

U.S. Department of Education
2017 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 Sister Rosemaron Rynn IHM

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

Official School Name Little Flower School

(As it should appear in the official records)

School Mailing Address 5601 Massachusetts Avenue

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

City Bethesda State MD Zip Code+4 (9 digits total) 20816-1930

County Montgomery County

Telephone (301) 320-3273 Fax (301) 320-2867

Web site/URL http://www.littleflowerschool.org E-mail rrynn@lfschool.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. William Ryan E-mail ryanw@adw.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington Tel. (301) 853-4518

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 Mr. Wil Mc Beath
(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

1. 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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 9 | 12 | 21 |
| K | 18 | 12 | 30 |
| 1 | 14 | 15 | 29 |
| 2 | 10 | 8 | 18 |
| 3 | 12 | 19 | 31 |
| 4 | 14 | 9 | 23 |
| 5 | 14 | 17 | 31 |
| 6 | 10 | 20 | 30 |
| 7 | 11 | 8 | 19 |
| 8 | 7 | 21 | 28 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 119 | 141 | 260 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 0%

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, 2015 until the end of the 2015-2016 school year | 0 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 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, 2015 | 248 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.000 |
| (6) Amount in row (5) multiplied by 100 | 0 |

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

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: 0

8. Students receiving special education services: 7 %
18 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 22
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

| | Number of Staff |
|--|------------------------|
| Administrators | 1 |
| Classroom teachers including those teaching high school specialty subjects | 13 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 6 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 5 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 97% | 97% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

| 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 X No
If yes, select the year in which your school received the award. 2008

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

The mission of Little Flower School is to share in the educational ministry of the Catholic Church. We strive to help each student achieve academic excellence and reach his or her spiritual and social potential by "Creating A Caring Community through Respect and Responsibility."

PART III – SUMMARY

The desire for Catholic education was strong among the founding families of Little Flower and in 1953 their dream became a reality. Four Sisters of the Immaculate Heart of Mary and a team of dedicated teachers opened the school and from the beginning provided the framework for a tradition of excellence. It is interesting to note that the school building was not ready for the first month of school so some of the classes took place in the local firehouse.

best academic program it can offer in an environment imbued with solid Christian values. Over the years, this recognition has served as a standard for excellence, and a guiding compass for the direction of the school. Meeting the standards and expectations of a Blue Ribbon School has been the goal and mindset of the entire faculty. It has guided the selection of curriculum materials that challenge the students and fulfill the ongoing quest for maintaining academic excellence. The award continues to inspire the faculty and parent community in their ongoing efforts to support the addition of new curricular programs and ongoing advancement in the area of technology. New reading, math and science programs were selected by the teachers on the basis of their challenging components and the many digital resources they offer for differentiated instruction. Parents and faculty are partners in working together for the best interests of the school and this recognition has continued to affirm their dedication and commitment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Little Flower follows the guidelines and standards of the Archdiocese of Washington and endeavors to meet the academic and developmental needs of all its students.

The Language Arts Curriculum,

This past school year the faculty studied several Language Arts Programs and, guided by their experience and the range of student abilities, they selected a program because of its challenging strategies. It integrates the standards of the Language Arts curriculum in the teaching of reading, writing, listening, speaking and study skills. The Language Arts program for Grades K-6 includes high interest literary and informational texts that include many genres, era and cultures. The program offers an abundance of materials that cover the range of student abilities and has countless digital resources to enhance instruction, and to challenge and remediate where appropriate. Spelling, vocabulary, grammar and creative writing skills are all fully integrated and supported. Flexible groupings, differentiation and assessments allow teachers to address the sequential learning needs of each student. A variety of literary genres, novels and textbooks are used in grades 7-8 to further develop comprehension, critical and creative thinking, vocabulary and writing skills. Great care is taken to integrate Language Arts skills across the entire curriculum. This has been a consistent goal of the faculty and has proven to successfully support student achievement. The Language Arts Program and all subjects of the curriculum are highly supported by the Library whose collection is consistently updated and includes the latest of award winning selections in all areas.

In Penmanship, primary students are instructed in manuscript printing and cursive writing is introduced in the latter half of second grade. Students in grades 3-8 are expected to faithfully use cursive writing in all assignments except where manuscript may be more appropriate such as maps and projects.

The Mathematics Curriculum

In efforts to strengthen student math performance, great care was taken to select a program that was strong on fundamental math facts and processes and supportive of critical thinking and reasoning skills. Small group class settings of nine to fourteen students and consistency of instruction have contributed to a stronger math program through the years. Students are encouraged to master their facts, analyze their processes and think carefully through solutions. Opportunities for competition are available with time based drills on fundamental math facts and outside competition in the County. Students also use online programs as a vehicle for support and as a resource for enrichment. All students, having had either pre-algebra or algebra, graduate well prepared for proper placement into varied high school math courses.

