subject mastery. Additionally, standards-based rubrics at every grade level facilitate student projects and teachers’ evaluation of their work. Assessment tactics that include test grades, quizzes, exit slips – as well as Terra Nova, Acuity math, and ACRE religion scores – all influence decisions to modify teaching strategies.

Individual assessment results are shared through postings to the web-based grading program every two weeks, allowing teachers, families, and students the opportunity to identify areas of concern. The Learning Consultant and Counselor talk weekly with parents in cases where students need extra attention. When quarterly report cards are distributed, concurrent parent-teacher-student conferences are held for students to share successes and set goals for the next quarter. Standardized test scores are sent to parents in the spring and Archdiocesan comparative scores are shared with the School Board, Parish Council, and other interested parties.

Assessment results are shared with the community through the annual report, weekly electronic newsletter, and continual emails and web page postings. SFA stories of success appear in the local newspaper, on television, in the Archdiocese weekly newspaper, and in a series of large lawn banners the school creates to announce its achievements.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SFA's school climate and culture is focused on educating the whole person, not just the academic side. By embodying commitment to hard work and respect for others, the faculty is able to cultivate these attributes in students. Classes begin each morning with a school-wide recitation of the PeaceBuilders Pledge – reaffirming the promise to foster harmony throughout the day.

The hours and days outside of scheduled class time are busy at SFA. Teachers arrive before school starts and stay after dismissal to meet any student who needs help reaching the school's high standards. For example, middle school students and the science teacher spend nights, weekends, and holidays working in the lab to prepare for science fair. The fact that SFA students win almost every category at the regional and state science fairs underscores the commitment that teachers, students, and families make to support high achievement. Students reap the benefits of their hard work following graduation: all report that they are very well prepared for high school and 85% make honor roll.

Through the HeartPaths program, each grade is paired with groups in the community who need their help: the elderly, veterans, animals, disabled and the terminally ill, refugees, and more. Teachers and parents work together alongside students, as they become local and global agents of change and understand the solidarity they share with all who are vulnerable. After nine years of service work at SFA, an impressive 98% of students continue their service following graduation. High school administrators frequently tell SFA's principal that they "know who the St. Francis students are" by their compassionate treatment of others.

Administration and parents practice the parish-wide mission of serving others with their whole-hearted support of teachers. Students witness the priest, principal, and parents working with teachers to implement instruction, assist with projects for sacrament preparation, and bring their expertise to the classroom to enrich relevant curriculum. Parents teach Junior Achievement, Food is Elementary, and a host of extracurricular activities that allow SFA to produce such well-rounded students. These efforts not only support teachers, but also model a cooperative spirit for students.

2. Engaging Families and Community:

Families recognize that their contributions of time and talent are not just welcomed, they enhance education and honor SFA's mission of service.

The school recently created the Mission Recognition Program to give special attention to students who meet requirements, based on age, in the areas of service, faith, and academics. To achieve these goals – which include donating time, attending religious services, and earning above-average grades – students need strong family support. A significant number of students were awarded the recognition in its first year, indicating successful engagement with families.

Apart from their service in the classroom, parents produce several events throughout the year that provide essential funding for school needs. Proceeds from two major fundraisers have enabled SFA to provide annual comprehensive athletic and technology programs, numerous renovations and facility upgrades, and significant tuition assistance – all at no cost to families. Smaller events like the father-daughter dance and adult spelling bee raise money to purchase items on the teacher wish list, such as printers, science lab equipment, an automated external defibrillator, and more.

Out of 167 school families, SFA has 120 volunteers who serve on the Parent Volunteer Organization, a 72% participation rate. Additionally, the parent survey conducted in May 2015 indicated that 99% of parents agreed or strongly agreed that they are satisfied with students' experience at SFA.

At every grade level, students experience their studies coming alive through relationships with the Louisville Water Company, the Speed Scientific School, StageOne Theater, the Kentucky Humane Society, the U.S. Holocaust Memorial Museum (USHMM), the Jewish Community Federation, the Anti-Defamation League and countless others. Through interaction with these organizations, students come to see how theory becomes practice outside of the classroom.

Community support for SFA is evidenced by several organizations' funding of the school's programs. In 2015, the Jewish Heritage Fund for Excellence underwrote SFA's trip to USHMM, based on SFA's reputation as a leader in interfaith activities. Other grantors include the Louisville Fund for the Arts, Target, and the Archdiocese of Louisville, who collectively have given students access to in-school theater experiences, field trips, and technology equipment.

3. Professional Development:

To instill 21st century skills in students, teachers become strategic learners, using new approaches and looking at how material can be made relevant to the real world. Teachers at SFA recognize that lifelong learning and professional development are vital components of student success. Self-assessment leads teachers to set learning goals and objectives for the upcoming school year. Teachers also create personal professional growth plans that are driven by school goals, personal achievement goals, and student assessment scores. These plans have a purposeful connection to the school improvement plan – no one teaches as an individual but as part of a cohesive continuum from grades K-8.

