

U.S. Department of Education
2020 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. Lisa Foley Kempinski
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Bonaventure Catholic School
(As it should appear in the official records)

School Mailing Address 1301 SW 136th Avenue
(If address is P.O. Box, also include street address.)

City Davie State FL Zip Code+4 (9 digits total) 33325-4300

County Broward

Telephone (954) 476-5200 Fax (954) 476-5203

Web site/URL http://www.stbonaventurechurch.com E-mail schooloffice@stbonaventurechurch.com

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* Dr. Kim Pryzbylski E-mail kpryzbylski@theadom.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Miami Tel. (305) 757-6241

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 Mrs. Keegan Eterno
(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	39	45	84
K	32	29	61
1	28	31	59
2	28	37	65
3	34	30	64
4	26	33	59
5	36	28	64
6	37	35	72
7	32	31	63
8	25	44	69
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	317	343	660

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1.5 % Asian
 - 0.2 % Black or African American
 - 66.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 26.8 % White
 - 5 % 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 2018 - 2019 school year: 1%

If the mobility rate is above 15%, please explain:

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, 2018 until the end of the 2018-2019 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2018	662
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 0 %

0 Total number ELL

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 6

8. Students receiving special education services: 9 %

58 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>18</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>22</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>8</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
Student support personnel e.g., school 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 25:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	94%	94%	94%	94%
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 2019.

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. Bonaventure Catholic School strives to cultivate Catholic Values that maximize each child’s spiritual, academic, creative, social and physical potential.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

St. Bonaventure Catholic School, founded in 1996, enrolls over 650 students from preschool through eighth grade. The school serves mostly working middle-class families in the town of Davie, a densely populated suburb of Fort Lauderdale. The majority of the students come from homes with two working parents, and a quarter of the students attend the aftercare program. More than half of the students are bilingual and are fluent in Spanish and English. Furthermore, parental involvement is high with the majority of families attending open house, parent-teacher conferences, and academic activity nights. The student transfer and mobility rates are low; as a result, St. Bonaventure has a waiting list for enrollment.

Last year, St. Bonaventure Catholic School received accreditation by the Florida Catholic Conference (FCC) as the third STREAM (Science, Technology, Religion, Engineering, Arts, and Mathematics) certified Catholic school in the state of Florida. Teachers utilize a multidisciplinary approach to the curriculum by integrating core subjects into lessons that challenge students through creative and innovative projects while meeting, and often exceeding, grade level expectations. Students utilize the design process to solve real world problems. Students have created, engineered, and developed sustainable innovations that have impacted both local and global communities. A year after the inception of the STREAM program, standardized test scores in science confirmed significant school-wide gains of at least ten national percentage points at each grade level.

St. Bonaventure's approach to curriculum and instruction successfully prepares students to become expert users of technology with the ability to create, publish, and critique digital products that reflect their understanding of content and showcase their technological skills. In 2011, St. Bonaventure became one of the first schools to pioneer the one-to-one digital technology initiative. Each student in grades four through eight utilizes an iPad as a tool to collaborate, create multimedia productions, and access online resources. Teachers also use technology to monitor student progress, individualize tasks and instruction, develop and implement differentiated instructional goals, provide meaningful feedback to students, and confirm mastery of assessment benchmarks.

In preschool and primary grades, students participate in a well-balanced program for building literacy skills through interactive experiences that integrate phonics, phonemic awareness, vocabulary, fluency and reading comprehension. The teachers utilize whole group, small group and one-on-one instructional formats to teach literal and inferential reading skills, which aid in critical reading and literary analysis. In third through eighth grades, the teachers use classical high-quality texts not only for reading instruction, but also to foster a love for literature. Teachers focus on developing higher level questioning and incorporating academic vocabulary to expand literary knowledge.

St. Bonaventure is committed to developing the whole child. Spiritual, social, emotional, and academic growth are viewed as equally important. The curriculum fosters and encourages the belief in a growth mindset. Students are encouraged to be risk takers. Teachers and students understand and embrace the notion that mistakes are essential to the learning process. Students also participate in a variety of experiences that focus on being kind, sharing with others, and interacting in groups, as well as respecting and appreciating personal differences among peers and others in society. These experiences help build wholesome, personal skills that teach students to mobilize effectively in a multi-ethnic, pluralistic society. To support these experiences, teachers receive ongoing professional development in the area of social and emotional learning and integration of group interactive strategies.

