

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

Official School Name Villa Madonna Academy High School
(As it should appear in the official records)

School Mailing Address 2500 Amsterdam Road
(If address is P.O. Box, also include street address.)

City Villa Hills State KY Zip Code+4 (9 digits total) 41017-3798

County Kentucky

Telephone (859) 331-6333 Fax (859) 331-8615

Web site/URL http://www.villamadonna.org/ E-mail pmcqueen@villamadonna.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Michael Clines E-mail mclines@covdio.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Covington Tel. (859) 392-1500

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. Mary Paula Schuh
(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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	18	21	39
8	21	18	39
9	20	27	47
10	15	29	44
11	21	19	40
12 or higher	19	21	40
Total Students	114	135	249

*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
 - 6 % Asian
 - 2 % Black or African American
 - 1 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 2.5 % 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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2018	241
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Korean, Chinese

English Language Learners (ELL) in the school: 4 %
9 Total number ELL

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

Total number students who qualify: 2

8. Students receiving special education services: 8 %

21 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> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 24

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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 8:1

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	97%	97%	97%	98%	98%
High school graduation rate	100%	100%	100%	100%	100%

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	34
Enrolled in a 4-year college or university	97%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	3%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2003

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

Villa Madonna Academy, a private, Catholic, K-12 school, educates students in a Christ-centered community rooted in the Benedictine traditions of scholarship, service, and hospitality.

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

Villa Madonna Academy High School/Junior High is a suburban, Catholic, private, co-ed college-preparatory school, serving students in grades 7-12, located in Villa Hills, Kentucky, on a 60+-acre campus across from Cincinnati. Sponsored by the Benedictine sisters of Saint Walburg Monastery, the school is one of nine secondary schools in the Diocese of Covington. The history and philosophy are rooted in the charism of the Benedictine Sisters of Saint Walburg Monastery, a charism committed to continuous academic and spiritual growth. Villa's curriculum offers opportunities in areas that include the arts, languages, humanities, STEM, and independent research along with twelve varsity sports and over ten clubs that appeal to a myriad of interests. Student recognitions include National Merit Corporation, Governor's Scholars, Governor's School for the Arts, National Honor Society, and the Wendy's Heisman program. Villa has earned two consecutive Blue Ribbon awards (2002 and 2003), five consecutive Washington Post recognitions (2014-2019), and was recently recognized by Newsweek as one of the nation's Top 5000 STEM High Schools. Villa is, also, one of few schools in the state to offer the Seal of Biliteracy.

Begun in 1904, Villa has a rich tradition in the community of welcoming students not only from the surrounding counties in Kentucky, Ohio, and Indiana but also from countries that include Venezuela, China, South Korea, and Japan. Students represent diverse religious and socio-economic backgrounds, enrolling from both public and private schools, and are accepted based upon standardized test scores and teacher recommendation. A financial aid/scholarship program is available to welcome all students who choose a Villa education. The thirty-four graduates in the Class of 2019 earned over \$9 million dollars in scholarship monies, and Villa's ACT composite of 28 surpasses local, state, and national averages. A Villa education is rooted in the Benedictine atmosphere of hospitality, respect, and service with a focus on global awareness, spiritual and emotional growth, and development as critical and collaborative leaders.

All endeavors are driven by a commitment to the school's mission and vision. Key strategies prepare students to think critically, lead courageously, serve others, and develop problem solving skills through creativity and collaboration. The School Leadership Team is led by the Principal who serves in a dual-role as Principal and Executive Director. The team includes the Dean of Academics, Dean of Students, Personal Counselor, College Counselor, and Athletic Director. The student-led Principal's Advisory Committee also has a voice in school decisions. Together, their work focuses on academic, emotional, physical, and cultural development of the students. The curriculum is organic, reviewed annually, with new classes developed as a result of student and parent input, thus focusing on the academic needs and potential of all students. AP and dual-credit courses, along with a myriad of academic offerings, provide students with opportunities to discover their interests. World language teachers offer an immersive exchange experience in Spain and France. A partnership with NACEL welcomes students from China and South Korea and, together with an exchange program with U.S. Benedictine schools, provides enriched opportunities for cultural and global awareness. A strategy unique to Villa that promotes emotional growth and global awareness is the Together As One program that encourages and challenges students to develop their full potential in a values-based environment.

Recognizing the importance of the junior high years, the program begins in the seventh grade. Junior high and high school students engage in grade-specific retreats that focus on the philosophy and values of St. Benedict. They participate in Subiaco, a quarterly prayer service where both students and teachers give witness presentations. The Benedictine Mentorship Program provides each student with a teacher mentor/advocate. In The Sophomore Interview Program, sophomores develop goals that are reviewed and discussed on an annual basis. The Villa-created Benedictine Exchange Program connects students and teachers across the nation via extended school visits. Faculty and administrators attend the national and international colloquiums, sharing best practices among Benedictine high schools. Villa's Benedictine Ambassadors promote the values of the school through inclusive activities and visual reminders. This focused Together As One program has truly made a difference in the lives of the students.

As a previous recipient of the National Blue Ribbon School award, Villa commits to continuous improvement; curriculum is ever-changing and professional development is ongoing. The addition of seventh and eighth grade provides opportunities for younger students to advance in math and world

language and to learn as young adults vs. older children. The restructuring of school governance with the Principal serving as the Executive Director, along with the formation of the Leadership Team, provides a wider scope of knowledge and support. A climate of recognizing the importance of each student, of working in shared responsibility with the families and community, is prevalent. The results include a steady and increasing enrollment and a new capital campaign bringing needed renovations and new learning spaces.

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

Villa Madonna Academy thrives because it chooses not to be traditional. Most schools tend not to overlook a monastery, adorned with duck ponds and rolling hills. The campus, in some way, reflects the attitude of the faculty and staff. Proudly displaying Benedictine values, Villa is home to some students who may not fit in at other schools. It is a school of students who proudly display their passions for science, math, English, and art. “Popular” has a different meaning at Villa. The popular students are the ones who are academically-minded. They are students who take care of each other and welcome outsiders to their homes. It does not matter how someone looks or what that student enjoys. Instead, the student body embraces the good over selfish needs. Empathy is its uniform. Students tend to be engaged in extracurricular activities while ensuring time to go above-and-beyond on homework. Because they work with a faculty that absolutely loves their content areas, students are willing to try new things and get their hands dirty. Walking down the halls of Villa often means seeing students laughing over the works of John Steinbeck or seeing a teacher demonstrate how a Viking would properly dispatch an enemy. Noise in the hallways often involves a math problem scavenger hunt. The administrative assistant often gets calls that students need to join their teacher outside for a boat launch. That boat, of course, is made from scratch by the students. Villa has the Benedictine values as a guide for ensuring that the students who have called Villa home will become good people. But they are good people already. Those values act as guideposts for good people to become better people. Villa is unlike any other school, and it is a truly wondrous place.

1b. Reading/English language arts

The English Language Arts curriculum includes the following courses: English I / Freshman English, English II / World Literature, Honors English II / World Literature, English III / American Literature, AP Language and Composition, English IV / British Literature, and AP Literature and Composition. Associated with the English department includes both a film studies course and documentary production. Goals and standards focus on literature / reading, rhetorical strategies, the process of writing including revision and drafting, vocabulary and its integration into composition, and research.

Freshman English is built upon establishing the fundamentals of high school writing expectations, coupled with providing foundational texts that stress diversity in authorship. In freshman year, students study updated MLA formatting. As part of the writing process, students are re-introduced to the thesis statement along with focusing on organization within writing. Sophomores, juniors, and seniors are primarily scheduled by ability level. While teacher recommendation encourages students to be placed in different levels, students may appeal to teachers due to interest or “accommodating a better fit.” All four years of English classes focus on developing writing techniques, including but not limited to writing across genres and purpose. Each AP course both meets and exceeds the standards set by College Board through the integration of AP Classroom Online and appropriate resources.

Differentiated learning types are encouraged in the English classroom with tools such as the Think-Tac-Toe, which creates mini-projects based on learning styles. Typical instruction for literature includes journaling, discussion, debate, and performance. In many of the classrooms, the teachers often choose to read aloud to minimize anxiety from Round Robin-style reading. Writing also takes a priority in the English classroom. Typically, students are always developing writing projects. Between in-class writing and take-home essays, students produce complex and challenging writing approximately every two weeks. Through the use of Classcraft classroom management software, students are formatively assessed for the majority of the class time. That formative assessment prepares students for summative assessment and can dictate the content of the summative assessment. Also, since writing is focused on process, writing also is formative until students feel happy with the final summative product. The way that students get better at writing is by writing often. The Villa English department starts the writing process with removing the stigma of writing and then encouraging the writer to thrive in a safe environment. Students have multiple drafts of writing, each with

long-form commentary on why something works or does not work. The role of the instructor in the writing classroom is one of mentorship and investment. When a draft comes back with thorough annotation from the teacher, the student can choose to accept the draft as final or revise to improve. This relationship also encourages teachers to differentiate instruction. To build vocabulary, students complete Wordly Wise 3000 lessons on a two-week schedule, culminating in a quiz. These quizzes build upon future lessons, demanding that students return to previous lessons to complete assignments. Also, vocabulary from literature provides contextual understanding.

1c. Mathematics

The mathematics curriculum is composed of the following classes: Algebra I, Algebra II, Geometry, Pre-Calculus Honors, AP Calculus AB, AP Calculus BC, and Advanced Math Concepts. The philosophy of the mathematics department is that “the process is more important than the answer.” Areas of learning include problem solving, drawing conclusions, and step-by-step operations. Standards are built with career-mindedness in terms of both math and non-math related professions. The advanced math concepts class focuses on statistics, business concepts, and programming basics to apply ideas to real world professional situations. This career-mindedness brings concepts of measurement, spatial understanding, geometric construction, data analysis, and algebraic abilities into the classroom with the philosophy that these skills can and will be used in the workplace. Integration of skills is utilized here on campus where, most recently, students were challenged to redesign the Villa Craft Fair floor configuration in order to allow for better efficiency.

While technology such as Google Classroom and other collaborative software is important, mathematics stresses the importance of concrete and tactile learning styles. Students create works of art and physical models using geographic techniques. Because the process is so important, teachers in the department encourage students to first understand the steps in the process. As a next step, students are encouraged to defend their choices both verbally and in writing. This type of learning accommodates for the multiple learning styles of students and cements abstract concepts into understanding that can be personalized.

In junior high, students are tested based on math ability to encourage differentiation of instruction. Coupled with transcripts, this placement is used to promote achievement in the classroom. Within classes, teachers continue to differentiate instruction based on ability and need. Advanced students often receive fewer questions that prove to be more challenging while students struggling with material may receive more questions, but ones that are building upon foundational concepts.

Villa AP math courses meet all of the requirements of the College Board, yet the teachers do not teach to the test. Calculus is divided into AP Calculus AB and AP Calculus BC to better prepare students for the AP test. This option allows academically-minded students to receive challenging content at an appropriate pace over the course of two separate years. In both calculus and pre-calculus classes, students are given assignments that strive for process understanding. Homework is assigned with the expectation that mistakes will be made. This homework will receive commentary from instructors and then returned to the students as many times as the student deems necessary until the ultimate summative assessment. Summative assessments occur at the end of the unit. However, previous content is integrated into each consecutive unit due the nature of building math skills. The Villa math teachers are always available to help students before and after school, knowing that collaboration leads to understanding.

Early classes focus on developing the skills needed for math success. Later classes focus on problem-based learning.

1d. Science

The science department stresses the diversity of the sciences by offering the following classes: Biology, Chemistry, Physics, Human Anatomy and Physiology (Honors), Zoology, AP Chemistry, AP Biology, AP Physics I, and AP Physics II.

Villa believes the area of STEM is one of critical thinking and learning that bears a tactical component.

Rather than providing abstract concepts on paper, students learn in terms of practical application. To develop this critical thinking, independent projects are often presented with intentionally incomplete instructions, encouraging students to discover what is missing. Biology, Life Science, and Zoology employ interactive demonstrations and exhibits, such as bringing in animals and visiting the zoo to interact with animals in intimate settings. Chemistry and physics classes provide labs and projects that include the construction of boats, potato cannons, air rockets, and ultimately science fairs. The popular boat lesson culminates in the annual Villa Cardboard Boat Regatta where students helm their creations in a race across the Villa lake. As another tool in the learning process, students access various forms of technology. The technology incorporates digital learning, which helps to close gaps provided in essential questions, and also the use of analog devices. The science department builds on the notion that the analog world and the digital world often interact, thus implementing the 3D printer in the makers' space to demonstrate this concept.

Much of the learning done in the science classroom is considered formative assessment. Homework assignments are often kept as "low-stakes" to gather data on student knowledge in a safe environment. This data allows the faculty to adjust teaching methods and content for summative assessments. Summative assessments are meant to meet the higher levels of Bloom's Taxonomy. The data acquired from these summative assessments are graded separately and are used to reveal trends and diagnose learning gaps.

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

The social studies curriculum includes US History, World History, American Government, Sociology, International Relations, AP Human Geography, AP Macroeconomics, AP Microeconomics, AP Physiology, AP United States History, and Dual-Credit World History.

Novelist Chimamanda Adichie warns about the dangers of presenting people in the light of a single story. As instructors of culture, Villa's faculty understands that teaching their content area is not limited to a single belief. Each class, therefore, seeks to help students develop as open and empathetic listeners. The government class works to mold students into responsible and educated citizens, so much of the content stresses engagement from those citizens. The college preparatory class helps develop important skills needed for college success, including historical reasoning, document analysis, and critical thinking.

Each class has its own set of goals with a clearly developed scope and sequence. A freshman level class, while stressing rigor and challenge, teaches the broad elements of a social studies curriculum. An AP Human Geography class drives the focus to how economics, history, political science, and geography affect a cultural climate. But the more notable element the Villa faculty prides itself on is making history tangible. Classrooms are alive with student-created shields used in "training" in order to understand how battle strategies worked. Students collaborate in preparation for Viking Day, an entire day devoted to physically living life like the Vikings complete with costumes and weaponry.

Villa's social studies department also incorporates technology into the study of history and humankind. Online resources such as AP Classroom allow students to receive instant feedback on work completed. This formative data, coupled with digital summative assessments, often help predict AP scoring within 90% accuracy. Students who engage in Villa's social studies courses are not only college ready but also prepared to be competent and caring members of society.

1f. For secondary schools:

Villa counselors value the importance of college and career readiness, and so one of their initiatives is the development of career-building as a core class. Part of this curriculum involves regularly-scheduled meetings with all grade levels. Early grades are exposed to road-mapping for a high school career coupled with post-secondary education. Older grades are taught employability skills, even practicing these skills as part of the Villa-designed Improve Your Edge program. Students learn how to dress and prepare for interviews, participate in interviews with local professionals, and practice business etiquette at a luncheon.

Fundamentally, the counseling department focuses on college planning which assists students from early concepts of application to finding and completing scholarship applications. In 2019, the graduating class

was awarded a total of \$9.2 million dollars in scholarship awards. While much of this was due to the initiative of the students, the counseling department assisted in the scholarship discovery process and mentored students over multiple years in the creation and revision of college essays. This award number is typical of Villa's graduating classes.

College and career planning is an integral part of a Villa education, and students are encouraged to plan their time at Villa with career in mind. This allows the staff to transition students into areas of study. As part of this approach, Villa developed classes that mirror professional skills. Electives include Film / Documentary Production, Introduction to Business, and Personal Finance classes. In tandem with Villa's respect for developing productive citizens, these classes stress the importance of a well-rounded curriculum. The faculty and administration believe in the importance of teaching beyond facts; they believe students need to understand the value of their education in everything they study. With career-readiness as a touchstone, Villa continues to graduate classes with all admitted to universities and ready to be global citizens.

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

2. Other Curriculum Areas:

1.Arts

Villa offers Art I, Art II, Art III, Art IV, Art V, Music Ensemble, AP Studio Art 2D, AP Studio Art 3D and AP Music Theory, in conjunction with performing arts extracurriculars including but not limited to a fall drama production and a spring musical. All arts classes meet every day, and one credit of Fine Art is required for graduation. Students have the option to take additional Fine Arts electives all four years of high school. The Fine Arts curriculum provides a strong foundation in drawing, design, painting, and photography. The Elements of Art and Principles of Design are emphasized in all classes, and more complex and varied media are explored as students grow in their understanding of technique and style in the Advanced Art electives. Music education, including Band and Chorus, is offered as an elective. All AP courses are taught in conjunction with the requirements of College Board.

2. Physical Education / Health / Nutrition

Grades seven through nine participate in the physical education and health classes, a nine-week course for grades seven and eight and a full-year for freshmen. The goal of physical education is to promote fair play and sportsmanship through team sports. Formative assessments relate to attitude and performance. Health class focuses on physical, mental, and social health. As an element of the physical element of health, students study nutrition coupled with administration of first aid. To promote the well-being of the complete person, students are educated on the dangers of alcohol and drugs and the consequences of communicable and non-communicable diseases.

3. Foreign Languages

As students of the world, Villa offers the following classes: French I, French II, French III, French IV, AP French Language and Culture, Spanish I, Spanish II, Spanish III, Spanish IV, and AP Spanish Language and Culture. In addition, students may enroll in the elective Medical Spanish. Student acquisition of a world language is supported through project-based learning, study of vocabulary and grammar, as well as engaging activities such as games or songs. Due to the small class sizes that Villa offers, students are able to get 1-1 attention with their teachers. Villa students take their world language class every day, beginning in the seventh grade and continuing through senior year. Students take classes ranging from level 1 to post-AP as well as various language electives and clubs. The department also participates in a foreign exchange program, entrenching students in the richness of culture.

4. Technology / Library / Media

While associated with Villa's commitment to STEM education, Villa's inclusion of AP Computer Science Principles, AP Computer Science A, and Dual Credit Introduction to Engineering provide grounded

experience for a technologically-based workplace. With a sizable portion of the student body interested in coding, and the emphasis on 21st Century marketing skills, computer literacy is fundamental to success. Students have access to school provided chromebooks as a supplement to a Bring-Your-Own-Device plan that couples technology with investment in classroom programs.

5. Other Curriculum Program

Based on the rules of St. Benedict and the teachings of the Gospel, Villa builds character through its religion classes such as Faith and Revelation, The Mission of Christ, Christ and the Church, Christ and the Sacraments, Moral Living in Christ, the Call of Christ, and Who is Christ. All of the courses provided as faith formation align with the standards established by the Diocese of Covington. However, students are not limited to the theology provided in the classroom. Students must complete a minimum of 20 hours of service. National Honor Society members must complete a supplemental 20 hours of service. All students in the high school also participate in an all-school Day of Service. This event puts student volunteers into the community, helping those who need it most and, like Christ, students put others before themselves. The role of Catholic schools is to transmit the faith, and Villa centers this belief on the Rules of St. Benedict. Nearly every lesson reflects the teaching of St. Benedict. St. Benedict welcomed all, and Villa, with its mixed population of Catholic students and non-Catholic students, reflects that practice of hospitality and respect. Students are taught through both the curriculum and modeling the values of education, stressing the importance of community and stewardship to all who enter Villa's doors.