Professional development activities are not an end in themselves but have direct bearing on the many ways teachers collaborate to improve the learning experience for students. The Archdiocesan Institute and Bellarmine University recently hosted training on the Common Core, which SFA teachers and the principal attended. As a result of their instruction, the staff and administration revamped the school improvement plan. Teachers applied the concept of backward design to curriculum – looking first at the skills students must acquire for success in the future, then constructing a curriculum that develops those skills. Reading, writing, speaking, and listening abilities are reinforced and assessed across all subjects.

The English/language arts teachers of grades 1-8 have been trained at the Reading and Writing Project at Columbia University. The program and SFA share a common goal of promoting avid reading, writing, and inquiry among young people, and practicing the most effective methods for teaching these crafts.

Weekly meetings among teachers of K-5 and grades 6-8 facilitate an exchange of best practices, assistance, and updates. Once a month, SFA hosts formal professional development, coinciding with the noon dismissal of students. Staff spends the remainder of the day working with outside experts in the areas of education, religion, service, and technology, for example, all with the goal of meeting individual student needs in the best way possible. Faculty complete 50% more training than the Archdiocese requires.

Implementing the use of iPads and laptops has required many hours of technology instruction for the staff. The full-time technology coach continues to host group training sessions as well as individual instruction by grade and subject for teachers.

Teachers at SFA are encouraged to seek professional development locally and nationally. The Archdiocese funds this training and the school budget includes provisions for substitute teachers. Teachers are given every opportunity to become experts in their fields and refine their skills.

4. School Leadership:

SFA is one of 37 Catholic schools accredited by the Louisville Archdiocese. The Pastor of SFA has ultimate responsibility for the school and the School Board. The Booster Club, PVO, and the Parish Administrator all contribute to the governance of the school. The principal participates in each group's meetings to coordinate support of student opportunity and success.

SFA's philosophy of inclusiveness, based on its mission to serve others, inspired the principal's passion to broaden the accessibility of Catholic education to students of diverse abilities. SFA is the first school in Louisville to consider creating a "school within a school" for students with diagnosed learning disabilities. In cooperation with the Archdiocese, SFA is developing a program that will allow students to remain part of the school but have their challenges met. At the same time, a task force is researching the formalizing of a program for students with gifted abilities. Ultimately, SFA is on the path to providing faith-based education for students across the learning spectrum.

The principal works with each teacher to evaluate the best way to meet diverse needs in the classroom. Teachers also partner with the principal to define personal professional development goals that become part of their annual assessment. The principal's approach is one of empowerment and servant leadership.

There are opportunities for all teachers to take leadership roles – as levels chairs for K-5 or grades 6-8; as department chairs for specific disciplines; and as representatives on the School Board, PVO, and Parish Council. Because the faculty is small, it is possible to share decision-making and meaningful discussions at weekly meetings. Committees are formed to plan retreats, develop the school calendar, review the code of discipline, and survey textbooks and technology before adoption.

Parents take on leadership roles in School Board and Parish Council positions, fundraising chairs for all events, and providing assistance at every level in the school. Their talents and generosity continue to make SFA a uniquely creative and diverse school for Pre-K through eighth-grade education.

Developing leadership in students is a focal point of their education. As a result, students run the Student Council and assemblies, serve as ambassadors to school visitors, and fill revolving roles in each classroom. They plan Masses, act as patrol guards, and serve as "buddies" to students in lower grades. Students are held accountable for their work and behavior from a young age, and as a result, they leave SFA as self-sufficient, polite young adults.

PART VI * INDICATORS OF ACADEMIC SUCESS

The one practice that makes SFA so successful is its ability to customize the educational experience for each student. An enrollment of 247 students makes this uniquely practical. With one teacher, one assistant, and one class per grade, the staff is very familiar with students' strengths, weaknesses, and needs, both academically and socio-emotionally. Furthermore, this cumulative insight is conveyed vertically to teachers and the entire support team throughout students' grade school years. The result is graduates who have remediated their challenges, maximized their gifts, and become self-advocates who successfully navigate their world after SFA.

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 No

3. What is the educational cost per student? \$6208
(School budget divided by enrollment)

4. What is the average financial aid per student? \$577

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 11%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Math</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Terra Nova</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	648.3
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>Math</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Terra Nova</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	671.4
Number of students tested	23
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>Math</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Terra Nova</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	704.3
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Reading</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Terra Nova</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	641
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>Reading</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Terra Nova</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	678.1
Number of students tested	23
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>Reading</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Terra Nova</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	695.5
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: