

***U.S. Department of Education***  
***2020 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

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

Official School Name Holy Trinity School  
(As it should appear in the official records)

School Mailing Address 2610 Nagel Road  
(If address is P.O. Box, also include street address.)

City Avon State OH Zip Code+4 (9 digits total) 44011-2095

County Lorain

Telephone (440) 937-6420 Fax \_\_\_\_\_

Web site/URL http://www.holytrinityavon.org E-mail kim.kuchta@htsavon.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\* Mr. Frank O'Linn E-mail folinn@dioceseofcleveland.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Cleveland Tel. (216) 696-6525

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 Father John Misenko  
(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**

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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

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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	36	38	74
K	32	28	60
1	23	29	52
2	27	31	58
3	27	26	53
4	28	23	51
5	29	28	57
6	22	35	57
7	28	20	48
8	25	15	40
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	277	273	550

\*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
  - 3 % Asian
  - 0 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 93 % White
  - 3 % 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(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	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2018	589
(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: 0 %

Total number students who qualify: 1

8. Students receiving special education services: 6 %

34 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>1</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>4</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>21</u> Speech or Language Impairment        |
| <u>1</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: 4

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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
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 27:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	99%	99%	99%	99%	99%
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.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes  No

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

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

Holy Trinity School fosters creative minds, academic excellence, and compassion for others. We are lifelong learners and stewards of Catholic beliefs who are active globally.

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**

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Holy Trinity School is the largest and oldest school in Lorain County opening its doors in 1845. Holy Trinity is situated in Avon, Ohio, a western suburb of Cleveland located approximately 20 minutes from downtown. The city of Avon has a steadily increasing population of 23,000 people and a mean household income of \$92,883. Despite the success of the Avon City School district, which is ranked 38th in the state of Ohio, Holy Trinity has been successful in maintaining a consistent enrollment, with the current number at 476 students in the K-8 building and 70 students in the preschool building. Holy Trinity serves students from preschool through 8th grade residing not only within the city limits of Avon but also Westlake, Avon Lake, North Ridgeville, Sheffield Village, Amherst, Bay Village, and Grafton.

Over the past five years, Holy Trinity has undergone a transformation in all areas from curriculum to culture under the leadership of co-principals named in 2014. Opportunities for growth on many different levels are coming to fruition, starting with the heart of the school and the guiding document for change at Holy Trinity, the Strategic Plan. After input from various stakeholders, the plan was put into place at the beginning of the new administration and is accessible on the school website. Under the guidelines of this strategic plan, the school's gears have shifted their focus to three areas: school culture, student achievement, and technology integration.

School culture has taken on a new form and further meaning at Holy Trinity over the past several years. Teacher morale has greatly improved with the introduction of common planning times, as well as teacher professional development and PLC groups to encourage collaboration as a force multiplier. In addition, parent communication has been taken to a new level with the updating of the school website and issuing of Weekly School News updates and Principal Posts. These keep parents informed and involved in the day to day life of the school. Teachers also contribute by utilizing communication programs such as ClassDojo and their class Twitter pages to showcase their students' accomplishments and their own best practices being implemented within their classrooms.

Not only has school culture shifted amongst teachers and parents, but programs such as Rachel's Challenge have been brought to Holy Trinity to build awareness and start a movement within the student body to instill kindness and respect throughout the school. Students are expected to uphold the "Soaring Standards," which were created to help build a community of compassion and caring for others. Evidence of this kindness can be witnessed through the actions of the students upon entering the building. Kindness chains have been hung throughout the hallways to symbolize the good deeds done by each individual student as a visual reminder of the heart of the school culture. All of these are components of Holy Trinity's school-wide positive behavior incentive system (PBIS). HT's students look forward to visiting the PBIS school store on a monthly basis.

In the effort to pay it forward, the students use their talents and time in and out of school to provide community service for those in need. The services provided by students have included visiting nursing homes, hosting a food drive that collected 25,000 canned goods for the local Harvest for Hunger, and implementing large scale service projects that have raised \$10K to build wells for students in South Sudan. These initiatives have also brought awareness of the global community to the students, creating citizens of change for our world.

Not only are Holy Trinity students part of a thriving school culture that values service to the community, they also continue to excel academically. Student achievement has been a priority, which can be seen through various assessment scores. HT students have landed in the 90th percentile on standardized tests in multiple areas. Additionally, the graduating class of 2019 has achieved scores in the 99th percentile in both math and reading. This was accomplished by using data to drive instruction that was charted from MAP testing and from in-class assessments.

Student goal setting has also proven to be a best practice and a motivator for students in all grade bands. Success is not only perceived through assessment scores, but through the student lenses as well. Setting and meeting SMART goals creates a positive mindset and intrinsic motivation which are components that

transfer to college and career readiness. In addition to the NWEA MAP test, utilizing programs such as Achieve3000, which individualizes reading instruction to meet the children at their instructional level has provided an opportunity for all students to show growth. Year four of using this program has shown a dramatic increase in student Lexile levels.

Along with growth in school culture and student achievement, Holy Trinity has made substantial strides with technology integration, as this world is ever-changing. HT is now a 1:1 Google school with every student having access to their own device. Integrated robots, 3-D printers, and VR headsets have been added into the curriculum and clubs. In addition, the introduction of a new broadcast room has allowed our students to soar to new heights in the area of design and production with a daily broadcast program run and created by HT students. This, along with the other technology integrated at Holy Trinity, is preparing students for the secondary level and beyond.

These components along with successful athletics, a vibrant drama club, a well-developed band program, and various after-school clubs and enrichment opportunities make these well-rounded students stand out not only within the school, but also to the broader community impacting those beyond Holy Trinity's walls.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Holy Trinity uses their strategic plan as the guiding document when making educational decisions regarding curriculum changes and professional development choices. HT has a clear vision of where the school is moving and it is spelled out in the plan to ensure cohesiveness.

At Holy Trinity School the overarching philosophy that can be observed revolves around our strategic plan encompassing student achievement, school culture and technology integration. When walking into the classrooms the learning target can be found posted in the room and students know the expected learning outcome of the lesson. Students are consistently moving throughout the day, as movement is valued as a tool for learning. All grades are departmentalized from K-8 so that students have the opportunity to experience different teaching styles and teachers have the opportunity to specialize in content areas. When looking at instructional approaches, HT is a technology rich environment and a 1:1 Google school. Every student has access to a device and technology is integrated into the curriculum when appropriate as an instructional aide to provide assistance, help to differentiate content, and increase student engagement. STEM and problem based learning are common themes as teachers push students to think critically beyond the text.

Vertical and horizontal planning can be observed across the grade bands to ensure smooth transitions between grade levels. Differentiated instruction can be seen at every level with support staff in the primary grades to assist with early reading and math skills. In junior high, differentiation continues with strategic grouping using MAP data and careful planning to meet the needs of all learners. Data taken from Achieve3000 allows teachers to address reading needs across the curriculum. Holy Trinity is a data-driven school. Students are continuously progress monitored using MAP data as well as formative assessments that can be seen in many forms including exit tickets, classroom polls, online programs/games and more. Additionally, summative assessments are also used to provide data at the conclusion of a unit.

### **1b.** Reading/English language arts

Holy Trinity's reading and English program uses a blend of traditional, modern, and technological approaches to teaching the Ohio Learning Standards. Required skills such as sequencing, finding main ideas and details, inferencing, analyzing narratives, determining cause and effect, and identifying/applying figurative language are honed. Instruction in these subjects also blends the use of textbooks, novels/chapter books, informative text, and technology through group work, independent learning, and whole class instruction. In addition, students are also consistently taught advanced analytical concepts such as those that leave a lasting impact on the reader (for example, using empathy in text to foster social justice ideals). The team approach to learning enables students to work on assignments and projects that are cross-curricular.

Another unique aspect to the reading/English program, is the teachers' abilities to modify their curriculum to help each individual. Students begin at their own level, but are consistently exposed to grade-level content, which helps students stay within an appropriate range of their peers, but still learn in an individualized way. For example, a program used by HT in all the core classes (except math and English), is Achieve3000. At the beginning of the year, students are leveled by an online assessment through the program. This program helps identify the students' individual Lexile levels. When the teachers assign informative articles, often about content being taught in the classroom, the program adjusts the text to fit just above the individual Lexile level of the student. Therefore, each student is still being exposed to the content being taught, but is able to understand it better because it is at a level where each student can understand. However, because it sets just above their reading level, they are still being pushed to improve, which helps lessen the individual's gap in learning. Along with Achieve, Membean is a vocabulary program which identifies each individual's level with an assessment that is taken at the beginning of the program. It then uses a mix of context clues, memory hooks, videos, word constellations, root trees, and real world connections to create bridges between known and unknown words. Students can learn over 2000 words from this program by the time they

graduate from middle school. Other online programs such as MobyMax, IXL, and Edulastic are also used as supplements to promote individual learning.

The HT writing program is also individualized due to the use of the Six Traits of Writing. With this approach, students are given a framework that uses six qualities of “good” writing: conventions, organization, sentence fluency, word choice, ideas, and voice. Students are taught how to identify each of these traits within both fictional and nonfictional pieces of writing, and then use these traits to analyze their own writing. The goal is to help students find confidence in their writing abilities by understanding which traits are their strengths. Furthermore, the Six Traits approach helps students improve by identifying and learning how to correct any weaknesses they may have.

### **1c. Mathematics**

Holy Trinity’s math curriculum addresses the Ohio Learning Standards which the Diocese of Cleveland used to write the Diocesan Math Curriculum. Students in grades K-8 master the learning standards by understanding the big ideas of mathematics through a curricular approach that uses many resources and not only keeps the standards in mind, but also centers on problem solving and engaging the learner. Students in primary grades use activities from the Bridges Math Program, students in intermediate grades master the standards through teacher facilitated hands-on lessons, and students in junior high use Big Ideas Math to explore and investigate mathematical ideas.

Holy Trinity math teachers incorporate multiple instructional approaches to meet the needs of each learner. Believing in the importance of problem solving, students are presented daily with a challenge to solve separate from the lesson of the day. Teachers exemplify explicit instruction starting each lesson with the learning objective of the day. Students learn multiple ways to solve problems, especially with the Bridges math program in the primary grades that reinforces basic skills and introduces new concepts in small group work spaces.

Instruction is differentiated as needed. Early finishers are given stretch problems to explore. Struggling learners work in small groups or at centers. Technology is used to explore mathematical concepts as well as to master skills. Students use MobyMax to learn missing skills or new skills. IXL assignments allow students to learn at their own level and pace.

During math class at Holy Trinity, students are engaged in different ways each day. Students use manipulatives, Chromebooks, and iPads while working individually, collaboratively with partners or small groups, and at workplace centers. Students build critical thinking and problem solving skills using technology, gamification, and project-based learning.

Assessment data is regularly used to improve student and school performance. On a daily basis, teachers use formative assessments to check student understanding. Formative assessments include entrance or exit slips, student thumbs up/thumbs down responses, white board responses and data from online resources including Socrative, Kahoot, Quizizz, Gamekit, and IXL. In addition to unit tests, summative assessments include student projects such as creating games and real-world measurement and geometry applications. Data from the NWEA MAP test is analyzed by teachers to determine areas of focus to guide scope and sequence decisions across grade levels and to identify areas of strengths and weaknesses within grade level. MAP data is also used to help identify strengths and weaknesses of individual students.

### **1d. Science**

The goal of Holy Trinity's science curriculum is to help students understand the world around them by learning about life sciences (cells and kingdoms, life cycles, interactions in our ecosystems), Earth and space sciences (rocks, fossils, energy, weather, our solar system), physical sciences (physical changes, chemical changes, forces, energy), the scientific method, and STEM.

The teachers develop lessons based on the standards in their graded course of study, formative assessments from previous lessons, and the needs and skill levels of each student. The instruction will often include a

pretest to understand where the students are starting from, a discussion about what the learning goal for the day is and then a variety of instructional techniques to be able to reach every student and enable students to learn and grow from their strengths. Instruction is achieved through teacher-led demonstrations, collaboration, lectures, notes, reading for meaning, cloze procedures, field trips, labs, games, role-playing or modeling, computer-assisted instruction, reports, research, assigned questions, cooperative learning groups, problem-based learning, and project-based learning.

The students are being assessed constantly to make sure that the stated objectives are being met and to identify to what extent they are mastered. Tools used to assist in measuring formative assessments are MobyMax science and informational text skills, IXL, Brainpop quizzes, Google forms, exit slips, Kahoot, Quizzizz, Pearsonrealize.com activities, Mysteryscience.com, Achieve3000, worksheets, verbal questions and answers, and lab reports. Many of these assessments identify exact problem areas that need to be addressed and who needs additional instruction or reinforcement in those areas. Once students are prepared with interventions to learn the information, a summative assessment is provided in the form of a chapter test, reports, and even demonstrating knowledge learned by performing a task using scientific tools properly.

Students in grade five participate in a Science Olympiad competition and students in grade six participate in a district level science fair every year. Holy Trinity School has been awarded the Thomas Edison STEM Award for the past three consecutive years. The Thomas Edison STEM Award for Excellence in student research and STEM education is presented to Ohio schools and teachers who stimulate student originated, inquiry-based science education, and technological design and extend STEM education beyond traditional classroom activities.

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

Holy Trinity's social studies program is a cohesive mix of traditional and modern practices. Students can see history in 3D outside of their textbooks with our hands-on projects and advanced technology. Places like the Egyptian pyramids can be brought to life with virtual reality headsets and online programs. In addition, students have the option of traditional pen/paper as well as multiple online programs (Gimkit, Quizz, Kahoot, Edulastic, Pear Deck, YouTube, etc.) for additional reinforcement of concepts and student engagement.

An early instance of historical immersion is second grade's Christmas Around the World project. Students research and compile information on a country of their choice and create items specific to that country's Christmas, such as food or artifacts. Then, students are given a "passport" and they visit each other's countries.

Bringing history to life continues in our upper elementary school. In the fourth grade's Ohio Wax Museum, students prepare an exhibit about a researched person. Guests then walk around the "wax museum" and learn about each person. The fifth grade Utopian Society project further challenges students to create their own utopia, by researching a Mexican/South American civilization. They then put together a family tree and make recipes to share with their classmates based on their research. Both projects help them make connections and strengthen their interpersonal communication skills.

Real-life skills and connections continue to be reinforced in junior high. In the eighth grade hot-button debate project, students collaborate to create a list of current issues (Mexican border wall, gun control, etc.) and then form teams. Teams research their topic, write an argumentative essay with claims/counter-claims/rebuttals, design an informative flyer (using Canva or Adobe Spark), and then debate in front of their grade. This project helps strengthen their skills in the areas of leadership, interpersonal influence, team-building, group problem solving, and oral presentation. Current events facing the world today are discussed and students use these strategies to problem solve preparing them for the work force and society.

#### **1f. For secondary schools:**

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

Holy Trinity preschool offers full-time and part-time classes for students ages three through five. HT preschool takes a whole-child approach focused on building a strong foundation in the areas of emotional, social, physical, and academic development. The core curriculum includes math/logical thinking, language and literacy, social studies, science, phonics and handwriting. Methodology includes play-based and center-based activities. Dramatic play is an integral part of the preschool program giving students the opportunity to be imaginative, develop leadership roles and utilize social interaction skills. Students also have the opportunity to learn and practice self-control/regulation of emotions.

In correlation with the early childhood curriculum, HT preschool prepares the students for kindergarten and the primary grades in many different areas. Students learn and practice multi-tasking and following multi-step directions. Social/emotional skills are emphasized and prioritized. The development of self-help skills is also a focus as it fosters independence in the youngest learners.

Students in the HT preschool program are learning the pre-reading and math skills necessary to be successful in the kindergarten classroom. Small group settings allow for differentiation and specialized instruction for each learner. In addition to this, all preschoolers have the opportunity to receive instruction from the related arts teachers in the areas of Spanish, music, technology, library, and physical education.

### **2. Other Curriculum Areas:**

Holy Trinity's related arts courses are an integral part of the curriculum. All students in grades Pre-k through eight participate in all courses. Grades Pre-k through three follow a weekly schedule while grades four through eight follow a block that rotates on a six week schedule allowing related arts teachers to see each class for a week at a time rather than once a week. Through this model teachers are able to teach a complete unit with consistency. Related arts courses are comprised of fitness, art, Spanish, technology, music and library/media skills.

The goal of the Holy Trinity physical education program is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. In order to do that, the program ensures that the individual has learned the skills necessary to participate in a variety of physical activities, knows the benefits of involvement in various types of physical activities, participates, is physically fit and values physical activity and its contributions to being healthy. A unique program at HT is a yoga program offered daily after school for students, which brings mindfulness and encourages self-love and self-care.

In grades kindergarten through third grade, art classes meet once a week and are age-appropriate, building on concepts year after year, progressively gaining speed and difficulty as the grades progress. Projects focus on practicing basic fine motor skills, as well as artistic elements and principles. As they move into the older grades, students work in media such as printmaking, perspective drawing, ceramics (pieces fired in our own kiln), photography, and silk painting. Many projects correlate with the social studies curriculum. Other cross-curricular projects have been developed as well, such as relating math concepts to drawing, or relating to Spanish cultural studies. If not tying into a curricular course of study, famous artists are introduced and act as inspiration for all other projects in the upper level classes. Junior high classes go on field trips where they can participate in a hands-on artistic experience culminating with an all school art show to celebrate the students' artwork.

The Spanish program is dedicated to increasing students' knowledge and appreciation of diverse cultures and their countries and to help students to build a solid foundation of the Spanish language through Spanish 1. This is accomplished by learning the vocabulary and structures of the language and by applying the material taught in an authentic learning environment. The learning environment includes extensive use and examples of the target language in the classroom and continual positive reinforcement. There is a nurturing and positive attitude toward students' efforts and toward the language itself.

Technology is integrated throughout the HT curriculum and can be found interwoven into many lessons

throughout the building. Students also have the opportunity to learn specific skills in technology class. In the lower grades keyboarding, coding and basic skills are priority. Holy Trinity is a Google school utilizing the apps that Google has to offer. In junior high the focus shifts to the usage of these programs as well as the exploration of tools found within HT's innovative classroom including 3-D printers, V-R headsets, and robotics.

Students in Holy Trinity music classes begin using their voices as instruments as young as pre-kindergarten. They learn to sing a wide variety of songs, from American standards to Vietnamese folk songs. They practice reading and playing rhythms on classroom instruments while learning about musical form and style. Students in the intermediate grades use these skills on recorders and have the option to play wind and percussion instruments in the school band. Junior high students learn to create music using technology like iPads and may elect to join the junior high choir, singing songs for school masses and contemporary songs for select performances. Students can also showcase their talents by joining the Drama Club and performing in an onstage musical. Holy Trinity has a Drama program encompassing the talents of 90-100 students each year running from December through April with a spring performance. Students are trained in choreography, singing, and acting with a variety of roles from leads to stage crew.

During library/media time younger students have an opportunity to learn the love of reading through seasonal stories and activities with the librarian. These students also take part in a reading program meant to increase fluency and comprehension. Students read books at their Lexile level and complete a short online quiz to measure mastery. Our older students spend this time working on high school preparatory materials as well as tutoring younger students who need additional one-on-one help in reading, fostering the school theme of "Better Together."

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

Students performing below grade level are identified by teachers using MAP and classroom data. These students are monitored through Response to Intervention (RTI) protocol. Student data is entered onto Tier 1 or Tier 2 RTI data sheets by Holy Trinity's inclusion coordinator. Student achievement and interventions that are being put into place are discussed at weekly team level meetings. Additional supports include instruction from intervention specialists and classroom aides pushing into classrooms as well as pull out instruction for small groups when material needs to be presented in a different way.

In the primary grades, students are tiered into small groups of five to eight students to practice early reading/math skills and to meet the students where they are to help them be successful. Students in this age group may also be pulled out of the classroom for small periods of one on one instruction as a Tier 2 intervention strategy. Students receiving Tier 2 interventions that are not showing growth are referred for evaluation for special education services.

In grades two through eight all students, including those performing below grade level, are utilizing a supplemental reading program, Achieve3000, that presents material from all subject areas at the appropriate Lexile level as measured by the program in the fall. Students are reassessed throughout the year and the Lexile is adjusted as students grow. This program is not only consistent with MAP Lexile measurements, but also helps students grow by promoting comprehension and fluency.

#### **3b. Students performing above grade level**

Students performing above grade level are identified through MAP and classroom data. Teachers across grade levels plan stretch and enrichment activities that coordinate with their lessons to enable these students to move forward and grow. This is done in the primary grades through tiered grouping to allow students performing at a higher level to move at an accelerated pace.

Students performing above grade level also have the opportunity to participate in enrichment classes taught by the full time enrichment teacher. This class is STEM based focusing on problem based learning. Topics

include aeronautics, density, ecosystems, thermodynamics, stem challenges, Lego robotics, and a school garden where the students are in charge of everything including soil prep, planting, maintaining, harvesting and composting. These vegetables are used in the school kitchen for lunch. Students are pushed to think outside of the box and lessons are designed to foster creative thinking.

At the junior high level students performing above grade level have the opportunity to take advantage of higher math and reading courses based on data gathered from MAP and classroom performance. These students are graduating from Holy Trinity completing Algebra 1 and reading between a 1500-1800 Lexile level, which is beyond what is to be considered college and career ready for an eighth grader.

### **3c. Special education**

Holy Trinity's special education population makes up 6% of the enrollment. Students do not receive alternative assessment for MAP testing. Holy Trinity tailors instruction to meet the individual needs of students in a least restrictive setting. The majority of instruction for students with special needs happens within the general education classroom. The Intervention Specialists are pushed into this setting and are constantly circulating the room working to assist students and address IEP goals. If necessary, follow up direct instruction occurs in small groups or in one-on-one settings to reinforce skills and concepts that have been learned in the general education classroom setting. This is often done in the subjects of math and reading and directly correlates with the students' IEP goals.

The interventions provided at Holy Trinity reflect the need and grade level of the particular student. Students are provided hard copy and electronic copies of classroom notes, classrooms are outfitted with flexible seating, "chunking" of longer assignments into smaller chunks to allow for a more successful completion rate, and a second set of textbooks is provided for home use. In addition to these interventions, early intervention in kindergarten allows an Intervention Specialist to work with students in small group settings for reading and math foundational skills.

On top of the academic interventions taking place, Holy Trinity employs behavior interventions which include use of manipulatives and fidgets, check-in and check-out systems, daily check-ins with teachers and Intervention Specialists, behavior daily monitoring systems, and sensory diets.

In terms of assessments, Holy Trinity meets the needs of diverse learners through the modification of in-class assessments in order to tailor the assessment to the content the student has learned. We provide a small group environment where the students receive extra time and answers may be given orally. Finally, if students receive a 75% or below on assessments, an Intervention Specialist will work with that student by re-teaching and reviewing topics to make sure mastery is met. Students are then re-assessed on the questions that they had answered incorrectly the first time.

### **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**

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### **1. Engaging Students:**

Excitement can be felt in the Holy Trinity building daily, as student council, teachers, and PTU incorporate activities to create a welcoming culture and school family. Students continually enjoy this benefit through connections made on a daily basis. The warmth of the community is felt upon arrival as students are greeted by administrators at the front doors as well as at their classroom doors. Positivity is then spread throughout the school by teaching students to look inward for personal growth and outward for impact on their communities.

Holy Trinity School fosters the whole child by first teaching students to be intrinsically motivated to do well. One such way HT does this is during class with goal setting folders. Every student personalizes their goals to fit different areas within their life to achieve their highest potential. This strategy has been effective in the areas of building student engagement, fostering intrinsic motivation, and implementing community service.

Another way HT promotes growth and positivity is through the PBIS store for grades three through eight. This mobile store is run through the student council and visits students in their classrooms weekly. Items from this store are purchased through each student's online account. "Eagle Bucks" are earned by following the soaring standards, which revolve around being kind and helpful. Holy Trinity also works hard to recognize students who excel in academics and character. For instance, students are acknowledged for achievement and growth on MAP testing and HT teachers and staff members elect students of the month who exemplify our soaring standards. These exemplary students are rewarded with a special monthly lunch with the administration team.

Another integral part of each student's growth at Holy Trinity is relationship building. Relationships are key to academic success. The school family, including siblings and parents, are included and guided by the soaring standards as well. For example, students from the upper grades are paired with those from the lower grades to help build a sense of community within Holy Trinity school. The soaring standards are reinforced by bringing outside speakers such as Rachel's Challenge, the Culture Project, and Alex Sheen to build awareness to the outside world. Relationship building is a priority, as well as actively seeking to participate in community service and fundraise for those in need. Every year 85 or more of HT students raise over \$25K by shaving their heads for the St. Baldrick foundation, which raises funds for pediatric cancer.

All in all the students are blessed. Because of this, it is a priority to promote awareness of those less fortunate. The goal is to motivate students to look within to help themselves and most importantly to help others.

### **2. Engaging Families and Community:**

Holy Trinity School utilizes several strategies when working with families to aid student success and school improvement. These strategies center around clear and frequent communication with both parents and students. Clear communication is established at the onset of each new school year as the co-principals host parent forums that showcase the school's strategic plan and preview the curriculum expectations at each grade level. These parent forums acknowledge past improvements and lay out the path for what work needs to be done in order to meet the building's academic and social-emotional student goals and building improvements.

Through Principal Posts, Weekly School News and social media, school administrators and teachers are communicating the expectations for student academic performance and school conduct on a weekly basis. The Principal Post and Weekly School News emails celebrate student successes, notify parents of opportunities to learn and grow with their children and promote ways to be involved in the day-to-day events happening throughout the school. This collaborative effort is meant to build and maintain relationships between home and school and partner with families to ensure the success of their children.

The teachers at Holy Trinity also engage in clear communication with students and families through goal setting and daily correspondence via email or social media (Twitter, Class DoJo, etc). Teachers and administrators meet regularly in grade level meetings to discuss student engagement, parent involvement and strategies for student success. To conclude each school year, a parent survey is distributed asking for feedback on the Holy Trinity experience.

When working with the community, Holy Trinity School again turns to communication strategies. A marketing director is employed by the school and collaborates with the co-principals to write quarterly bulletins for the school and parish communities, maintain an accurate website and submit articles to local news outlets in order to highlight student achievement, alumni recognition and enrollment updates. Affinity events hosted by the school and student volunteers within the community continue the effort to showcase students' successes. School administrators and teachers work with business owners, non-profit organizations, and religious organizations in the community to promote school events and participate in charitable opportunities. The Holy Trinity PTU is an integral part of the community working in conjunction with teachers and administrators to support the school's needs and making decisions to determine what is best for students.

### **3. Creating Professional Culture:**

Holy Trinity values teachers and shares in the belief that positive teacher/student relationships and teacher support and morale directly impact student success. The strategic plan is our guiding document for the selection of professional development for teachers. Each year teachers are sent to the Ohio Middle Level Conference, The Early Childhood Conference, the Ohio Technology Conference and most recently the Ron Clark Academy. Each of these conferences aligns with the HT vision and philosophies. Teachers bring back best practices in education at their corresponding grade bands and instructional areas to share. Teachers also bring back positive energy that re-invigorates them as professionals and helps them remember why they entered the field of teaching.

Four years ago the building schedule was modified to create common planning time for all grade bands. This model has proven to be very successful in regards to student achievement, RTI planning, and daily discussion. Teachers also have the opportunity to share best practices with their team. Monthly faculty meetings are an opportunity to come together as a staff and share not only best practices but to brainstorm issues that may arise in the classroom. It is also a time for administrators to provide in house professional development in an area guided by the strategic plan. Time is allocated to recognize the good going on in the building and to recognize the teachers going above and beyond as evidenced through their monthly walk-through evaluations. Teachers are doing great things and the goal is for them to feel valued and appreciated. This year a yoga instructor who offers class to our teachers after school has been hired to promote mindfulness and self care.

One of the disadvantages of a private school is that teachers only have one colleague at their grade level. Beyond our building Holy Trinity has initiated a professional learning community within Lorain County. Holy Trinity has invited six surrounding schools to collaborate at grade levels giving all teachers an opportunity to share best practices with colleagues around the county. Google classrooms were created to share ideas throughout the school year. A core belief at HT is that collaboration is a force multiplier. Opportunities to collaborate with other schools is a priority of the administration team.

### **4. School Leadership:**

Holy Trinity has the advantage of a unique leadership team comprised of co-principals. This team has been in place for the past four years and has brought their strengths to the table to form a unified team to bring about change. The administration team shares a vision that fulfills the mission of the school under the three umbrellas outlined in the team's strategic plan. Administrator roles are divided into curriculum/instruction and family/student support. Daily classroom visits and monthly teacher walk-throughs are utilized to provide feedback for growth and recognition for best practices. Lesson plans are shared via Google docs with the administration team. Team leads are appointed at each grade band and the administration team

leads weekly level meetings reviewing student achievement and RTI data and sharing best practices. Data gathered from teachers entered through Google forms is studied, and decisions regarding instruction and intentful planning are made.

Administrators are approachable and actively involved in the day to day life with students. They can be found in the hallways and classrooms, during lunch periods and recess. They are actively involved in school clubs. Student Council meets with the administration team monthly to collaborate on assemblies and other school-wide activities that are student-led. Academic Challenge and Peer Tutoring are also overseen by the administration.

A meeting with the school advisory committee occurs bi-monthly to review data regarding student achievement and to discuss future planning. Stakeholder surveys are administered at the conclusion of each school year. A volunteer board of parents make up the PTU board that meets with the administration team and parents on a monthly basis to help plan school-wide activities for students.

As the Holy Trinity enrollment continues to grow, HT administration keeps community a priority. The intimate community and positive culture that has been established is something that HT takes great pride in and is a key component to the success as a school in every area.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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There are many practices in place at Holy Trinity School that make it an exceptional candidate for a National Blue Ribbon distinction and an educational model. Student engagement is the practice that is the focus as it is all encompassing across the curriculum extending into academics, culture, and student relationships.

The definition of engagement is “emotional involvement or commitment.”

Engagement is infused into the culture of HT through the day to day interactions with teachers and administrators. It is the mission of HT to foster this engagement and the responsibility of the staff to bring excitement and love for learning to every student in our building. Teachers are challenged to plan with intention and to reach all learners through differentiated instruction. This is done through careful collection and analysis of data, collaboration and the use of best practices in instruction. Teachers are prepared for the 21st century learner through their own engagement in professional development to embrace the latest practices to share with their students. Relationship building is integral to student engagement. Every staff member at HT works at this every day. Everything from the discipline policy to parent interactions is influenced by relationships fostered with the students.

Technology integration is also imperative to student engagement. Students today have been immersed with technology their whole lives. It is a tool for teachers to create and present content that is relevant and interesting to students. It is also a tool to be used to gather assessment data to guide instruction.

The benefit of these practices and the benefits that are seen throughout the curriculum can be observed in the accomplishments of HT students as they prepare to move on to the secondary level. Their academic achievement is clear through test scores in the 99th percentile in both math and reading. Students become global citizens who look beyond themselves to help others and make a difference. The student engagement that happens every day builds a family atmosphere of trust, and at the conclusion of their education at HT, students leave the building with the ability to lead, the courage to be up-standers, and the confidence to soar like a Holy Trinity Eagle.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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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?      \$5720  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$730
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      1%
6. What percentage of the student body receives scholarship assistance, including tuition reduction?      7%