U.S. Department of Education
2019 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 Mr. Jack VonHandorf
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Notre Dame Academy
(As it should appear in the official records)

School Mailing Address 1699 Hilton Drive
(If address is P.O. Box, also include street address.)

Park Hills	KY	41011-2705
City	State	Zip Code+4 (9 digits total)

County Kenton

Telephone (859) 261-4300   Fax (859) 292-7722

Web site/URL   http://www.ndapandas.org   E-mail   vonhandorfj@ndapandas.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. Mike Clines   E-mail mclines@covdio.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Covington School District   Tel.   (859) 392-1500
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Amy Quinn
(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.

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 2019 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 2013 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: 2014, 2015, 2016, 2017, or 2018.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   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:

   [ ] Urban or large central city
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	169	169
10	0	131	131
11	0	133	133
12 or higher	0	145	145
Total Students	0	578	578

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

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school (if unknown, estimate):   3 % Asian
                                         1 % Black or African American
                                         1 % Hispanic or Latino
                                         0 % Native Hawaiian or Other Pacific Islander
                                         91 % White
                                         4 % 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 2017 – 2018 school year: 2%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2017 until the end of the 2017-2018 school year	3
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2017-2018 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2017	563
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

    English Language Learners (ELL) in the school: 1 %
                                                         6 Total number ELL

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

        Total number students who qualify: 38

8. Students receiving special education services: <u>11</u> %

        <u>64</u> Total number of students served

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

<u>0</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>54</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>13</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>4</u>

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	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	42
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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   <u>14:1</u>

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	150
Enrolled in a 4-year college or university	96%
Enrolled in a community college	3%
Enrolled in career/technical training program	1%
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 <u>X</u>   No ____

    If yes, select the year in which your school received the award. <u>2012</u>

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

Notre Dame Academy, a Catholic high school dedicated to Mary and committed to academic excellence, exists to educate young women to make a difference in the world.

PART III – SUMMARY

Notre Dame Academy (NDA) is a Catholic, all-girls, college-preparatory high school of 600 students sponsored by the Sisters of Notre Dame (SND) within the Diocese of Covington. With a strong academic tradition of empowering young women to make a difference in the world, NDA provides a premier holistic education that develops every young woman's God given gifts by preparing her to be a lifelong learner. NDA students celebrate their Catholic identity by living the Gospel message of Jesus through kindness and generosity to others, respect for life, and community service. Highly qualified teachers engage and challenge the intellect and creativity of each student at NDA striving to instill in them not only knowledge but also spiritual and moral values that will prepare them for a life of success, community service, and personal fulfillment.

Founded in 1906 by the SNDs, NDA was originally located on 5th Street in Covington, Kentucky and moved to its current location in Park Hills, Kentucky in 1963. NDA's commitment to maintaining the integrity of its campus is exemplified through many campaigns resulting in the following facility additions: a state-of-the-art performing arts center, an indoor sports complex, an outdoor sports complex, and updated science labs. In 2018, NDA completed a $7 million project including the addition of a Collaborative Learning Center (CLC), a new chapel, four new classrooms, a new counseling center, and a renovated cafeteria and Student Commons. These spaces support the holistic education of our students and enables them to embrace the opportunities and challenges of the 21st century.

NDA's student body is enriched by its diversity, with students attending from 55 different grade schools. NDA welcomes students of every culture, ethnicity, race, socio-economic background, and faith tradition. By expanding its students' knowledge and understanding of the diversity of today's world, NDA encourages an awareness of the global community.

The advantages young women receive in a single-gender environment have been confirmed by both research and experience. NDA students are empowered to transcend traditional stereotypical roles and quickly become fearless, curious, and enthusiastic in their learning. They are more comfortable just being themselves and take pride in who they are as students and young women. At Notre Dame Academy, students are uniquely prepared to manage leadership positions in society and the success of NDA alumnae is a testament to this preparation.

NDA has a consistent record of educating and graduating young women who succeed at high levels academically and are committed to service. Students and graduates have been recognize at the state, national, and international levels for accomplishments in science, writing, the arts, athletics, and service. NDA consistently places 98% or more of its students in colleges and universities. NDA's graduating class of 2018 was awarded over $15 million in scholarships.

The Sisters of Notre Dame founded NDA with a specific vision and mission, and as times have changed, NDA has constantly responded to the current realities and future opportunities. NDA has led the way in educational technology in the Greater Cincinnati area, integrating core competencies that enable students to thrive in the 21st Century. NDA has demonstrated a strong commitment to academic excellence and empowering students by giving them immediate access to cutting-edge technology. These efforts support the school's mission by integrating technology in a way that teaches students about the opportunities and responsibilities of global citizenship. NDA was the first high school in the area to institute a 1:1 iPad program six years ago. This program allowed NDA to stay current with educational innovations that promote student achievement and success. Technology in the classroom is used to facilitate learning by allowing students to access, use, create, and publish digital and online information. It also aids in developing knowledge, critical thinking, and collaboration.

At NDA, education is focused on the learner. A good example of this focused education is NDA's Science research program which has engaged young women in original research for the last 40 years. This signature academic program provides students the opportunity to design and conduct independent scientific research and present at regional, state, national, and international levels. NDA's science research students have

enjoyed tremendous success through this program with many entering STEM professions upon graduation from college.

At NDA, students receive an exemplary education and have a multitude of opportunities in which to get involved that complement the classroom experience including more than 30 clubs and organizations, fine arts, performance arts, and a first-rate athletic program which offers 13 sports. Notre Dame Academy is committed to preparing students not just for college and a career, but also for success in life.

As a National Blue Ribbon School in both 1996 and 2012, Notre Dame Academy continues to thrive as a school committed to academic excellence. Living up to the standard of the Blue Ribbon program, NDA has focused on continuous improvement with effective strategic planning. With alumnae in 50 states and nine countries, NDA consistently produces outstanding female leaders who serve our world. This national award is an affirmation of NDA's mission to educate young women to make a difference in the world and has been effective in enrollment and advancement efforts.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The English curriculum includes English I at the freshman level, World Literature at the sophomore level, American Literature at the junior level, and British Literature at the senior level. Students have the opportunity to take AP Language and Composition as juniors and AP Literature and Composition as seniors and participate in the National English Honors Society as seniors. Elective courses include Publications, Public Speaking, Creative Writing, and Film Studies. Electives allow students to delve into specific areas of interest and gain specialized skills within English topics.

Reading, writing, grammar, public speaking, vocabulary, and critical thinking are emphasized throughout the English curriculum. Emphasis is placed on reading comprehension and critical thinking skills as they apply to problem solving, college preparation, and reflecting on and applying learning to students' lives. All courses draw on a combination of classic and contemporary literature aiming to help students empathize with the human condition and evaluate culture in the context of their religious beliefs. Additionally, all grade levels attend a performance deliberately paired with the literature being studied to enhance the depth of student experience.

Information literacy is taught at all grade levels culminating in the senior year when students research and write a research paper as part of their English course. Research skills and citation of sources are emphasized. Students are required to enter into academic discourse by providing their own arguments and responses to their research.

Teachers use a variety of instructional approaches including direct and indirect instruction, experiential learning, differentiated instruction, and technology based support. Instructional approaches are tailored to specific lessons being taught and to the needs of the students with a goal of making instruction student centered. Teachers focus on teaching processes, developing experiences, activating student interest and curiosity, and developing lifelong readers and learners.

Teachers use formative and summative assessments including essays, quizzes, tests, projects, and presentations. Data from these assessments is collected and used by individual teachers and the department as a whole to offer interventions and additional challenges to students, as needed. Teachers work closely with the Intervention Specialists to offer additional support for students with learning challenges.

1b. Mathematics:

The Math curriculum at Notre Dame Academy is comprehensive and was developed using NCTM, State of Kentucky, and college readiness standards. Members of the math department collaborate with other secondary math teachers in the Diocese of Covington and the State of Kentucky. As a result, course goals, essential skills, and learning objectives were developed for every course. Additionally, math faculty work with faculty at Northern Kentucky University to ensure college readiness.

All students are required to take Algebra I, Geometry, and Algebra II. Typically students take Algebra I their freshman year, Geometry their sophomore year, and Algebra II their junior year. Accelerated students can test into Algebra II their freshman year in order to get to Precalculus their junior year and AP Calculus their senior year. Senior math electives include Algebra III, Precalculus, AP Statistics, Honors Calculus, and AP Calculus. Non-AP courses are offered as college prep or honors level courses.

Instruction is delivered in a variety of ways including direct instruction, discovery activities, group activities, student-led instruction, and technology based support. Each lesson is delivered based on the predefined learning objectives and students are formatively and summatively assessed regularly. At the beginning of each chapter, students are given a pretest providing the teacher with an initial idea of the

student knowledge of the material. Formative assessments are given throughout the chapter and students are scored for each learning objective. Both students and teachers track the data online.

Interventions vary and are used when formative assessment data suggests that students are not mastering the learning objectives. Intervention can take place with the whole class, on an individual basis, or with the school's intervention specialist. There are select math classes in which the intervention specialist team teaches with the classroom teacher to support student learning. At the end of the chapter, a post-test is given as another means of formative assessment informing both the teacher and the student of each student's readiness for the final summative test. Tests, quizzes, and homework are also used throughout as means of assessment.

Students participate in co-curricular activities such as Math Club and Mu Alpha Theta Honor Society.

1c. Science:

Science is one of the hallmarks of the NDA educational program. Students learn to be scientifically literate, develop a sense of inquiry and critical thinking skills, and be appreciative of the natural world. The Science department's course content and sequence reflect these ideas. Each student is required to take three core courses: Physical Science, Chemistry, and Biology. As the bedrock of the scientific community, these courses provide a foundation of scientific knowledge and inquiry that will become a springboard to more advanced coursework. Each core class has multiple levels (AP, Honors, College Prep) designed to meet the students' needs.

These core classes and all other science electives are laboratory-based classes which provide the student carefully crafted activities to enhance their inquiry skills using modern scientific techniques and equipment. These activities are based on the goals and essential skills outlined for each course. The science curriculum offers many opportunities for problem-based learning embracing real world, 21st century issues. Instructional approaches involve group interactions and team building components, important lessons for students entering their chosen career path.

The science curriculum, based on the NGSS standards, emphasizes the concept of physical science first following the belief that modern biology cannot be well understood without a solid foundation in chemistry and physics. Science courses expect students to appreciate the inter-relatedness of physical and biological systems, incorporate scientific knowledge into daily life, and understand the ethical issues of science. Advanced students can take AP Biology, Dual Credit Chemistry, and AP/College Physics. The curriculum also includes specialized courses in anatomy and physiology, marine biology, zoology, and a science research program that engages students in self directed scientific research, data analysis and presentations.

Instructors continuously develop formative and summative assessments to gain feedback on student learning and student success in reaching the course goals and essential skills. The data is also analyzed to place students in the proper level and course as they progress in the curriculum. Data for assessments is often shared within the department to not only aid individual students but also to shape curriculum.

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

NDA's Social Studies department has identified specific skills in which students will become proficient before graduation. These include the ability to show change over time, the use of facts to support an argument, recognition of cause and effect, and the ability to compare and contrast the placement of events and people into historical context.

There are multiple levels of learning appropriate to students' abilities including college prep, honors, and Advanced Placement or Dual Credit. Classes follow a sequence of World Geography, World Civilizations, US History, and senior electives covering topics including Current Issues, US Government, Women's History, Economics, Human Geography, European History, and Psychology. Activities used include the creation of timelines, simulations, class discussions, role playing, essay writing, student presentations, mapping, and historical document analysis. Many of these activities mix individual and group work to

enhance student learning. NDA's social studies department embraces the use of 1:1 learning platforms for use in group work and projects providing learning material for students. Each teacher works with NDA's student intervention team to accommodate those students who need extra help or who have Education Plans.

A variety of assessment tools are used including Venn diagrams, graphic organizers, formative assessments, and oral discussions. These activities are used to gauge student learning prior to the summative assessments.

Students participate in several co-curricular activities that promote civic learning and engagement including Mock Trial, Rho Kappa-National History Honor Society, National History Day, and local elections.