Along with a strong socio-emotional foundation, St. Bonaventure strives to develop the whole child by providing for physical growth as well. Encouraging both physical activity and healthy habits positively impacts overall learning and student wellness. All students are encouraged to participate in competitive sports teams. The physical education program includes participation in the President's Fitness Challenge, fun runs, and field day activities held throughout the year.

Integration of tasks and experiences to ensure the holistic development of each student physically, emotionally, spiritually, and academically is vital to the work, success, and mission of St. Bonaventure

Catholic School. To this end, each student is encouraged to discover his or her primary arenas of success: interscholastic competitive sports, supervised interactive play during daily recess, creative and performing arts, personal spiritual reflection, or other avenues for development of personal proficiency.

Evidence abounds confirming the consistent high achievement of students attending St. Bonaventure. Students have won numerous awards during academic competitions at local, regional, state, and national levels. Because of the students' continuing high achievement in reading, the school has maintained the distinction of membership on the Renaissance National Honor Roll. St. Bonaventure students also participate in the Duke Talent Identification Program (TIP). This has resulted in national recognitions for five St. Bonaventure scholars over the past three years. In fact, over 50% of the students in grade seven are nominated annually.

St. Bonaventure can be described as a place for our students, employees, families, and alumni to call home. The school takes pride in fostering a culture of lifelong learning where all stakeholders can share their gifts and talents to benefit the local community, the global community, and the Church.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

St. Bonaventure Catholic School’s curriculum and instruction is designed for twenty-first century learners. As a STREAM school, St. Bonaventure integrates technology, science, and engineering and design into all areas of curriculum, including language and the performing arts. Students utilize scientific inquiry and design process to solve problems. Embracing a growth mindset, fantastic failures are encouraged for students to deepen understanding. Mistakes lead students down a path of trials and errors that may even lead to greater successes in the long run when working on projects and assignments. The process of projects is emphasized over the final product, and student choice and creativity is always encouraged. There is a school-wide standard that no two projects should ever look alike.

At St. Bonaventure Catholic School, teaching methods have evolved from paper and pencil to technology that individualizes instruction, expands creativity, and allows for unprecedented collaboration and sharing of student work with all stakeholders. Students have access to makerspace materials, programmable robots, digital audio-visual editing software, three dimensional printers, and a multitude of applications to bring their projects to fruition.

St. Bonaventure students are the future Catholic leaders and global citizens of tomorrow. The Catholic faith is instilled throughout the curriculum, enabling students to become well-rounded individuals. The Gospel messages of love, respect, and kindness are prominent in each of the core courses. Through hands-on projects in the Faith In Action program, students work closely in order to assist the less fortunate in the community. In STREAM, the students work on science experiments that help to preserve or better the environment, demonstrating respect for God the Creator through stewardship. St. Bonaventure is a family working together with all stakeholders to educate students.

1b. Reading/English language arts

Teachers at St. Bonaventure use a balanced literacy approach to meet the diverse needs of all students in order to produce highly proficient writers and lifelong readers. Preschool and primary students progressively learn and develop phonemic awareness, phonics, vocabulary, fluency, and reading comprehension. Learning is hands-on and includes small group, center-based learning. Preschool students participate in play-based learning that includes scribbling, singing, drawing, and painting. Kindergarten is a print-rich environment where students are taught phonics through word study, read-aloud stories, letter-sound recognition, decoding, inventive spelling, and basic comprehension. Students in grades 1 and 2 read a variety of literature and informational texts in order to develop foundational skills in reading, speaking, listening, and writing. Students receive direct instruction in small, differentiated groups and work on skill reinforcement in center-based activities.

In third through eighth grade, students are highly engaged in literature-based instruction using a novel approach. The English Language Arts (ELA) classes enhance reading comprehension and critical thinking through a variety of quality literature texts including fiction, nonfiction, poetry, and drama that align with state standards. Literature based instruction encourages students to develop literacy and analytical skills, both of which encourage dialogue and real life connections to the characters or plot of the novel. Students also develop important vocabulary skills using the classical Latin/Greek roots and contextual vocabulary from their reading. Teachers help students develop vocabulary skills by incorporating the use of root words and context clues so students can derive the meaning of a word. Those skills can be used across the curriculum. All ELA classes incorporate grammar and conventions of writing in their reading program. The writing curriculum includes instruction in narrative, expository, and persuasive writing as well as research and technical writing skills. Student are taught various methods to produce quality writing in which topics are fully developed through description, detail, and supporting evidence.

