

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

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

School Mailing Address 1800 Newburg Road
(If address is P.O. Box, also include street address.)

City Louisville State KY Zip Code+4 (9 digits total) 40205-1422

County Jefferson

Telephone (502) 458-2850 Fax (502) 459-5215

Web site/URL http://stagneslouisville.org/school/ E-mail school@stagneslouisville.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Ms. Leisa Schulz E-mail lschulz@archlou.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. (502) 585-3291

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Sara Passafiume
(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):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. 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	14	8	22
K	25	16	41
1	21	22	43
2	25	27	52
3	25	26	51
4	21	28	49
5	25	26	51
6	20	27	47
7	25	23	48
8	25	22	47
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	226	225	451

*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
 - 2 % Asian
 - 0 % Black or African American
 - 0.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 5.5 % 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	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2018	454
(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):

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

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 13

8. Students receiving special education services: 11 %

50 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>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>44</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>2</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: 5

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.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
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 24:1

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

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 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. 2014

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

To instill the intellectual, moral and Catholic values necessary for each child to achieve his/her maximum 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

Saint Agnes School is a private Catholic elementary school in the Archdiocese of Louisville, Kentucky. Founded in 1914 and located in a suburban neighborhood, Saint Agnes School has a current enrollment of 451 children grades pre-K through 8th grade. Saint Agnes School's mission is to shape young minds within a Catholic community to be good stewards and to lead faith-based lives.

Saint Agnes School shares a 32-acre campus with the Saint Agnes Church, the Passionist Earth and Spirit Center, and the Passionist Monastery. The collective grounds offer a natural classroom to learn, discuss, and experience the environment. The main school building consists of 19 homeroom classrooms pre-K-8th grade, as well as a gym with a stage, a library/media center, an art room, a music room, a hand-bell choir room, and a STEAM lab. We have a full-service kitchen and cafeteria, resource rooms for smaller group learning, meeting space and administrative offices. The outdoor spaces consist of natural learning environments, such as a pollinator garden built and maintained by students, athletic fields, and traditional playground spaces. Collectively, the physical footprint of Saint Agnes School provides a fantastic, multi-faceted learning environment.

The school is supported by a strong Catholic community of over 800 families. Our school provides students a foundation of faith to serve others in the school, the parish, and beyond. We believe that parents are the primary teachers of their children, supported by excellent faculty and staff. There is a commitment that no family will be unable to attend Saint Agnes School due to financial constraints. The Saint Agnes community, the School Board, and the PTO support the faculty and administration to ensure that the teachers have access to the resources and training they need to develop confident lifelong learners.

Saint Agnes School is guided by three core values: faith, community and academic excellence. As a Catholic school, we not only educate students to a high level, but we also foster and nurture a commitment to faith. Our curriculum is infused with Christian principles as our students learn and grow in the Catholic faith. Serving the greater community is a focus at each grade level. Stewardship activities are focused to help marginalized, underserved, and/or vulnerable populations within our broader community. All of the efforts at Saint Agnes Schools have the common goal of promoting student achievement. Academic achievement, by any measure, is consistently strong. Each year, Terra Nova test scores have qualified the school by the Blue Ribbon requirements. Graduates of Saint Agnes School achieve at a high level with approximately 70% attaining honor roll status in their respective high schools. Our strong academic focus has resulted in Saint Agnes School being recognized as a National Blue Ribbon School award recipient on three occasions, 1999, 2005 and 2014. The core values are a guide that focuses our approach and works in concert with one another to help the students perform to their highest level.

As we strive for academic excellence, we have embraced the importance of implementing a comprehensive environmental and sustainability curriculum across all of our classes. These efforts combined with integrated health and wellness activities for students, faculty, and staff, differentiates Saint Agnes School from many of the other quality schools in our community. These efforts have been recognized by the U.S. Department of Education in 2019, by designating Saint Agnes as a Green Ribbon School of Excellence. Saint Agnes was only 1 of 10 private schools in the country to gain this distinction and only 1 of 2 in Kentucky.

A great testament to the vibrancy and quality of the school is the excellence of the faculty that we have, attract and train. Partnering with a nearby university, we have created a fellowship program that allows faculty members to attain a graduate education at a reduced cost while putting their skills to work in the classroom. This commitment to growth is evident across the entire faculty, with many hours of professional development activities, and ongoing training and engagement in extracurricular activities. The faculty has strong support from the School Board and the Parent Teacher Organization, ensuring that they have all the resources they need to successfully guide their students towards success in the 21st century.

Saint Agnes School has a long tradition of supporting a faith-based community. With 105 years of traditions and community support as a strong foundation for developing young minds, Saint Agnes School is blessed

to have strong faculty, administration, supportive community and wonderful families. The Saint Agnes Parish community has worked tirelessly to build and promote a wonderful environment to inspire adaptable lifelong learners who will have the tools to successfully navigate in an ever-changing environment.

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

The curriculum at Saint Agnes is based on national standards and is aligned with the curriculum guide of the Archdiocese of Louisville. This guide was developed by a team of educators from the Archdiocese, including several faculty members from Saint Agnes, and provides a framework for the individual network schools to support Catholic education through best practices. The curriculum infuses faith principles and values using a collaborative model for sharing knowledge and resources. The Archdiocese relies on Common Core State Standards to evaluate and benchmark student academic outcomes.

Reading/English language arts consisting of literature, grammar, writing, and spelling/vocabulary are taught as an integrated whole from K-8th grade. Grammar is taught in the context of writing. Literature is used to emphasize different genres of writing. Spelling and vocabulary in the early grades combine the use of texts with literature-based word walls and activities.

Mathematics instruction targets both reasoning and computation with an emphasis on real-world applications. Common Core State Standards and NCTM Standards are the basis for our curriculum. Our teachers spend time on developing conceptual understanding and applying skills when problem-solving real-world scenarios. Eighth-grade students take Algebra I.

The K-8 science curriculum emphasizes the scientific method, lab-based discovery, data collection, reflection on what has been observed, and integration of technology. STEAM principles are infused throughout the curriculum.

Teachers of social studies provide students with a framework for understanding the geography, economics, political structures, human movement, and impact of a complex world. Studies of current events are a focus with an emphasis on issues of social justice.

Over the past year, Saint Agnes has successfully transitioned from Terra Nova to MAP Growth testing. This change allows our teachers, parents, and administrators, not only to assess where students are performing in relation to national norms, but to evaluate individual student's growth and trajectory within the school year. These powerful interim assessments help ensure that students are receiving the appropriate level of instruction for their ongoing academic success.

1b. Reading/English language arts

At Saint Agnes School, the goal of Reading/English Language Arts instruction is to develop and nurture competent, confident, and intentional readers and writers. Our teachers work on both building fundamental skills in nascent readers and integrating reading comprehension, criticism, and analysis in more developed readers. Students' writing pieces vary from journal writing and written reflections to engaging writers in written analysis of texts, to doing high-quality research on a variety of topics across grade levels to produce polished pieces while engaging in the steps of the writing process. Teachers collaborate across disciplines to integrate content-area reading and writing throughout.

In the early grades, pre-K through 2nd grade, a significant proportion of the instruction time is spent on literacy skills, phonics, reading comprehension, spelling, vocabulary, and composition. Instruction is tailored to the level of achievement of the student. This tiered approach is used so that students, regardless of the level of comprehension, are either getting the extra instruction they need or are sufficiently challenged by the material. Building these foundational skills is imperative since reading and reading comprehension are strongly correlated with being able to effectively navigate other subjects within the curriculum.

Students in grades 3-8 experience reading instruction through the use of class novels, non-fiction texts and

anthologies to refine skills to effectively read and evaluate a variety of other materials. Teachers collaborate with our librarian to plan lessons and units which integrate the library into language arts instruction to enhance educational opportunities for our students. Book Bee continues to be a favorite extracurricular activity at Saint Agnes School. Teams of 4th-8th grade students read multiple books and compete against other schools to demonstrate a deep understanding of these books. In 2019, Saint Agnes School teams placed first in the grades 4, 5, and junior high.

The library at Saint Agnes functions as a hub of our learning program and is an integrated resource for Reading/English/Language Arts instruction. The library operates on a mixed schedule, with fixed times for classes to visit and daily flex time as well. Each class visits the library weekly with their reading/literature teacher, though all teachers schedule collaborative projects with her. The librarian reviews individual student MAP scores and reading assessments with the reading teacher and helps to set individual reading goals, and ensures that the students select “just right” books for their level of proficiency and personal interests. For younger students, the library is the place for storytime and a place to explore and develop a sense of wonder through books.

Saint Agnes School fosters an environment that stimulates a love of books and reading. The fruits of these efforts can be found in the comfort level and excitement that our students express for library visits, and in the results that we have consistently achieved on standardized assessments. The gift and value of reading are shared and passed on each day at Saint Agnes School.

1c. Mathematics

Saint Agnes School uses the Common Core State Standards as a baseline set of high-quality mathematical expectations. Our standards were developed by a team of educators from the Archdiocese, including several faculty members from Saint Agnes School, and in consultation with the standards from the NCTM, to provide mathematical domains from which our faculty organizes curricular plans and lesson experiences for students.

Mathematics instruction at Saint Agnes School is focused on a succession of math domains designed to empower students with critical knowledge, skills, and capacities they will need for success in a continually changing global economy. Teachers use a wide variety of print materials, manipulative, and digital resources to develop and present their units of instruction. These varied methods are used to find the best educational approach for each student.

The foundation of our math instruction starts with a strong conceptual basis, followed by honing of procedural skills, then ultimately the application of accumulated knowledge in real-world situations. This linked and stepwise approach, coupled with small group and individualized instruction in an applied problem-solving way has proven to be very successful at our school.

Although this linked approach is primarily focused on the current grade level, our teachers provide differentiation. In addition to text and digital materials, we incorporate spiral review for students as well as a look ahead at related upcoming topics. Those who need more time with a concept or procedural skill are provided with the opportunity and those who quickly acquire a concept or skill are provided with lessons to delve deeper and for application to real-world scenarios.

In grades pre-K - 2, after formal instruction in numeracy, students apply concepts and skills in math learning centers. Grades 3-5 students extend formal instruction with illustrated math notebooks included student-created visuals, examples, non-examples, and steps. Grades 6 and 7 deepen their learning through further study, practice, and real-world application. Finally, 8th grade instruction is focused on seeing structure in equations, arithmetic with polynomials and rational expressions, creating equations, reasoning with equations, and inequalities, and functions. A variety of digital and print resources are used. All 8th grade students take Algebra I, and each year a significant number of our students test out the course in high school.

Strong collaboration among math teachers, differentiation of instruction for all levels of learners, and the incorporation of varied best practices have resulted in deeper mathematical learning for Saint Agnes School

students. Emphasis on thinking in mathematical terms and individualized adaptations to match learning styles have brought about great math fluency and increased confidence in our student's problem-solving abilities.

1d. Science

The science curriculum at Saint Agnes really gives us the opportunity to apply the STEAM principles into hands-on projects and everyday learning. Successive grades build upon previously learned skills to develop a foundational understanding of the physical, earth, and biological sciences. Our younger students learn the steps of the scientific method and then design experiments, implement methodologies, and analyze the resultant data. In middle school, students begin to develop an understanding of the human body and homologous structures in the vertebrate world. This instruction culminates with a frog dissection. Having students being able to visually appreciate the similarities between body parts, their motions, and how they are connected proves to be a very powerful tool.

In 8th grade, physics encompasses the last half of the school year. The year typically culminates in one of two design-build projects, rockets or Rube Goldberg machines. For rockets, the process of being able to design and optimize a rocket that flies the highest and returns safely has students applying art and mathematics to their understanding of Newton's Laws of Motion. For the Rube Goldberg Machines, students must measure ramps, distances between sets, and calculate trajectories in order to build a machine that accomplishes a task. Last year the tasks were to push a watermelon off of the roof and to order pizza.

For all Saint Agnes School students, the science curriculum is made collaborative and cross-cutting. Teachers collaborate with the librarian to design projects, co-teach the research process, and develop opportunities to create. The students use the resources such as 3D printers, coding programs, and robotics of our STEAM lab to help round out their classroom projects. Teachers and students are encouraged to use the entire physical campus of our school to help these interconnected STEAM concepts.

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

Teachers of social studies work to give all students a framework for understanding the geography, history, economics, human migration and political structures of our complex world to prepare them to be effective citizens. Classwork is integrated with guest speakers, community projects, and celebrations of ethnic and regional customs. Current events are a strong focus, particularly in regard to issues of social justice.

The social studies curriculum has a different thematic focus for each grade level. The early grades emphasize the family and surrounding communities: where they came from, their stories, and how they got here. Grades 3-6th learn about communities around the world, with each grade's effort focused on a general geographic area, i.e. Eastern versus Western Hemisphere. The upper grades concentrate on the United States, with the 7th graders learning about early days to until the end of the Civil War, and 8th graders learning about the period from reconstruction to today.

Saint Agnes is always looking for ways of partnering with community events to promote learning opportunities for our students. The United States District Court, Western District of Kentucky, held a Naturalization Ceremony in the Saint Agnes School gym in early 2019. Seventy-seven individuals from thirty-six countries took the oath of allegiance and became citizens of the United States. The Saint Agnes School advanced choir sang the national anthem with all 7th and 8th grade students attending the ceremony.

Each Fall, Saint Agnes School representatives from the 6-8th grades, along with teachers and parents, attend the Kentucky Youth Assembly conference. This program teaches students how the government of our commonwealth is organized and how laws are created, debated, and passed. The youth assembly sponsors bills that are presented to our elected officials in the State capital. Saint Agnes School has been repeatedly recognized as a Delegation of Excellence.

1f. For secondary schools:

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

The pre-K curriculum focuses on preparing our youngest students for a successful transition to a more formal learning environment. Saint Agnes School follows the published guidelines of the Louisville Archdiocese when planning components of the curriculum. The specific areas of focus are social and emotional development, gross motor development, language and literacy, mathematics and logical thinking, scientific problem solving, social studies, creativity and the arts, and religion. Each of these areas has observational metrics.

We develop our pre-K student's social, emotional, and spiritual growth by learning through cooperation and play. Small acts of teamwork within a group of children build engagement and socialization. Games are semi-structured, building imagination and creativity. Collaboration on art projects develops both social, emotional and creative skills simultaneously.

Language and literacy development focuses on communication skills. Students are taught the alphabet sounds and letters, how to effectively communicate, express thoughts, and demonstrate an understanding of stories and conversations. Students develop numeracy through counting, identifying numbers, and exploring mathematical concepts and number magnitude. Projects and activities, as well as learning centers, incorporate scientific learning.

Gross motor development is supported through our Minds-in-Motion program and we intentionally provide opportunities for teaching fine motor skills such as using pencils, crayons, eating utensils, drawing or tracing shapes and objects, and using scissors. This kinesthetic approach encourages the incorporation of songs, movement, and creativity into the learning process. An understanding of care for self and others is taught.

Teachers assess students' growth and development in the aforementioned skills and confer with parents, as all grade levels do, about progress and to set growth goals. Pre-K teachers and learning coordinators use the Brigance Readiness Assessment as part of a regimen to evaluate students' readiness to start Kindergarten. These results are used to provide direction to both parents and our school team.

2. Other Curriculum Areas:

1. Arts

Saint Agnes School has a strong commitment to arts education. We recognize the importance of creativity and collaboration within the learning environment and appreciate the added benefit that these skills reinforce fine motor movements and coordination. All Saint Agnes School students participate in art and music instruction.

Kindergarten through 7th grade students attend formal art instruction once a week. Eighth grade students participate in trimester long art electives. These electives include areas such as sculpture, film making, puppetry, photography, animation, pottery, robotics, construction, and fiber arts.

Music instruction not only includes vocal lessons but also teaches the students to read music and play recorders and percussion instruments. Students ensembles work together to prepare for concerts. Saint Agnes also fields two vocal choirs and a handbell choir. These choirs perform at school events, during school liturgies, and locally and regionally at community events.

2. Physical education

Saint Agnes students are keenly aware of the negative consequences of lack of movement and exercise. We believe that our physical fitness/ health program, not only promotes health and well-being, but helps students concentrate on their more formal didactic studies when they return to their classrooms. Typical physical education classes focus on cooperative games, exercise, team sports, games of skill and strategy, and dance. Our P.E. teacher also organizes recess after lunch extending these components into that time. Our physical education teacher collaborates with our counselor to infuse health-related topics and prevention

education such as nutrition, smoking, vaping, screen time, and drugs and alcohol into her instruction. Our pre-K and kindergarten classes incorporate movement into their classical instruction by using the Minds-in-Motion curriculum as highlighted in Section 1g.

3. Foreign language

Spanish language instruction and cultural study of Spanish speaking countries is an essential part of the curriculum for all Saint Agnes School students, pre-K through 8th grade. Our school's Spanish instruction is integrated into the curriculum so the students are working on similar concepts across their subjects. In pre-K and Kindergarten, instruction focuses on reciting the alphabet, learning basic words, incorporating Spanish instruction into craft projects and learning songs in Spanish. These are similar to concepts they are learning in English. As our students develop, their vocabulary and grammar proficiency grows, and by the time our students are in 7th grade, they are critically reading Spanish novellas. A sizeable proportion of our Saint Agnes School graduates test out of Spanish 1 when they reach high school.

4. Technology/library/media

The intersection of technology with information gathering and reporting is an important area of focus within Saint Agnes. The central hub of our school contains the library, STEAM lab, and media room. Our library contains over 15,000 titles, with books for every level of reader. Within the library, we have multiple computer workstations for research projects. Directly adjacent to the library, behind a glass wall is our STEAM lab with a class set of powerful laptops, our 3-D printers and robotics materials for RCX, VEX IQ, and Sumobot Robotics. Adjacent to the computer lab is our media lab. Within this space, students produce a daily news broadcast that is viewed in every homeroom class in the school each morning. The 21st century has ushered in the convergence of these domains. We see the value of providing these offerings to all our students in one holistic package.

5. Other curriculum programs- Religious Education

Education related to our Catholic faith is fundamental to our mission and is infused in our curricula. All Saint Agnes students have formal religious education based on the pillars of catechism: faith, liturgy, prayer, and life in Christ. We teach to the performance standards set by the Archdiocese of Louisville. Each grade level has a specific curriculum and educational standard that assists teachers in connecting student learning back to the revelation recorded in the Bible. Saint Agnes students dedicate a significant amount of time and effort towards their sacramental preparation and regularly celebrate mass together during the school week.

3. Academic Supports:

3a. Students performing below grade level

Special attention is given to students performing below grade level. Saint Agnes School has two learning coordinators, one for pre-K through 5th and one for 6th through 8th. The coordinators act as consultants and collaborators to teachers, facilitate strong school-to-home connections, and help with individual instruction and assessment. The coordinators work closely with the teachers and the parents to address student needs in a timely fashion. The primary grades also have full-time support from teaching assistants, while Intermediate grade classrooms share teaching assistants.

When a teacher identifies a student performing below grade level, the teacher can enlist the help of the teaching assistant or learning coordinator to provide support and work with the student on a pullout basis or by entering the classroom to offer support in that setting. The coordinators facilitate small group or individual instruction. Collaborating with the teacher, the learning coordinator will make modifications to the assignment, shorten the amount of work required for a given assignment, or provide remedial materials to help the student understand the lesson.

Additional support is also readily available to the student. Many of our faculty meet with their students before or after school for extra individual instruction. If there is a problem associated with reading, the

school librarian works with students to find books that are appropriate for their level of reading, so they do not become frustrated and disinterested.

If the initial steps to remediate the issue are not successful, the learning coordinator can assist parents in seeking out a licensed professional to have their son or daughter formally evaluated. The results of the evaluation are reviewed collectively with all of the interested parties, and a plan is developed.

3b. Students performing above grade level

Students performing above grade level pose challenges as well. We commit time and resources to keep above-grade-level students engaged. One strategy that we employ to ensure that students are getting what they need is differentiated project-based learning. By grouping students together who are performing similarly, we can tailor the assignment to the level of student achievement. For the above level learners, we add additional tasks to the assignment, and we increase the complexity of the problem to solve.

For students that are excelling within a specific subject matter, we also can offer IXL learning. This suite of applications allows adaptive questions that automatically adjust to the appropriate level of difficulty for the specific learner based on previous responses.

Extracurricular programs are also made available for students of all achievement levels. Our after school select Math Counts team works through problem-based situations. At Saint Agnes, we also take part in the Duke University Talent Identification Program, or TIP. This past year, 67% of the 7th grade students were invited to participate based on high Terra Nova test scores. For students who want to delve more deeply into literature, Saint Agnes takes part in the Archdiocesan Book Bee Competition.

3c. Special education

Our educational teams use various methods to address our special education needs. Over the past 3-5 years, a variety of approaches have been implemented to help ensure that all students are achieving to the highest level. Flexible, integrated, timely approaches, utilizing student data and teams of educators, have gained traction within our educational paradigm. These collective efforts have produced tangible, positive results.

In every classroom, we schedule Response To Intervention (RTI) time. Students are initially screened to benchmark their learning level. Scores are evaluated by the teacher and the larger Professional Learning Community or PLC group which includes teachers, Learning Coordinators, the Counselor, and administrators to guide the development of a plan in areas where significant growth is needed. Over the course of the school year, students are assessed incrementally to evaluate progress and to determine if interventions are eliciting appropriate growth for the student or if further action is needed.

We also implemented the small group workshop model in grades K-8. This model starts with short instruction, followed by time for students to work independently. If the teacher notices some students not grasping the concept, he/she can quickly reinforce the concept to the entire group or to student subgroups. The lesson ends with a quick debrief to help students synthesize the idea.

In addition to these strategies, subject-specific interventions are made available to our students. Two days per week, we host Math Lab for 5th grade. Math Lab was initiated in response to an identified consistent dip in 5th grade Terra Nova test scores. A six-point gain was made between Spring 2018 and Spring 2019. For the other grades, we offer Reflex Math and IXL Math. For aspiring readers, the web-based program, Earobics, offers systematic instruction in early literacy skills. This data-centric model is adaptable and effective.

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

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Building strong bonds between our students is integral to the mission of our school. Our approach is to provide a wide variety of programs to students and encourage participation. In some cases, our mission requires commitments to stewardship, health-based, and social activities. Through all of these offerings, Saint Agnes develops a strong sense of mutual respect and “Aggie Pride”.

Saint Agnes athletics supports twelve team sports for students K-8th grade. Last year, we saw nearly a 90% participation rate. Students can play volleyball, football, cross-country, basketball, track, tennis, golf, swimming, soccer, field hockey archery, and cheerleading. The goal of our athletics program is to make sports fun, promote healthy, active students, and make the experience affordable for all parents. No child is turned away for lack of ability to pay.

In addition to athletics, our scouting programs are highly successful. Girl Scouts have separate troops organized by grade. Last year, the 2019 class earned the prestigious Silver Award, the second highest award of the Girl Scouts. We have a long-established and active Boy Scout troop. Our scouts learn self-reliance and how to be responsible citizens.

Saint Agnes hosts many academic clubs as well. Quick Recall (QR) is a team-based academic competition, as well as Governor’s Cup activities including Future Problem Solvers, Composition Writing and QR. Our teams consistently place well in regional and state-wide tournaments.

The arts provide another way to engage our students. Outside of our formal arts education, we have after school art club for younger students and National Jr. Art Honor Society for middle schoolers. Students in the 5th-8th grade theater program plan and perform two annual plays/musicals. Students can also be part of the technical crew backstage.

Part of our mission at Saint Agnes School is to bring together our community so that each child can achieve his/her maximum potential. One way of creating that community is to provide a common goal. Each grade has a different stewardship theme. Stewardship projects are developed and focus on collective community outreach for at-risk or marginalized members of society.

Through our school counselor, we provide our students with programs related to bullying prevention, responsible digital citizenship for the safe use of online resources, education to prevent vaping, as well as physical, emotional and sexual abuse.