The Science Curriculum.

The formal study of earth science, life science and physical science is enhanced in grades 6-8. Students in grades K-5 are introduced to a new science series which was adopted last year. It offers an engaging blend of interactive digital and print features that are proving to give them a meaningful way to interact with science. The program develops critical thinking skills that prepare students for success in future courses. In place of a formal science fair, students have many opportunities to engage in scientific experimentation and then present their findings in both formal class presentations and graphic displays. On line programs enhance the offerings of science at all grade levels.

The Social Studies Curriculum

Family, community, exploring the neighborhood, map-making, and conflict resolution are the themes covered in the Social Studies curriculum for the elementary grades. The intermediate and middle school grades focus on Maryland, the mid-Atlantic region, American history, world cultures, geography, civics and government. Skills for thinking, inquiry, and participation in a democratic society are integrated throughout the curriculum. For all areas, studies focus on the history, government, economics, society and culture of the region. Online applications transport students virtually to various periods of history and the farthest corners of the world. Living in close proximity to the capital affords students wonderful opportunities for field trips to national monuments, museums, the White House and government offices. Each year the seventh grade is

privileged to have a special tour of the Supreme Court which culminates in a visit with the Chief Justice.

The Pre-Kindergarten Program is aligned with Archdiocesan standards and promotes the spiritual, emotional, aesthetic, intellectual and physical growth of the young child. Students are engaged each day in activities that are challenging, age appropriate and multi-sensory. Special focus is placed on reading readiness, math principles, and basic skills. Lessons are interwoven with time for art, music, and indoor and outdoor play. The children actively participate in the school's art, library, music and physical education programs. The classroom environment invites exploration, sharing and a love of learning. At Little Flower, the Pre-Kindergarten has proven most beneficial in affording students a strong base for future academic success and provides for a smooth transition into the school's Kindergarten.

2. Other Curriculum Areas:

The focus of the Technology Curriculum is to provide students with the fundamental skills of technology and real world application for communication and academic skills. Students in grades 2-6 have formal classes in the computer lab once a week and then have the opportunity to integrate their skills in other areas of the curriculum through the use of the chromebooks. Chromebooks are an integral part of instruction for Grades 1-8. Digital applications and subscriptions enhance the curriculum and provide for remediation or enrichment where appropriate. The standardized testing administered in grades 2-8 in reading, math, and religion are all web based.

The goal of the Physical Education Curriculum is to motivate students to become physically fit and maintain optimum health and conditioning throughout the course of their lives. The program strives to have the students understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction. Students participate in the President's Challenge Physical Fitness Program as well as on-going cooperative class challenges. Students have Physical Education classes twice a week. Skills learned in the Physical Education Program are readily transferred to the many sports activities that students are engaged in including the CYO Programs and those of the County. Both the gym and green turf field provide excellent space for instruction

Music A major goal of the curriculum is to have students understand the relationship between music, the other arts and disciplines outside the arts. Integrating music with areas of reading and social studies has proven to be successful. Students have many opportunities to perform, thus developing performance skills. The Christmas and Spring Concerts are school community highlights. The Music Program contributes to the vibrant school liturgies celebrated by the student body. Pre K – 6 classes have Music twice a week. Seventh and eighth graders have class once a week. Students in Grades 6-7-8 have the opportunity to try out for the annual Musical which began three years ago. Introducing students to many types of music broadens their interests and supports life-long lovers of music.

The Art Curriculum endeavors to help students develop and apply skills using a variety of media, tools, and processes. The curriculum focuses on encouraging confidence in one's own creative ability and pride in one's work. Students are introduced to significant works of art and develop an appreciation for the works of great artists. Students in grades Pre K – 8 have Art once a week in small groupings. The Art Room is a welcomed and attractive addition to the school facility. Student work enhances the school environment and is posted online so that parents can readily enjoy their child's work.

Foreign Language

Little Flower School is in compliance with the program's foreign language requirements. The curriculum, consisting of instruction in French and Spanish, is offered to students in first through eighth grade. Being able to write and speak in a language other than English and developing an awareness of other cultures are goals of the program. Foreign language is offered twice a week for grades 1-6 and three times a week for grades 7-8. Students moving to high school experience a smooth transition into the foreign language programs.