Students in kindergarten through eighth grade actively participate in the Accelerated Reading program. The school has received honor roll distinction since its inception. As an honor roll school, at least 85% of the students have read an average of 20 minutes per day and scored 85% or better on Reading Quizzes. Through participation in the program, students have increased their instructional reading levels and increased vocabulary development based upon the STAR reading results. Students take the STAR test four times a year to measure progress and individualize learning. The individualized learning system sets individual goals which help students improve both literal and inferential comprehension as well as vocabulary acquisition, and comprehension.

Through collaboration, students participate in project-based learning activities that promote higher-level questioning and interpretation of literature. Many of these activities are integrated into other subject disciplines such as science and social studies. Through Literature Circles, students learn to formulate opinions, provide supportive analysis, and make relevant connections on a variety of issues and become problem-solvers. Literature extension activities help students understand the events of the past and their relationship to current and future issues.

Additionally, technology is as essential in the ELA classroom as it is in other areas of study. Students use digital texts and an online library to check out e-books and audiobooks for instructional and personal use. Skill practice is individualized through the IXL platform. Teachers assign practice to students after direct instruction during class time. Teachers can use the data from IXL as a formative assessment in order to gauge mastery of a skill or concept.

1c. Mathematics

The math program at St. Bonaventure Catholic School is aligned to the Common Core Math Standards. The goal of the program is for the students to build math fact fluency, communicate mathematically, and develop critical reasoning skills and a genuine understanding of the logical reasoning processes required to solve math problems. As a STREAM school, math is integrated into every project and lesson the students work on such as calculating revolutions per second, measuring volumes, finding averages, to name a few.

In all grade levels, there is a balance between fact fluency, which focuses on memorization and application of algorithms, and the application of these calculations within projects and real world problems. To create this strong fluency foundation, students learn algorithms, perform rote practice, and take timed math calculation assessments. Data is collected from formal classroom assessments, STAR Math assessment, and standardized assessment to assure mastery or provide individualized instruction to ensure there are no gaps in mathematics content.

Students are expected to effectively communicate mathematically by using accurate mathematical vocabulary, being precise in the expression of ideas, and being organized and using logical structure of procedures. Presentations and explanations of processes is an integral part of the STREAM projects. Students practice and receive specific feedback on their explanations and presentations. Vocabulary is emphasized during classroom instruction, encouraged during classroom discussions, and assessed formally.

Using real-world examples and problems make learning mathematics more meaningful to students and can help spark excitement in learning. In elementary school, students apply mathematical concepts through project-based learning. Students also have hands-on opportunities to use scientific tools in the classroom daily. These tools include triple beam balances, graduated cylinders, density tests, thermometers, and measurements help to collect data which is then graphed and analyzed. In middle school, students participate in Junior Achievement where they learn about personal finances such as spending money within a budget, saving and investing wisely, and using credit cautiously. When working on STREAM projects, students see the usefulness of math when performing calculations to measure everything from area, perimeter, and volume to velocity and time. Making predictions, drawing blueprints, making calculations, revising and adjusting ideas or materials as projects are completed, helps reinforce the fact that things often do not work on the first attempt, and that we should strive for progress over perfection. Group discussions on what worked, what did not work, and why are common place and help students evaluate their own ideas and thinking. Often hearing other students' perspectives opens their eyes to ideas or processes they had not

previously considered.

Students needing additional challenges in math have the opportunity to attend the Institute of Mathematics and Computer Science (IMACS) weekly meetings. IMACS is offered to students in first through sixth grade. The IMACS program provides students with visualization techniques that allow them to understand advanced concepts about numbers, sets, relations and functions, which in turn develops advanced problem-solving skills. In addition, seventh and eighth grade students can enroll in high school math courses. Enrolling students in high school math courses provides students with a more challenging course of study for those who are ready. As a result, these students are better prepared to take even higher level math courses once they get to high school, thus better preparing them for future STREAM degrees.

1d. Science

The science program at St. Bonaventure is aligned to the Next Generation Science Standards. The goal of the program is for students to have an in-depth understanding of the scientific inquiry process, and the engineering design process. Students also gain awareness as global citizens. In all grade levels, students are introduced to content through interactive digital lessons, scientific investigations, maker labs, and field trips.

Students learn science best by doing and experiencing. Student-led labs and activities have interdisciplinary connections that emphasize self-discovery while encouraging students to think critically as they explore and examine current, real-world scientific issues. Some of the real-world scientific issues students explored are building a solar powered charging station for a tribal school in Ghana and designing and building vertical hydroponic gardens. Students have also built thermo-dynamic insulators, solar powered cars and self-propelled hovercrafts. Additionally, elementary students have created carnival games to apply laws of motion, dissected flowers to learn about the reproductive system, designed a model to analyze the natural flow and redirection of water from Lake Okeechobee to Florida Bay, and constructed physical representations of the layers of the earth demonstrating the role of plate tectonics on the Earth's crust, to name a few.

To be sure, student achievement in Science Olympiad, Science Fair, and the Army eCYBERMISSION exemplify the strength and depth of the St. Bonaventure science program. Both Junior and middle school Science Olympiad teams placed at Regionals and the middle school team continued to the state competition placing in multiple categories. In the county science fair, projects focusing on sustainable resources, food preservation, and vertical farming won their categories. Last year, students participated in the annual eCYBERMISSION STEM competition hosted by the United States Army. Two teams from St. Bonaventure were chosen as state winners and national finalists with projects on water filtration and recycling.

To show the world of science beyond the classroom, every grade level participates in a science inquiry based fieldtrip. St. Bonaventure is fortunate to have a natural classroom in our backyard, the Florida Everglades. Multiple grade levels travel to different ecosystems in the Everglades to observe nature, collect and analyze samples, and witness the effects of global conservation efforts.

1e. Social studies/history/civic learning and engagement

At St. Bonaventure, the main focus within social studies is to create global citizens who are active and productive in their community. The social studies program helps St. Bonaventure students learn to be problem solvers and decision makers in a culturally diverse society. The curriculum helps students develop civic responsibility on a local, national, and global level.

Building civic responsibility begins in preschool. The foundation of the preschool and Kindergarten program is "learning through dramatic play" which includes building upon relationships that students have in their homes and community. Learning how to be a member of a group creates positive citizens who will one day contribute to society. The reinforcement of foundational skills each year stresses the importance of being a good citizen. Visits from the police and fire departments and the teddy bear clinic promote positive relationships with community helpers. Students also visit Safety Town and they honor veterans. Through these activities, students see many aspects of a community.

In third through eighth grade, students learn their rights and responsibilities as United States citizens. They also learn the mechanics of the political process and the impact citizens have in the United States on a local, state, and national level. To emphasize the political process, St. Bonaventure has a student government with representatives, officers, and elections, all which demonstrate different aspects of the government.

Furthermore, students examine how past events affect the world today. Students have benefited from guest lecturers on the Holocaust and Pearl Harbor, as well as museum visits to historical exhibits of the papacy, Ancient Egypt, and the Holocaust. The fourth grade students have created their own living wax museum where the students dress as role models from the past and educate visitors about their life accomplishments.

Technology also has a place in the social studies curriculum by opening doors to a treasure trove of social and historical information. Teachers create hyperlink documents, which immerse students in primary sources, historical video footage, and interactive maps. With the use of Google Expeditions virtual reality, students explore distant cultures and landmarks, bringing history to life. In addition, IXL is used to monitor individual mastery of social studies benchmarks.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

While the parents are considered to be the child's primary educators, the school's responsibility is to assist the parents in the development of each child. St. Bonaventure's preschool curriculum is a play-based, child centered program that reflects the integration of physical, cognitive, social, emotional, language, and communication for the total development of the child. Students participate in meaningful play, discovery, and problem solving which allows individual growth and development of a positive self-image.

Early literacy skills are fostered in preschool through listening to read aloud stories, understanding left to right movement of reading, retelling information from a story, and sequencing pictures to tell a story. Weekly, students study a letter of the alphabet, read books for each letter, and incorporate the letter into simple rhymes and songs. Students also create some fun crafts and art projects involving the letter as well as having some sensory fun forming the letter with sand, food, playdoh, or even shaving cream.

Students who experienced the impact of early education at St. Bonaventure have shown multiple positive indicators for school readiness in the primary grades. The students have been exposed to classroom schedules and routines which allows them to be ready to learn day one. These students have also been introduced to fundamental academic material, such as learning letter names and sounds. This is evident in 92% of children testing as an emergent reader on the Early Literacy STAR assessment when entering Kindergarten. Finally, students who attend school earlier than their peers tend to have advanced social skills and communication abilities.

2. Other Curriculum Areas:

At St. Bonaventure, subjects are not taught in isolation. Performing and visual arts, technology, and media are an integral part of the STREAM curriculum. In order to provide our students with the best instruction available in performance art, band, robotics, and coding, St. Bonaventure partners with local businesses to provide expert instructors for elective courses. Python, a coding course, is taught by experts from Code Ninjas Corporation. Broadway Kids sends talented instructors to coach students in the performing arts. In middle school, students choose their electives in order to develop and explore their special interests and talents. Middle school students also have the opportunity to participate in a passion project which is a student-led project that will make a difference in the community. For example, students have designed piano lessons for students that cannot afford them, created blogs to help younger students with social-emotional topics, built a drone, and even designed a solar power car prototype.

In addition, preschool music classes provide many opportunities for students to sing, to play instruments, and to move to music. Students are also taught to listen, learn musical notation, create, and perform.

Students perform in a Christmas show and Night of the Arts program yearly to share their musical talents with the community. St. Bonaventure boasts a variety of choirs beginning in Kindergarten. Students learn posture and breathing techniques to support vocal production, follow tempo, perform music in unison, and respond to basic conducting patterns. They perform at school, weekend liturgies, and community events. They also compete at music festivals and belong to the Pueri Cantores Federation where they had the distinctive opportunity to sing for Pope Francis. Through the partnership with Broadway Kids, middle school students have the opportunity to participate and produce a musical each year.

St. Bonaventure is fortunate to have access to a wealth of technology. The school's Innovation Center is centrally located and houses robots, 3D printers, maker space materials, and power tools. Students in Kindergarten through eighth grade attend STREAM classes twice a week where they are challenged with real world problems to be problem solvers, risk takers, critical thinkers, and innovators. Students use iPads, Chromebooks, and MacBooks to apply design and engineering process, edit video, and program in collaborative projects. They have access to a Green Room which provides space for students to record video for projects and school news segments.

Each classroom in grades four through eight is equipped with a "Wonder Wall", six Apple TVs and six LED televisions for students to present work as it is progressing. Preschool through third grade utilize LED Interactive Touch panels where students and teachers can collaborate. In fourth through eighth grade, students have an individual iPad which they take home. All textbooks are available on their iPads. Digital portfolios are used in all grade levels to share work with parents and analyze academic growth across grade levels. Technology training for teachers and staff is ongoing in all curriculum areas as new applications and skills are integrated in the classroom as an effective way to meet individual needs and keep students engaged.

St. Bonaventure's physical education program follows the growth mindset and supports the physical, intellectual, and social-emotional development of the students. When students actively participate in physical activity and make healthy choices, the capacity to learn increases. Preschool through eighth grade students have daily recess time as well as weekly physical education courses.

Students are also encouraged to join the many competitive sports teams including soccer, basketball, baseball, softball, volleyball, flag football, and cheer. For those students who would rather not play competitively, the school offers a Runners Club and Fitness Club. St. Bonaventure also participates in the Presidential Fitness Challenge, Jump Rope for Heart, and the Orange Bowl Creative Art Contest which focuses on playing and eating right. Twice a year, students participate in Field Day activities that give students an opportunity to learn good sportsmanship and teamwork.

Students begin learning Spanish in preschool. The primary focus of the early childhood and primary Spanish program is vocabulary acquisition and simple conversation. Beginning in fourth grade, the Spanish program becomes two-tiered. Many of the students are bilingual; therefore, in addition to the standard Spanish program focusing on vocabulary and grammar, a more challenging advanced class immerses students in the language. Only Spanish is spoken in the advanced class. The middle school participates in a Spanish Spelling Bee, where a student placed first nationally last summer.

3. Academic Supports:

3a. Students performing below grade level

Using the STAR assessments each quarter, academic growth is measured in both reading and mathematics. Teachers use instructional reports to chart mastery of benchmarks and differentiate instruction. Both formative and summative assessments are used in the classroom as well as differentiated instruction. Teachers identify students who are having difficulty achieving benchmarks in reading and/or math to the School Resource Team, which is comprised of the ESE Specialist, resource teacher, guidance counselor, and reading coach. The School Resource Team works together with the teacher to meet academic and socio-emotional needs of the students.

Students who qualify to receive Title I services receive additional interventions in reading and math to reach grade level benchmarks. Title I services are available for qualifying students in first through eighth grade. Students who are struggling in reading and math, but do not qualify for ESE or Title I services, receive extra help through additional small group instruction during electives. These students receive help in attaining mastery of grade level skills and benchmarks.