2. Engaging Families and Community:

Fostering a vibrant Catholic school not only relies on the support and commitment from administration, faculty, and staff, but also requires the dedication of school families, the Parish, and the greater local community. Saint Agnes School is blessed to have the support from all of these stakeholders.

This school year, the school is expanding our footprint to increase educational space for our burgeoning pre-K program, to repurpose some of the natural landscape for outdoor educational needs, and to build new play structures and spaces for outdoor physical activity and exploration. This capital project has been in the planning phase for several years and has garnered resources from the church, school and local community to make it a reality.

Our PTO is the main fundraising arm that directly supports teachers and larger school initiatives. To support the capital campaign the PTO has organized several large-scale fundraisers. Our school auction, The Bluegrass Ball, is a biennial event whose entire proceeds support capital projects. This year, a new Fall fundraising event, the Aggie Stampede raised additional funds through a sponsored family fitness fun walk.

The PTO also works tirelessly to provide support for our teachers. A major area of interest for the PTO is to provide technology solutions for teachers and students. They have also provided alternative seating solutions for classrooms such as wobble stools and standing desks.

Parents are highly involved in many of the day-to-day aspects of Saint Agnes outside the auspices of the PTO. To support the school, parent and grandparent volunteers lend assistance in our STEAM lab, library, playground, and cafeteria. They are invited into the classroom as readers. This assistance allows our teachers to have more flexible time in their day to support small group and individual instruction. Parent-teacher relationships are fostered by bi-annual parent-teacher conferences. Attendance at these conferences is 100%. Teachers also keep parents apprised of current classroom activities through the use of email, newsletters, and ClassDojo.

We have many programs that partner with the larger Louisville community. The Saint Agnes Food Pantry, in conjunction with Dare to Care Food Program, serves hundreds of food-insecure families each month. Different grade-levels collect personal care items to donate, set up tables, distribute food, interact with guests, and assist with clean up. The program is very successful, with several hundred families benefiting each month.

Saint Agnes School was named a 2019 U.S. Department of Education Green Ribbon School as a result of many years of efforts around sustainability education, health and wellness, and campus recycling efforts. Partnerships with local organizations like the Passionist Earth Spirit Center where we reclaimed a native wetland adjacent to our campus, were key to our success. We also partnered with the Louisville Nature Center and the University of Louisville to design, plant and study a campus pollinator garden.

3. Creating Professional Culture:

At Saint Agnes School, we are intently working toward student achievement to prepare them for the next phase of their educational journey. To fulfill that mission, we are laser-focused on providing the best learning experience possible. As technologies change and new methodologies in education emerge and take hold, we are constantly in the process of learning new techniques and skills. Professional development is a major focus at our school, with the understanding that investments made in our teachers result in higher morale, better skills, and ultimately increased student achievement.

Professional development at Saint Agnes takes on several forms. Individual training around specific issues is ongoing. Our faculty works in Professional Learning Committees (PLC's) and have participated in webinars, book studies, attended conferences, and collaborated with other schools to host professional speakers and topical presenters. Teachers work together to learn new skills from one another, harmonize the curriculum between classes or adjacent grades, and help plan learning interventions for specific students. Professional development activities are also coordinated to meet the goals of our School Improvement Plan. Time is blocked before the beginning of the school year for a faculty retreat. Professional development and team building are essential, especially with the influx of new faculty as the school year begins.

Through a professional development fund created by a generous donation from a parish family, and in collaboration with a nearby university, Saint Agnes School created a Catholic school teaching fellowship. The program offers reduced tuition to the enrolled faculty members. We have observed that this program improves teacher retention and training, and positively impacts students' learning outcomes.

Over the past year, a tremendous effort has been made by our teachers to learn how to effectively use Measures of Academic Progress (MAP) testing results within the classroom and when meeting with families to discuss their child's achievement level. The Archdiocese has offered multiple group sessions on the implementation of MAP testing and has provided individual and small group instruction to our faculty. To date, all of our faculty have been trained in using the data from the MAP testing to improve the assessment of math and English achievement.

Mindfulness classes are provided to all interested faculty. This coursework provides techniques to help foster inner resilience and mitigate mental and emotional distress. The faculty are encouraged to teach these

techniques and practices to their students, and to date, ten faculty members have been trained. The program is ongoing.

4. School Leadership:

Leadership at Saint Agnes School is collaborative at all levels. The pastor is legally responsible for the parish school, but defers to the principal and the School Board in all administrative and educational decisions. The School Board serves in a consultative role and helps develop school policy, planning, oversight of finances, major curriculum changes and public relations. The PTO works with the principal to provide resources for initiatives that benefit students and teachers.

The principal and vice-principal work closely together and are responsible for the school's learning community. The school organizes its work around the National Standards and Benchmarks for Effective Catholic Schools as layered in the AdvancEd Standards, our accrediting agency, as put forth for the Archdiocese of Louisville. The principal works collaboratively with faculty and staff to focus efforts around our mission, vision, and core values. The principal works closely with her administrative team which includes vice principal, counselor, learning coordinators, and librarian. The team meets weekly to discuss student and faculty needs, upcoming events, and to make programming decisions. The principal and vice-principal as well as appointed faculty members, attend monthly school board meetings and PTO board and general meetings quarterly. The respective faculty members appointed to these boards consult with colleagues and present to their respective boards at meetings. The team provides in-depth orientation and support to new hires to foster a positive culture and consistency in programming.

Saint Agnes has a very vibrant, active and engaged community. Expectations and rigor are high and together, stakeholders can create unique learning experiences. Recently we planned a Green Apple Day of Service where the entire school community participated in a morning of active, outdoor learning and service events. We divided our school into multi-aged teams of a dozen students and two or three adults to travel to six of eight stations. We involved first responders, Master Gardeners, the Passionist Earth and Spirit Center personnel and guest speakers on health and wellness.

On a micro level, our day-to-day operations involve daily communications with students, faculty, and staff through a morning live news broadcast. Information is also shared through a weekly digital whole-school newsletter to parents. Stakeholders have regular opportunities to be involved and informed. The principal and vice-principal regularly visit classrooms for formal and informal observations ensuring consistency of programming for growth in student achievement.

The Saint Agnes administration is continually adapting to new technologies and ways to communicate with our stakeholders. Administrative roles such as Admissions Coordinator and Youth Minister were added and demonstrate the new paradigm of effective communication strategies within our parish and between the school and the community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Instilling an appreciation to nurture and safeguard our natural surroundings is a common thread that weaves itself through our school curriculum. Taking guidance from Pope Francis' environmental encyclical, *Laudato Si*, in which he calls on everyone to "care for our common home", our parish and school community have thoroughly embraced this call to action. Our school has implemented many programs to reduce waste, recycle and repurpose, and reuse everyday items in our classes, offices and common areas.

As we strive for academic excellence, we have embraced the importance of implementing a comprehensive environmental and sustainability curriculum across all of our classes. We have made great strides as a community and a school to help reduce our overall impact on the environment and to improve the health and wellness of students and staff. These efforts have resulted in Saint Agnes School being designated a 2019 U.S. Department of Education Green Ribbon School. Saint Agnes was only one of ten private schools in the country to gain this distinction and only one of two in Kentucky.

Having this common theme is a galvanizing force within our school. Each grade works toward one or more of the three pillars for which the award is based: to reduce environmental impacts and costs, to improve the health and wellness of students and staff, and to ensure effective environmental and sustainability education. Reducing environmental impact is a cross-cutting focus at Saint Agnes School. Students play an active role as environmental stewards to teach each other environmental best practices. Founding an Energy Club has had transformative impacts on current practices and future plans. Promoting health and wellness for students, faculty, and staff is foundational to the daily activities at Saint Agnes. All students take part in a structured physical fitness curriculum and most participate in after-school sports. Saint Agnes School uses environmental concepts and ideas of sustainability to help teach science, engineering and mathematical thinking across all grades. Upper grades complete projects where they synthesize the concepts that they have learned over the years to demonstrate STEAM literacy.

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? \$6035
(School budget divided by enrollment)
4. What is the average financial aid per student? \$1358
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 20%