Religion is taught both as an academic subject to be learned and as a way of life to be lived. Religion is taught daily in all grades and forms the foundation of the school's code of conduct. The students are

provided with a very sound study of their faith. Students in grades two and eight are prepared for the reception of the Sacraments of Penance, Holy Eucharist and Confirmation. Religion is evaluated annually through the administration of the Archdiocesan Faith Knowledge Assessment in grades three through eight. This is an integrated assessment of faith knowledge, practices, attitudes and perceptions. Little Flower students consistently score well confirming the strengths of the curriculum and the faculty's dedication to the mission statement. In keeping with the gospel message, students are given many opportunities to reach out in kindness to others both here at school and to those in need. A strong outreach program, in conjunction with the parish, focuses on aligning each grade with some particular service outreach. These have included coat drives, food drives, toy collections and raising money for Haiti. The Confirmation Program requires 20 hours of community service.

3. Instructional Methods, Interventions, and Assessments:

Instructional Methods:

Making important instructional decisions is a daily challenge for the faculty. The range of abilities in a class setting directs a teacher to differentiate instruction so that all learners can achieve success. Opportunities for instruction in small groups is an asset for math, reading, science, social studies, art, physical education and foreign language classes.

Technology is an essential support in the presentation of new material and in the reinforcement of skills for the children. Classrooms are equipped with interactive whiteboards and students have access to the 210 Chromebooks which are used frequently to expand lessons and to serve as resource tools.

In keeping with the policy of the Archdiocese of Washington, Little Flower administers the Scantron Performance Series Tests in the fall and spring to all of the students in grades 2-8. Students who perform in the low or below average range are tested again in January to determine if any gains have been made. These tests are good indicators of academic achievement and provide the school with valuable information that helps the faculty to consistently evaluate student performance, curriculum and instructional strategies. Through the years, the Blue Ribbon cut off scores have served as a guide for teachers in determining where the curriculum and instruction could be enhanced. In this way, a definitive goal is kept for student performance. In studying test results, the Reading scores are consistently strong. Math results are good but teachers strive to implement daily classroom exercises to strengthen computational skills and work on developing proofing skills to master the challenges in math.

While Little Flower is proud of student test results, standardized testing is only one component of a school's assessment program. Multiple types of testing are required to adequately evaluate student achievement. These fine test results do indicate that students are exposed to a very solid curriculum and that the faculty is ever-faithful in consistently pursuing ways and means to improve instructional methods. Students work hard to meet the expectations of a challenging curriculum, teachers are skilled and dedicated professionals, and parents are invested in their children's education and most supportive of the school's programs.

Assessments, formal and informal, provide the faculty and staff with valuable information that directs teaching strategies and focuses on the strengths and weaknesses evident in student performance. Classroom teachers examine scores in light of their instruction. Standardized test results provide significant data that confirms the curriculum/instruction or dictates need for change. If students do poorly in certain areas, the curriculum is examined to see whether or not proper emphasis is being placed on important skills. At the close of each standardized testing period, all scores are charted so that the faculty can readily see how their class scored in relationship to performance in previous years and how the school performed as a whole. At meetings prior to the opening of school, teachers study the reports for their new classes and discuss results with teachers of the previous year.

The Student Success Team, composed of the counselor, resource teacher, principal and teachers from the primary, intermediate and upper level of the school, takes seriously its role in providing support and guidance for students who are facing educational challenges in school. The reading resource teacher works with students in grades K-5 who need additional support. Homeroom teachers then set realistic academic goals for these students and guide them in their efforts to be successful.

Teachers endeavor in all of their classes to meet the needs of their students. Small instructional groups allow the teachers to differentiate instruction, vary assignments and plan for both homogeneous and heterogeneous groups to work collaboratively or individually on special projects or class activities. This is evident in the Math and Language Arts classes where students can work on different activities under the guidance of the teacher and teacher assistants.

Parents receive all class graded tests to review and sign, have the opportunity to view student scores on the online grade book, receive quarterly report cards and detailed reports of standardized testing performance. Opportunities for teacher conferences are scheduled at the close of the first marking period for all parents and then are available through the year by parent or teacher request. Parents and teachers form a working partnership to help their children succeed academically.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

In keeping with the mission statement of Little Flower our school brand is:

Love of Learning Faith in God Service for Others

Little Flower School takes great pride in its strong community. Parents and faculty are partners in providing for the education of the children. Students have a sense of comfort and belonging in this family centered environment. It is in this manner that the students are engaged:

Love of Learning

Students are encouraged to be their best selves and to accomplish goals in keeping with their abilities. Teachers are committed to helping students be successful. Students and classes are recognized for accomplishments. Honor Roll serves as an incentive for students to put forth their best efforts. Opportunities for leadership are provided in running for and serving on the Student Council. School concerts, special liturgies and sports programs highlight the gifts, talents and instructional gains of the students and the school.

Faith in God

Little Flower is a Catholic School which prioritizes learning and practicing the faith. Teachers are role models for the children who in turn give good example to their peers. “Kindness Counts” encourages the children to put forth their very best in relation to others. The school is divided into twenty one Buddy Circles comprised of students from K-8 with a faculty moderator. Efforts are made to have children get to know students across grade levels and to join together for special events. Sacramental preparation and daily faith instruction incorporate a spiritual dimension to school life that will outlive the years students spend here and hopefully guide and direct their future lives.

Service for Others

Encouraging students to be mindful of those less fortunate is a major goal. Each class takes on the responsibility of advertising and organizing various outreach projects that are part of our school’s mission. Collecting coats for the poor, having food drives for area food pantries, collecting toys for the needy and raising funds for the people of Haiti and the Solomon Islands are a few of the student programs to help those in need.

The dedicated faculty devotes its energies to support students in each of these areas of academics, faith life and service. Every effort is made to create a positive school environment that encourages teachers and students to be engaged and motivated. . The teachers know they have the wholehearted support of the pastor and the principal. The parent association continually seeks ways to support and affirm the faculty. This spirit of support and encouragement contributes to the caring community that makes Little Flower a special place for students and teachers alike.

2. Engaging Families and Community:

Little Flower School boasts of a strong and active parent community. Efforts made at the beginning of each school year to warmly welcome new families are supported by the school administration, the School Advisory Board and the Home School Association. Back to School Nights, scheduled in September, introduce teachers and parents and highlight the goals and objectives for each grade level. The Homeroom Parents schedule evening socials to give the parents on each grade level the opportunity to meet socially at the beginning of the school year. The School Advisory Board hosts a “Welcome Coffee” for new families in early September. The H.S.A. gives a special welcome and a gift to the new families at its opening meeting and supports “Mom’s Night Out” a social for mothers across the grade levels to encourage parents to get to know one another. The Fathers' Club hosts a special evening to welcome the Dads into the school community. A Buddy Parent is assigned for each new family to be a guide and friend as the family enters into the world of Little Flower.. Buddies are also assigned to new students to be their special friend as they

transition into their new school. Throughout the year events are scheduled for community building both for the students and the parents. Friday Night Lights, Trivia Night, Father Son Communion Breakfast, Father Daughter Dance, Mother Son Night of Fun and Mother Daughter Event are a few of the family events planned during the school year. This sends a strong message to our students that this is a family oriented school.

All parents are members of the H.S.A. and are invited to give of their time and talents to benefit the school. 94% of the parents are involved in some aspect of school life and all abide by the policies of the Archdiocese regarding Child Protection. Parents take an active role on the School Board and serve in an advisory capacity to the Pastor and Principal in the areas of Finance, Facilities, Policy and Public Relations.

The parents in leadership of the H.S.A. work closely with the administration in creating good parent school relations and work at supporting the spirit of the community and the programs of the school. Parents have served in significant roles when improvements were made to the school facilities.

Efforts are made to keep all parents apprised of school happenings through the Monthly Newsletter, weekly emails, and the school website. Parents have access to the online Teacher Gradebook and can keep up with student grades during each marking period. Report cards are distributed four times a year and Parent Teacher Conferences are scheduled for all parents at the close of the first marking period. From that point on conferences may be scheduled as often as needed by either the teacher or the parent. Reports of student performance on Standardized testing are sent home in the fall and spring. The school has an open door policy and parents are always welcome to meet with teachers and the principal. The school benefits from the support and involvement of its parents and this is well known in the local Bethesda community and is an asset for public relations.

3. Professional Development:

Teachers are life-long learners. The Archdiocese of Washington provides opportunities for teachers to stay abreast of developments in the field of education through the many professional sessions it plans. Besides having special presenters on these days, teachers often meet with others who teach the same grade level or discipline. Consequently, best practices are shared among teachers so students benefit and advance academically.

The school maintains membership in professional organizations and provides educational magazines, webinar offerings and an online PD publication that incorporates topics from a wide range of current curricular publications. Monetary support assists teachers who are pursuing further degrees and certification. The faculty has focused on Differentiated Learning, Standardized Testing Results, Crisis Planning, Safe Schools, Bullying, and Integration of Technology. With the goal of integrating technology into all areas of the curriculum, much time and effort has been spent on the use of chromebooks, the Google Classroom and programs that enrich and supplement instruction. Adopting a new Archdiocesan student software program has required trainings for the use of its components and the utilization of the online gradebook. The teachers encourage and support each other by sharing new approaches and techniques. All of these have a positive impact on instruction, teacher preparation, student learning, parent communication and the success of the school.

Opportunities for principals are provided at Elementary Principals Association Meetings. This year's PD has focused on enrollment and the many factors that contribute to addressing the vitality of the school's recruitment program. Classroom observation tools and techniques, Public Relations, School Policy and Catholic Identity are also topics that have been addressed. These prove most helpful in the everyday administration of the school.

The faculty, individually and collectively, faithfully set goals for the new school year. Teachers meet both in grade level and curriculum teams on a monthly basis to discuss subject matter and consistency throughout the school. New teachers are mentored by veteran teachers during the school year. The Principal reviews lesson plans and provides direction and support to teachers individually as needed. Formal observations and follow up conferences are conducted biannually and informal visits are part of the

principal's weekly schedule. At the end of the school year, each teacher meets with the principal and together they review the teacher's PD goals and their self-evaluation tool. Each year we strive to be better in our professional roles than the year before. This supports our efforts to grow professionally and have a positive impact on student instruction.

4. School Leadership:

The Principal of Little Flower School is privileged to serve the families of the school community and to devote her energies to offering the students an excellent academic education in a catholic environment where Christian values are taught and lived. The Pastor, appointed by the Archbishop, is the Canonical Administrator who extends his support wholeheartedly to the well-being of the school. The principal is responsible for day to day operations: staff development, the spiritual and social culture of the school, curriculum development, and implementation of all policies of the Archdiocese of Washington. In real terms, she strives to be the eyes, ears and heart of the school. She is the adviser and supporter of the faculty and staff, the guide for each student, the partner of the parents and the co-worker with the pastor for the benefit of catholic education. She organizes the operation of the school, schedules the school calendar, works on the budget, serves as a communicator with staff and parents, strives to be consistent and fair in all dealings, and plans for the smooth running of the school day.

The principal serves on all committees of the School Advisory Board, guides and directs the Home School Association, conducts monthly faculty meetings, chairs the Student Success Team, works with the Grade Level and Curriculum Moderators, and serves on the Parish Council. She attends all meetings of the Elementary Principals' Association of the Archdiocese and carries through on the policies and programs of the Catholic Schools Office.

The principal communicates on a regular basis with the parent community and offers an open door policy for those who wish to meet regarding school or family matters. She celebrates the arrival of new babies, asks for prayers for families who suffer the loss of a loved one and encourages the children to pray for the special intentions of families. She reviews report cards before they are distributed to parents, and reviews and signs student tests before they go home for parent signature. Students benefit as a result of home and school working together.

While working in the present, the principal plans for the future. She relies on faculty input when selecting new academic materials, setting school goals, implementing safety procedures, developing the Honor Code and maintaining consistency in expectations across the grade levels. The well-being of the school relies on this collaborative approach that is inclusive of all stakeholders. Being faithful to the school's mission statement is a major priority. This unified message is conveyed to the School Advisory Board and Home School Association whose efforts are all integrated with school success. In addition to being a professional educator, the principal strives to be a woman of prayer, a community builder and a role model.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

A well-integrated community is the outstanding asset that contributes to the academic success of Little Flower School. The Pastor and associates recognize the important role that the school plays in the life of the parish community. Parents who enroll their children are supportive and invested in the success of their children as well as the total school. The teachers and staff have chosen to work in a catholic school and embrace its philosophy and academic goals wholeheartedly. Students recognize that parents and teachers work well together on their behalf. Academic excellence in a faith filled environment is the over-riding priority of the school.

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? \$7908
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1283

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 66%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 3

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 78 |
| Number of students tested | 31 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 4

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 83 |
| Number of students tested | 23 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 5

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 73 |
| Number of students tested | 31 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 6

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 80 |
| Number of students tested | 31 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 7

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 94 |
| Number of students tested | 19 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 8

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 88 |
| Number of students tested | 28 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 3

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 79 |
| Number of students tested | 31 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 4

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 80 |
| Number of students tested | 23 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 5

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 82 |
| Number of students tested | 31 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 6

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 85 |
| Number of students tested | 31 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 7

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 87 |
| Number of students tested | 19 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 8

Edition/Publication Year: 2012

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2015-2016 |
| Testing month | Sep |
| SCHOOL SCORES | |
| Average Score | 93 |
| Number of students tested | 28 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. Other 1 | |
| Average Score | |
| Number of students tested | |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: Test results are from the fall of 2016.