3b. Students performing above grade level

St. Bonaventure Catholic School's Talented and Gifted Program (TAG) is our school's initiative to provide enrichment to students who are identified to have exceptional abilities as measured by standardized assessments. Students with qualifying scores are referred for individual testing and screening with the school counselor. Tests administered are KBIT-2 and KTEA. For students to be invited to TAG, they need a score of 125 or higher. Parents can also provide gifted documentation from a public school or private testing.

TAG activities involve project-based learning and competitions. The team-based educational competitions require students to take on challenging tasks that require good communication, collaboration, and teamwork. Striving to achieve such a challenging task together makes them work harder at understanding specific skills and how to work well with one another. The TAG students in fourth through eighth grade participate in the Geography Bee, Science Olympiad, and Fairchild Challenge.

When preparing for the Science Olympiad, TAG students meet weekly after school with doctors, engineers, and computer programmers from the community who help the students study and answer design and application questions. Students also participate in the Fairchild Challenge, which is an interdisciplinary, environmental science competition designed to engage students of diverse interests, abilities, talents, and backgrounds to explore the natural world. The program has been recognized as a benchmark for exceptional STEM education and for empowering students to become the next generation of scientists, researchers, educated voters, policy makers, and environmentally-minded citizens.

TAG students are also provided resources and strategies to prepare for individual competitions such as the National Spelling Bee, Geography Bee, and Spanish Spelling Bee. First, students meet as a club and study for these competitions together with a moderator. Next, when a school representative is determined, the school supports the student with experts and resources. Last year, a TAG student came in eighth place at the National Spelling Bee, and another TAG student won the National Spanish Spelling Bee.

3c. Special education

Students with documented needs for academic and behavior accommodations receive varied services through the Resource Department. Applying the principles of least restrictive environment (LRE), students receive support to assist them in meeting the academic requirements of their grade level. The goal is to work with the students in the setting that will best provide them with optimal support in the areas of academic skills and executive functioning. Accommodations are provided in the form of push-in or pull-out services. Push-in support is delivered by way of the collaboration of the general education teacher and the special education teacher along with the reading coach in the classroom setting. Pull-out support is delivered by way of services including reading skills recovery, testing accommodations, small group skills recovery instruction.

3d. ELLs, if a special program or intervention is offered

St. Bonaventure has an English Language Learners (ELL) referral and assessment process in place. Upon student enrollment, each parent fills out a "Home Language Survey" (HLS). This survey form serves as the official source of information on each student's first language and language spoken at home. Sixty percent of St. Bonaventure families are bilingual, speaking Spanish as their second language. Within the first few weeks of the school year, teachers provide feedback to the Resource Department if they notice that a student may need English Language Learners (ELL) evaluation. A referral process is initiated by securing parent consent for evaluation. St. Bonaventure contacts the ESOL Department of the School Board of Broward

County (SBBC) to request for student assessment. The assessment takes place at St. Bonaventure. The goal of the assessment is to identify the student's Language Level Classification. For the past seven years since this referral process was set up, very few students were referred for ELL evaluation and no one was identified as a limited English speaker. Thus, no ELL intervention was needed for any of the referred students. Should any student be in need of ELL intervention, the student will receive academic support through push in and/or pull out services. Interventions will include the use of ELL best practices to help develop student's knowledge and skills in the English language. Areas of study will include foundational skills in reading, writing, and speaking.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At St. Bonaventure Catholic School, each student has a fundamental right to a safe, comfortable, stimulating, and caring environment in which each child is treated with love and respect. Christ's Gospel message of peace, love, and fellowship are illustrated in the school's environment and reflected in the faculty and staff through their moral, doctrinal, and liturgical way of life.

St. Bonaventure is committed to developing the whole child; therefore, social and emotional growth are equally as important as academic growth. Students participate in various kindness initiatives throughout the year. For example, while studying Constitution Day students collaboratively wrote "Kindness Constitutions". Middle school students work closely with the Guidance Counselor building lessons to present to elementary students that focus on kindness and acceptance. Also, teachers receive ongoing professional development in the area of social and emotional learning to help students reach their greatest potential.

St. Bonaventure has multiple buddy programs: first and fourth grade bible buddies, preschool and fifth grade reading buddies, and kindergarten and eighth grade Living in Faith Together (LIFT) partners. Within these partnerships, students learn cooperative learning behaviors such as taking turns, listening, sharing knowledge, praising another's effort, helping one another, and completing a task. Younger children especially enjoy the one-to-one attention they receive from their older buddy. As the older students assume more responsibility, they are motivated to do their best and experience pride in their ability to be helpful. The younger students bond with the older buddy and friendships flourish.

All students at St. Bonaventure are appreciated as being special individuals; therefore, plurality in classroom instruction and enrichment programs are necessary in order to meet each child's specific educational and spiritual needs. Students can participate in the Ambassador Program, band, Berlitz Language Program, chess, choir, craft club, cross country, debate, drama, Faith in Action, garden club, Girls Who Code, Beautiful Me, spelling club, math club, National Junior Honor Society, Reading Pals, recycling club, robotics, FIRST LEGO League, safety patrol, student council, Children's Chorale, yearbook club, scouting, and middle school youth group.

2. Engaging Families and Community:

St. Bonaventure believes in a shared partnership with parents and community members to foster a commitment to develop the whole child. Parents are linked to the school through Plus Portals where they can stay abreast of the school and classroom happenings and, have access to grades and homework, as well as other important information. Weekly updates and alerts are sent by phone and text to all families, faculty, and staff and a weekly PRO (Parent Resource Organization) newsletter is sent out to all families outlining school and classroom events. Social media such as Instagram and Facebook are utilized to share photos of past events and happenings around campus. Teachers and students in the elementary grades utilize Seesaw, a tool that allows teachers and students to send parents photos and information about lessons and classroom happenings, creating a digital portfolio of work.

Yearly, parents and teachers are surveyed to provide feedback that is used to determine future school endeavors for the school facility and academic program. The School Advisory Board is comprised of parents, the pastor, a pastoral council representative, a safety committee representative, Parent Resource Organization president, principal, and assistant principal. The Board makes suggestions for safety, academic, technological, and facility improvements.

St. Bonaventure supports many extracurricular endeavors to engage the entire family and bring the community together. Academic nights showcase student work and talents. The school also hosts a Barnes and Noble night, Fall Festival, Literacy night with a Trunk or Treat Halloween event, STREAM night, Math night, Science night, and Night of the Arts, family movie night, restaurant nights, Santa's workshop, and

Easter Egg Hunt.

Practicing the Catholic Social Teachings is as important as continued excellence in academics. St. Bonaventure operates a St. Vincent de Paul food collection and distribution center. During Lent, the school participates in the Catholic Relief Services Rice Bowl collection which sends money to 45 different needy countries. Students collect canned goods and deliver them to a local migrant community where they hold a yearly prayer service for their community. The school supports the Schott Communities, a private, non-profit organization that addresses the needs of people who are deaf or physically or intellectually challenged in South Florida.

In addition to faith-based service, St. Bonaventure partners with different businesses to help our students apply their knowledge to real world applications. Students have participated in market research, studied the supply chain, toured a car manufacturing facility, and engaged in hands on STEM activities compliments of Office Depot, Atlantic Technical School, Ultimate Software, Amazon, and Apple.

3. Creating Professional Culture:

The instructional coach is responsible for bringing evidence-based practices into the classroom by working with and supporting the classroom teachers with the goal of increasing student engagement and improving student achievement. The instructional coach helps teachers to reflect and collaborate with each other. Each year, the instructional coach surveys the faculty and staff in order to determine professional development needs. The data is used to select summer reading, develop PLCs, and create professional development opportunities that encourage positive change in the school culture.

The focus of the PLCs for the last three years has been writing and STREAM. The PLCs were used to design curriculum, vertical common rubrics, a progression of writing styles, and create digital writing portfolios to monitor student writing as they progress through the grade levels. During the summer of 2019, teachers were provided a copy of the novel, *Teach Writing Well* by Ruth Culham. Culham visited the school in the fall of 2019 to conduct a workshop for the teachers on how to best implement the six traits of effective writing. She is returning in the spring of 2020 to follow up on implementation. During the summer of 2018, the teachers read the book *Learn Like a Pirate* to assist in implementing a student led classroom, student driven instruction, and student choice. During teacher planning, the teachers participated in a professional development with the author of *Learn Like a Pirate*, Paul Solaris. When implementing professional development, the best professionals in the field are sought out to provide direct methods to the teachers. Also, teachers and instructional coaches have memberships in professional organizations and consequently attend specialized national conferences yearly to stay up to date with the most effective instructional strategies. Professional organizations include National Science Teachers Association (NSTA), National Council of Teachers of Mathematics (NCTM), Model School Conference, Future of Education Technology Conference (FETC), National Leadership Conference, to name a few.

The authentic use of technology within the classroom is an expectation. Teachers utilize the instructional technology coach to model lessons using new educational technology, such as Kahoot! or Google Applications. They also might ask for assistance in developing a project-based learning (PBL) activity for their next unit. Additionally, the teachers have completed their Apple teacher certification and are very familiar with collaborative Google tools. Technology training is always ongoing to provide the students with the most engaging lessons and applications available.

4. School Leadership:

The St. Bonaventure leadership team consists of the principal, assistant principal, guidance counselor, ESE director, instructional technology director, and instructional coach. The leadership team works together to provide every child an exceptional education and nurtures the call to love and serve as a people of faith. The principal establishes and fosters a culture of continuous improvement, establishes group goals, communicates and monitors high performance expectations, and encourages a commitment to life-long learning and an openness to new ideas. Teachers are treated as professionals and have an active role in their own instructional growth.

The principal is committed to ensuring success for each student. The principal reviews data regularly with the leadership team to discuss specific student and teacher needs. Instructional goals are set as a team with the faculty yearly, and, based on those goals, a professional development plan is created for the upcoming year. The principal also teaches a middle school math class, allowing her to experience first-hand what is being asked of the teachers. Faculty input is always encouraged. The staff votes on school themes, the faculty summer reading, and topics to be explored in the area of religious formation.

The principal supports fundraising efforts and allocates funds to prioritize professional development, the creation of 21st century learning spaces, and acquiring the best instructional tools for every teacher and student. Over the past four years, the school has been transformed by adding an Innovation Center, upgrading instructional technology, and reworking classroom spaces to create 21st century learning spaces.

Communication is essential to quality leadership. Every week the principal sends the instructional staff a “Monday Memo”, which reviews the calendar of events, highlights effective teacher instruction and lessons, introduces an instructional strategy or technology for future use, and thanks specific teachers for going the extra mile. The principal makes a point to visit teachers and classrooms multiple times per week to provide constructive feedback and discussions. The principal also sends a weekly phone call message to all parents on Sunday evenings highlighting school and church events for the upcoming week.

The principal approaches every issue she encounters with a “we can do it” attitude. Whether it is funding, resources, or personnel, she goes over and above to make it happen. This positivity spreads to the faculty. Teachers know that they can try and fail and that’s okay as long as there is growth.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one program that makes St. Bonaventure unique is our STREAM program. The STREAM program has increased collaboration between teachers and amongst students, changed the student mindset, and increased the school's rigor. Projects are now created in school instead of being sent home. Classrooms have been transformed into STREAM environments. During PLCs, teachers work together in order to create interdisciplinary units that require the students to make connections and apply knowledge between subjects. Teachers collaborate to assign different "choice" projects so that students can share their individual talents. Often the projects involve solving real world issues and applying the Catholic Social Teachings.

Not only are the classrooms STREAM classrooms, they also have a state of the art STREAM work space. Students have access to an open space with boundless items in order to create, innovate, and think critically. The Innovation Center is a physical space where teachers can store supplies, have workspaces for each area, and facilitate the learning. Students have access to LEGOs, programmable robotics, tools, technology, and maker space supplies, all of which enable them to create and learn with limitless boundaries.

Above all, teachers have embraced a new mindset in order to incorporate STREAM concepts into the daily curriculum, working in-tandem with the STREAM Lab teachers. Creativity is valued and encouraged. Fantastic failures are encouraged for the sake of learning. Rarely is a project complete with a single prototype. Students are asked to reflect on problems they encounter and discuss ideas and suggestions with their team with the support of their teacher in order to discover solutions that will help improve results.

Many schools have implemented STREAM in one form or another, but few have fully embraced the concept. The most popular implementation of STREAM is a part-time approach where some time is allocated on specific days in order to complete an activity with a given set of parameters and procedures. St. Bonaventure offers a school-wide, curriculum integrated implementation of STREAM that allows for more flexibility and creativity. Thanks to the generosity of the school families, and the 21st Century vision of the leadership team, St. Bonaventure continues to forge an innovative path in increasing student engagement and learning. All of the unique and creative programs are documented on the social media pages and are featured on local news outlets.

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? \$6487
(School budget divided by enrollment)
4. What is the average financial aid per student? \$1050
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? 54%