1e. For secondary schools:

The academic rigor of the curriculum prepares students for college-level coursework. Courses are offered at the College Prep, Honors, Advanced Placement, and Dual Credit levels. Rather than being confined to a "track," students can take coursework at various academic levels depending on their strengths and interests. Teachers and counselors offer opportunities for students to learn about a variety of careers. For example, professionals are invited to share their experiences, a bi-annual career fair is held, and students obtain real-world career experiences through field trips. All students utilize the Naviance platform to engage in self-discovery, explore career options, and plan for college. Additionally, college visits and career shadow days are encouraged for upperclasswomen.

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

2.   Other Curriculum Areas:

NDA helps develop students in an environment that fosters the growth of the whole person with a curriculum designed to challenge the abilities of its students while captivating their interests. In addition to the school's core curriculum, NDA offers many opportunities in other curriculum areas to support students' acquisition of essential skills.

NDA's Fine Arts Department seeks to instill the wonder and beauty of creative expression in all of its students. Students are required to take one credit in Arts and may take additional courses as electives. Opportunities in Band, Chorus, Dance, Textiles, Graphic Design, Drama, and Visual Arts are offered to all grades. Many courses are complemented by performance opportunities. Approximately 27% of NDA students participate solely in the Visual Arts courses. The goal of the Fine Arts Department is to engage students with a performance/studio-based curriculum intended to meet each student's individual needs. Students are provided the tools to create lifelong art appreciation and in many cases the foundation for a career in the Arts. The primary form of assessment is contingent upon student performance.

The required freshman Physical Education and Health classes are foundational to lifelong healthy living and are structured to enhance healthy relationships, leadership skills, and collaboration in all aspects of health: mental, physical, spiritual, and social. The health class focuses on developing life skills; educating and informing the students to promote healthy habits and behaviors. Knowledge, attitudes and skills play a critical role as part of the comprehensive strategies for promoting healthy lifestyles. Students participate in activities to enhance learning including yoga, relaxation techniques, self-defense, guided meditation, team building, character building, drug prevention, and first aid training. Students are offered a Personal Fitness elective in their senior year with an average of 20% of students participating.

NDA offers four-year programs in French, Latin, and Spanish. First year courses are taught at the college prep level. Second and third year courses are offered at college prep and honors levels. Fourth year courses are offered at honors and AP levels. This year, two AP Spanish courses are offered in language and literature. All NDA students complete two years of language. Approximately 30% of upperclasswomen elect to enroll in third and fourth year language courses. Language courses enable students to develop communication skills in another language and to explore and connect with other world cultures and

disciplines. Teachers use textbook and online resources, as well as, technology-based activities, to provide practice in all skill areas: reading, writing, listening, and speaking. Each teacher works with the intervention specialists to accommodate students with learning challenges. Each language has an extracurricular club and sponsors a chapter of its national honor society. These organizations provide opportunities to further engage students in language and cultural learning.

The Business-Technology Department provides curriculum in the following areas: Technology and Communications, Graphic Design, Publications, Entrepreneurship, Accounting, Business Principles and Application, Personal Finance, Media Productions, and Students Working to Advance Technology (SWAT). Freshmen receive an introduction to databases where they learn to access, search, and synthesize information. Approximately 25% of sophomores, juniors and seniors participate in Business Technology electives. While NDA offers a variety of classes in this discipline, the use of technology is multidisciplinary by its nature and offers digital tools in every department. This approach to teaching and learning allows students to efficiently access, navigate, explore, apply, and synthesize information in our vast digital world, skills necessary for college and beyond. The recent addition of NDA's Collaborative Learning Center (CLC), further supports the innovative ways students utilize a library to access online resources and collaborate with others to problem solve and create new ideas. A collection of print and electronic versions of books is maintained to support the curriculum and encourage the goal to nurture lifelong readership. The Director of Technology and the School Librarian support department learner goals and address technology issues.

The Student Services Department offers four classes to students who have a diagnosed learning issue or face learning challenges. Students receive support for all four years of school. Approximately 12% of NDA students are enrolled in these courses each year. The courses are designed to reinforce essential skills and knowledge presented in their other courses. Students identify individual learning styles and utilize time management, organizational, and self-advocacy skills.

NDA students must complete four years of Theology, as well as, a comprehensive four-year service program that involves students doing community service, both during and apart from the school day. The theology curriculum covers Catholicism, scripture, church history, and morality. Courses use reflection and critical thinking to encourage personal faith formation.

3. Special Populations:

NDA provides an Academic Learning Program for students with diagnosed learning disabilities. The program provides a detailed accommodation list to teachers in order to provide necessary support in class. If a student requires audiobooks in order to be at grade level with her peers, then the teacher would ensure that the necessary book for the student is accessible on the student's iPad. Audiobooks are also utilized with the English Language Learners in an effort to expose the students to complex language. Accommodations allow students who are below grade level to engage with grade level material.

Teachers differentiate their instruction each day to support the learning needs of all students. The history teachers use the differentiation strategy of Think-Pair-Share. They have the students read a section in the textbook, take notes, share with their group, and then present to the class as the teacher walks around the room monitoring group discussions. The next day after the presentation, the teacher provides follow-up instruction to fill in any gaps missed by students. Scaffolding is also utilized in the classroom to support students' learning needs. In an English class, the teacher will provide the students with graphic organizers to guide and shape the students' thinking.

In order to provide appropriate instruction to all students, teachers utilize pre and post tests and formative assessments to learn what students already know, have learned, and still need to learn. In math, a teacher would give a pretest to see what the students already know. The teacher would then create the instruction based on the results of the pretest. After the instruction and student practice, the teacher would utilize a formative assessment to measure the students' understanding. After evaluating the formative assessment, the teacher would either reteach a concept to the whole class, to small group, or to individual students, while the students who performed well on the assessment worked on an enrichment activity, applying the concepts

learned from the instruction. After reteaching, the teacher would then give a post assessment in order to assess the student's understanding of the concepts.

If a student would need further intervention in any subject, the teacher would first provide intervention in the classroom or before or after school. If the student was still struggling with understanding the concept, the teacher would refer the student to the Intervention Specialist or the Counselor, either one would work with the student in Mentor Lab. Students in the Academic Enhancement Program (AEP) would work one-on-one with the Intervention Specialist during the AEP course.

Students performing below or above grade level have multiple opportunities for support or enhancement in academics. For students below grade level, the school provides interventions such as, one-on-one individual instruction, Mentor Lab, and ACT Prep classes; all work towards closing the achievement gap. For students above grade level the school provides enrichment activities to apply concepts learned as well as ACT enhancement classes that promote higher order thinking.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

Notre Dame Academy's mission, vision, and values statement, along with the four Educational Principles of the Sisters of Notre Dame, provide a clear direction for the school and its stakeholders and continue to define NDA's culture on a daily basis. As a single gender school, NDA is well aware of the many challenges and opportunities impacting young women today. NDA provides programming in a safe and supportive environment to address these challenges and opportunities. Feedback from graduates affirms the value of single gender education to their preparation for college and life experiences. The mission includes empowering young women to take ownership of their education.

Notre Dame Academy's mission to educate young women to make a difference in the world is deeply embedded in the climate of NDA. The school's mission is emphasized during daily announcements, at school assemblies, and in written publications. Each year the NDA community celebrates a theme which is derived from one of the four SND Educational Principles and highlighted many times throughout the school year. Activities during Catholic Schools' Week and the annual commemoration of SND Founder's Day call attention to the centrality of NDA's mission and celebrate its achievements as a Catholic School community. As a Catholic School, spiritual development is an important priority with Masses and other liturgical celebrations held throughout the year.

All members of the community are invited and encouraged to participate in programming to support NDA's educational goals. For example, NDA's student Peer Ministry Team plans and facilitates spiritual celebrations and is a testament to its students' level of engagement, leadership, and participation in school culture. The Common Reader Day is another example of how students, faculty, staff, and alumnae collaborate to plan an annual event promoting learning and connecting literary themes to current, relevant issues.

In 2017 NDA's AdvancEd accreditation report noted a culture and climate that support student progress. The report cited that the school's vision and mission impact daily operations of the school and are reflected in every aspect of the teaching and learning process at NDA. In accreditation surveys, instructional staff and other school staff reported they are given the tools necessary to foster a healthy and successful learning environment and have ample resources to assist them in meeting the needs of their students. Also in 2017 NDA received Cincinnati Magazine's Best Place to Work Award after being nominated by the faculty and staff.

2. **Engaging Families and Community:**

Recognizing the importance of parent and community engagement, Notre Dame Academy (NDA) builds a strong, supportive community with excellent educational and co-curricular opportunities for its students by effectively partnering with parents and stakeholders.

NDA informs school families and members of the community about the school's culture through consistent communication. Regular publications including weekly newsletters, monthly alumnae emails, quarterly letters from the school president, targeted emails, social media posts, and a school magazine are used to successfully communicate with parents, alumnae, and community members. Press releases and a well-maintained website engage and inform NDA families and the local community.

Parents, alumnae, and community members serve on the Board of Directors and Board committees. Parents are also involved in student life, recruitment, fine arts, athletics, and the advancement of NDA. The Panda Parent Club supports faculty and staff morale by planning social events and providing refreshments at faculty meetings. They also coordinate many student activities, such as the annual mother/daughter dance, father/daughter dance, after prom, and various student socials. Parents volunteer in the cafeteria and spirit store. They are core members of the planning team that coordinates NDA's annual Autumn Gala fundraiser and Women Making a Difference Luncheon.

During the last strategic planning process, parent and community members were instrumental in providing feedback and developing ideas to support the long term academic and co-curricular goals of the school. They also held leadership roles in implementing the 2013 strategic plan and 2015 capital campaign.

Each year parents coordinate a fundraiser that raises over $80,000 for the athletic program and a golf outing which raises over $25,000. They serve as parent team leaders for each of the sports helping the coaches coordinate team activities.

NDA offers a unique opportunity for parents that has mutual benefit for the school and its families. Through the work study program, parents who demonstrate financial need through the FACTS Grant & Aid Assessment application, can work on campus to reduce the amount of tuition they pay. These parents provide valuable custodial and maintenance services and serve in many other capacities. This helps to make a Catholic education affordable to all providing financial assistance to families in need.

NDA's comprehensive community service program engages more than 50 local agencies. Students work in many areas totaling more than 13,000 hours of service to the community each year.

Additionally, NDA engages alumnae and corporate sponsorships in an effort to ensure student success.

3. Professional Development:

Professional development at NDA is aligned with annual school goals including the professional goals of faculty and administration as well as the implementation of the annual school theme. Each year the school theme is focused on one of the Educational Principles of the Sisters of Notre Dame. NDA offers a professional development program to all administration and faculty including six annual in-service days for education and training, scheduled time for faculty collaboration, and access to funding. Funding includes an annual allotment of $400, access to a teacher education endowment which would cover expenses up to $2,000, Title II funds, and grants from the Sisters of Notre Dame (SND). Funding supports regional and national workshops, conferences, graduate level courses, and Dual Credit and Advanced Placement training. Classroom observations are used to identify potential areas for professional growth in addition to the annual goals set by faculty.

NDA is engaged with several local colleges and universities, including Thomas More University, Northern Kentucky University, and the University of Cincinnati. For the past six years NDA has also engaged with Xavier University in the Professional Learning Communities initiative. This initiative has three key objectives: collaborative culture, focus on student learning, and results driven instruction. Administration and faculty annually attend local workshops, as well as, national Solution Tree conferences. As a school committed to Professional Learning Communities, NDA provides dedicated time for teacher collaboration, faculty book reads, and teacher-to-teacher professional development. Teachers collaborate to support student learning with outcomes including course learner goals and essential skills, common formative and summative assessments, and analysis of student data.

Faculty meetings and collaboration time focus on developing best practices and sharing instructional strategies. Topics focus on student development and learning outcomes, such as effective use of technology in the classroom, students' social and emotional health, developing critical thinking skills, incorporating SND charism, and the spiritual development of students. Technology sessions include utilizing the classroom management system to promote effective communication between teachers and students and to promote student accountability and creating web-based formative assessments to assess student learning and drive instruction. Holistic education sessions include the emphasis on healthy lifestyles for students. Examples of these sessions include suicide prevention and the Green Dot Bystander Intervention training that focuses on preventing violence. With a focus on the spiritual development of students, sessions include presentations and retreats on SND spirituality and charism.

4. **School Leadership:**

Notre Dame Academy (NDA) is a 501(c)(3) institution sponsored by the Sisters of Notre Dame (SND) and governed by a Board of Directors utilizing the President Principal model. NDA's leadership philosophy is to provide a learning environment that supports the educational vision and principles of the Sisters of Notre Dame and fulfills the school's mission to educate young women to make a difference in the world.