3. Academic Supports:

3a. Students performing below grade level

All incoming seventh graders must take the Villa math test to determine appropriate placement. The test is prescribed during the end of sixth grade. Based on the test results, seventh graders can take grade level math or Pre-Algebra. This differentiates our junior high students who need a more advanced math curriculum.

In December of their eighth grade year, all freshmen take the High School Placement Test (HSPT.) The administration team, school counselors, and teachers meet to review and analyze HSPT results to determine appropriate placement and identify students that may need additional support to achieve success within in our rigorous curriculum. Provisional plans are developed for students who are identified as at risk students.

For students with diagnosed learning disabilities, Villa prescribes Academic Learning Plans. Each plan includes a detailed accommodation list which is shared with teachers to provide additional support in class. At the beginning of the school year, the school counselor meets with all teachers to discuss a student's learning differences and possible classroom interventions. During the course of the year, teachers share the most effective classroom interventions for these students with school counselors and other teachers. Intervention examples include modified testing, teacher written study guides, and chunking/scaffolding.

Each week, the Academic Enhancement Coordinator (AEC) runs an eligibility report. Students must have a passing grade to participate in Villa extracurricular activities. If a student is listed as ineligible in the report, the student must meet with the AEC for extra assistance to improve grades. Students who do not earn a passing semester grade are placed on academic probation and given an academic improvement plan. During the following semester, the student must meet with the AEC bi-weekly to monitor progress.

3b. Students performing above grade level

Opportunities are available for eligible students to further challenge themselves by taking additional rigorous coursework through the AP Capstone Program and the School Based Scholars Program at Northern Kentucky University. Counselors also work with local universities to provide research projects for Villa high-achieving students.

3c. Special education

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

English language learners are from our international student population. English proficiency for this group is assessed as a part of their enrollment into Villa. These students are strongly encouraged to communicate with their classmates and teachers in English; however, we do allow the use of translation devices to help with coursework.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The Benedictine culture at Villa supports academic, social, and emotional growth through focusing all endeavors on the Benedictine Hallmarks (values) that include stewardship, hospitality, scholarship, and service. These Hallmarks provide countless opportunities for student engagement and support.

The Together As One program is intrinsic to student engagement and motivation. Annual retreats are active and reflective. The exchange program with U.S. Benedictine schools helps students appreciate new cultures and friendships. Each student is assigned a specific teacher-mentor who assists with academic and social needs. Students serve as Benedictine ambassadors for school events, welcoming others to the campus and visiting area elementary schools.

Likewise, Villa's no-cut participation policy encourages student motivation and engagement. Offering fifteen varsity sports and two major performing arts events, the policy encourages students to try something new or to improve existing skills. Student-athletes are motivated to do their best to earn playing time and improve skills. Aspiring singers, actors, and dancers audition for performances and earn a role on stage or crew. Over ten clubs that range from Student Council to the Principal's Advisory Committee encourage students to have a role in school decisions and to develop leadership skills. Each week, a student Viking of the Week is voted on by teachers, a student who has shown how he/she lived one of the Benedictine values.

The counseling program at Villa engages and supports students in grade-level guidance classes, one-on-one sessions, college day, career day, and special engagement evenings. Students enjoy hearing from alumni who return as guest speakers and professional speakers who focus on relationship issues and health issues. A specific curriculum is in place to help students transition from junior high to high school, and members of National Honor Society serve as tutors and mentors to our younger students. Villa believes that all students can be the best version of themselves, and so students are encouraged to seek leadership opportunities that ultimately impact the community.

The Benedictine environment is one of hospitality. Administrators greet students in the morning and stop by their lockers to engage them in conversation. Photos of students line the walls above the lockers and are featured on the bulletin board, photos that celebrate accomplishments and even day-to-day activities. The daily announcements celebrate student accomplishments, and family members are always welcome to join in assemblies and Mass. In this atmosphere of Benedictine values, Villa students are successful and graduate as confident leaders.

2. Engaging Families and Community:

Villa Madonna Academy believes in involvement and commitment, and families and the community are instrumental in the success of the school.

Villa families learn first-hand what is happening in the classroom and how that translates to student success. Parents are invited by the teachers to GOOGLE classroom so they can view assignments and discussion threads. The school student-management system provides opportunities for parents to monitor student progress and challenges. The emailed daily announcements, weekly newsletter, semi-annual Villa Vistas magazine, school website, teacher web pages, and social media sites (Facebook, Twitter, Instagram) provide information and student/faculty features. Villa parents serve on Board and stakeholder committees and are instrumental in the strategic planning process. Their input is invaluable in providing additional ways for all to work together for student success, including suggestions of new courses or processes. Parents are especially active in our PTAO, FAP (Fine Arts Patrons), and Boosters. They are invited to serve as ambassadors and speak with families considering Villa, to speak at enrollment events, and to be involved on campus in ceremonies, mini schedule night, liturgies, arts events, Parent Prom, Family Night, and career panels. Villa's counseling office offers parent sessions related to grade-level endeavors, the college-planning process, and career exploration. Parent nights are held to review standardized-testing results and

how together we can help students reach their potential and deal with challenges.

Community members, too, work with Villa students in leadership programs that include Regional Youth Leadership Program, TAP MD program, and service agencies from Habitat for Humanity to the Freestore Food Bank. Each year, the November Day of Service sends students, teachers, and administrators into the area service centers to work directly with the people served or to help in the facility. Community members serve on the Board of Directors and Board committees and strategic planning committees. As the school works on a capital campaign, community members and alumni, along with local businesses and parents, are involved in securing support for needed building renovations. Villa's communications director provides information to the local media and invites the media to school for special events. Villa welcomes people from the community, too, along with the local universities, to participate in our speaker series and career days, and a local magazine recently recognized our school as one of the areas Great Places to Work, a true testament to our connection with the community.

3. Creating Professional Culture:

The teachers are the heart and soul of the school, the driving force behind the success of the students. Investing in a culture where teachers are valued and supported, where they grow professionally, is a priority at Villa.

Because professional growth is important for everyone, members of the school administrative team establish professional development goals. Through online classes, seminars, conferences, visits to other schools, and participation in national and international Benedictine conferences the team engages in on-going professional growth. The administration and teachers are especially active in the national Benedictine colloquiums where best practices are shared among the Benedictine high schools.

Each August, teachers meet with the principal to establish goals related to student achievement and professional growth. Part of each monthly faculty meeting is devoted to a professional development topic, and departments meet regularly to focus on topics that include questioning techniques and differentiation. Six in-service days within the scope of the school year provide additional growth opportunities that include the three-level ALICE training, CPR, Stop the Bleed, vaping dangers, internet safety, and the harmful effects of bullying.

Teachers and counselors readily engage in professional organizations, online training, AP, ACT, and AdvancEd (Cognia) workshops, and various conferences that include Kentucky World Language Association, Future of Education Technology (FETC), Kentucky Association of School Administrators, and KySTE (Kentucky Society for Technology in Education.)

While all teachers are observed using the ELEOT observation instrument, the favored professional development occurs when the teachers observe each other. The teachers are required twice a year to observe either another teacher in the building or in another school, one observation in their academic area and one in another area.

Villa provides a budget for all professional development, covering the teachers' travel and conference expenses and any other expenses incurred as a result of the professional development.

Beyond professional development, it is important to demonstrate to our teachers how truly valued they are. They are appreciated with birthday and holiday gifts, surprise breakfast events, free lunch tickets, school spirit wear, and always a motivational speaker to begin our school year. The principal, parents, and students send appreciation notes to the teachers, and the PTAO, FAP, Boosters, and Board always remember the teachers in special ways. Teachers are nominated for awards and celebrated for their accomplishments.

In the Benedictine atmosphere of hospitality and respect, Villa teachers and administrators thrive in a professional culture of appreciation and gratitude.

4. School Leadership:

Villa Madonna Academy's leadership philosophy is rooted in hospitality and respect, inclusion and involvement, and recognition of the importance of each individual. The leadership structure includes the Board of Directors, Villa Madonna Academy Admin Team, high school administrative team, and support teams.

Founded by the Benedictine Sisters of St. Walburg Monastery, all members of the Villa Madonna Academy Board of Directors are appointed by the Prioress upon the recommendation of the Board of Directors and in accordance with the Articles of Incorporation. The Executive Committee of the Board includes the Prioress, Board Chair, Board Vice-Chair, and Treasurer.

The Principal serves in a dual role as both Principal and Executive Director, and so the Villa Madonna Academy Admin Team consists of the Principal, Director of Finance, Director of Advancement, and Director of Admissions. The team meets monthly with members of the Executive Committee of the Board as part of a seamless leadership model which provides support for school leaders and addresses needs of the school.

As the academic leader of the school, in addition to leading operations related to alumni, fundraising, facilities, and technology, the Principal is supported by the high school administrative team of the Dean of Students, Dean of Academics, Athletic Director, counselors, and department chairpersons. This team is always visible throughout the building and at evening events.

Working as a cohesive team, school and faculty professional development goals are determined, curriculum is developed, student testing data is reviewed, and improved programs are implemented. Teachers are empowered to make decisions related to curriculum and student support, resulting in new courses which include Medical Spanish, an engineering dual-credit course, student opportunities in leadership academies, and the addition of an academic support specialist.

Facility upgrades include a gym, theatre, and new roof. As a result of the latest strategic plan, the Principal is currently leading a multi-million dollar capital campaign that will completely renovate one building and create a STEM wing in another. School leadership successfully secured funds for school-supplied tablets for junior high students, developed a STEM program recently recognized by Newsweek, and created a mentorship program for student support.

The leadership model is one of collaboration rooted in Benedictine values, with shared measurable goals and a commitment to student assessment and leadership growth. Student leadership is integral to the success of the school through Student Council and the Principal's Advisory Committee, and the inclusive model provides avenues for parent, alumni, and other stakeholders to lead new initiatives in athletics, career planning, and strategic planning.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Parents choose Villa Madonna Academy because we are a Benedictine school, one of twenty-four U.S. Benedictine high schools. It is the commitment to the philosophy of St. Benedictine, a philosophy rooted in a values-based community, that has been the most instrumental to the school's success. Villa partners with parents to provide a student-centered learning environment that encourages students to be the best versions of themselves.

The values of hospitality, respect, scholarship, and service drive the mission. Our community finds its roots in the Benedictine tradition where the focus is on preparing students to think critically, lead courageously, and serve others. The Villa community is one in which faculty, staff, and students work for the common good within the school and within the global community.

The moment one steps foot on the Villa campus, it is evident we are Benedictine. The care of the campus represents our stewardship, for all at Villa are stewards of the resources we have been given. The welcoming atmosphere of guests and visiting teams is a testament to the hospitality with which St. Benedict welcomed guests to his monastery.

The Benedictine value of scholarship is reflected in the rigorous academic programs and the test scores which surpass all local, state, and national averages. Students are encouraged to be lifelong learners and critical thinkers who embrace problem solving by utilizing creativity and collaboration. The dedicated faculty and staff, committed to the value of scholarship, ignite a love of learning through a curriculum based upon the interdependence of all academic disciplines.

Villa students are also engaged citizens who commit to service, as reflected in our thousands of service hours completed each year. Their impact on the community is evident when watching their interaction with the children at Redwood Rehabilitation Center and in the Big Brothers/Big Sisters program. As reflective disciples, the Villa community is a welcoming family that embraces the dignity and diversity of others. St. Benedict viewed every person as Christ, and so the Villa community values and respects the dignity of all.

In a school where students embrace confidence in relationships with diverse cultures and religions, innovative and independent thinking, and a commitment to a strong work ethic, this sense of community and Benedictine purpose is most instrumental in our school's success.

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? \$11197
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2305

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 14%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 42%