NDA's leadership model focuses on holistic learning for all students. The president is responsible for advancing the school's mission through strategic plan implementation, resource acquisition, and the effective engagement of stakeholders. The principal is the instructional leader and responsible for day-to-day operations of the school. This collaborative model builds student success through effective communication, ongoing assessment, and mission driven decision-making. Leadership is shared as the president works closely with the Board of Directors, alumnae, parents, and the school leadership team in strategic planning and community engagement. The principal engages the assistant principal, department chairs, directors, and student leaders in achieving goals for learning and student development. As part of the Diocese of Covington school system, NDA enjoys a constructive relationship with Diocesan leadership, local parishes, and other Catholic high schools in Northern Kentucky. NDA policies are approved by its Board and consistent with SND expectations and Diocesan policies with student success as the mutual goal.

The importance of strategic planning for continuous improvement provides two examples: the completion of the Excellence Without Boundaries campaign and the creation of a new strategic plan. NDA is nearing the final stage of a $7 million construction project that was the hallmark of its 2013 Strategic Plan focusing on bringing its 20th century building into the 21st century. This campaign required the collaborative efforts of the Board, president, principal, and numerous stakeholders. The project includes a new chapel, a Collaborative Learning Center, four new classrooms, a renovated cafeteria, and a remodeled auditorium. A key component of this campaign was the meaningful engagement of students in the effective use of technology in all aspects of their lives. NDA's 2018 Strategic Plan was developed through Board and school leadership with input from stakeholders through community forums and surveys. The plan focuses on the needs of young women in the 21st century in continuing to build an inclusive community that has program innovation and fiscal stability as key factors in ensuring success in NDA's mission.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

For the past eight years, NDA has evolved as a Professional Learning Community (PLC) focusing on student learning, collaboration, and data analysis. These three main components have become more than just words on paper for NDA; they have become the foundation for how NDA operates as a school. On several occasions, administrators from area high schools have invited NDA to share its PLC journey. NDA's PLC Leadership Team, comprised of faculty from various disciplines, guides the work of NDA's learning community. NDA modified its weekly schedule and instituted late start Wednesdays to incorporate time for faculty collaboration. This significant time provided to teachers has been used to develop department goals, course goals, and essential skills for all classes. With the goals and skills established, formative assessments and the collection of student data became NDA's focus. This approach greatly aligns with NDA's founders, the Sisters of Notre Dame, who embrace the holistic nature of each individual and recognize that each student has unique gifts and talents. The development and implementation of formative assessments have become the most recent influential practices that have impacted NDA's success.

In terms of professional development and teacher practice, formative assessments remain a top priority. NDA's PLC Leadership Team led the faculty through an exploration of common formative assessments through a book study. Faculty meetings, in addition to faculty planning periods, have become opportunities to create and share formative assessments and to analyze student data across course sections, grade levels and disciplines. Teachers have introduced other faculty to exit slips, Quizlet Live, Kahoot, and Google forms and sheets. These tools are all great examples of valuable formative assessments that have been shared among faculty members. It is not uncommon to hear faculty discussing and analyzing student data in the faculty room during planning periods.

With their focus on student learning, faculty continually looking at data, specifically formative assessments, to improve their instruction. Pretests enable teachers to identify concepts that need to be covered and enable students to see actual progress to identify their areas for growth. Post tests, prior to the final summative assessments, provide students with ownership of their learning and increase their self confidence. Students are asked to record and monitor their formative assessments giving them a more comprehensible understanding of their own progress. Through this practice, they have a better sense of what they know, what they need to study for a summative assessment, and how to demonstrate mastery of the identified learner goals and essential skills.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>9918</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>1557</u>

5. What percentage of the annual budget is devoted to   <u>16</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>29</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math   **Test:** ACT   **Grade:** 12
Edition/Publication Year: 2017   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	23.8
Number of students tested	150
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:

Subject: Reading/ELA   **Test:** ACT   **Grade:** 12
Edition/Publication Year: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Feb
SCHOOL SCORES	
Average Score	26.6
Number of students tested	150
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: