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

[ ] Public or [X] Non-public

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

Name of Principal <u>Mr. Robbie Brown</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Christian Academy of Louisville High School</u>
(As it should appear in the official records)

School Mailing Address <u>English Station Campus 700 S English Station Road</u>
(If address is P.O. Box, also include street address.)

City <u>Louisville</u>   State <u>KY</u>   Zip Code+4 (9 digits total) <u>40245-3912</u>

County <u>Jefferson</u>

Telephone <u>(502) 244-3225</u>   Fax <u>(502) 753-4548</u>

Web site/URL <u>http://caschools.us/</u>   E-mail <u>rbrown@caschools.us</u>

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* <u>Mr. Darin Long</u>   E-mail <u>dlong@caschools.us</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Christian Academy School System</u>   Tel. <u>(502) 244-3225</u>

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 <u>Mr. Matt Chalfant</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

_____Date_____
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.

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

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

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

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

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

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

1. Number of schools in the district   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. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

    [ ] Urban (city or town)
    [X] Suburban
    [ ] Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	64	61	125
10	78	82	160
11	62	77	139
12 or higher	90	76	166
Total Students	294	296	590

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

4. Racial/ethnic composition of   <u>0</u> % American Indian or Alaska Native
    the school (if unknown, estimate): <u>8</u> % Asian
                                        <u>2</u> % Black or African American
                                        <u>1</u> % Hispanic or Latino
                                        <u>1</u> % Native Hawaiian or Other Pacific Islander
                                        <u>84</u> % White
                                        <u>4</u> % Two or more races
                                        100 % Total

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: <u>3</u>%

    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, 2018 until the end of the 2018-2019 school year	9
(2) Number of students who transferred *from* the school after October 1, 2018 until the end of the 2018-2019 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2018	630
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

    <u>Chinese, Korean, Portuguese</u>

    English Language Learners (ELL) in the school: <u>5</u> %

                                                     <u>31</u> Total number ELL

7. Students eligible for free/reduced-priced meals: <u>5</u> %

        Total number students who qualify: <u>30</u>

8. Students receiving special education services: <u>0</u> %

                                             <u>0</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>1</u> Autism	<u>22</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>32</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>25</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9.   Number of years the principal has been in her/his position at this school: <u>1</u>

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	40
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	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>15:1</u>

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	99%	100%	99%	99%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	159
Enrolled in a 4-year college or university	93%
Enrolled in a community college	6%
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 X   No

    If yes, select the year in which your school received the award.   2010

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

The mission of Christian Academy is to develop students with a heart for God who grow as Jesus did in wisdom, stature and in favor with God and men. The vision of Christian Academy is to ignite and transform students to impact our communities through world-class, Christ-centered educational experiences.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Christian Academy of Louisville High School (CAL) is one of nine schools that make up the Christian Academy School System, one of the largest independent Christian school districts in the country. Enrollment in the school system, established in 1976, has grown to nearly 3,000 students from the greater Louisville area. The growth of the school system and its wise use of resources have produced a system influential in its community. Most of the 590 high school students reside in Jefferson County or one of its surrounding counties. Additionally, over 30 international students from China, South Korea, and Brazil also attend CAL.

The mission of Christian Academy is to develop students with hearts for God who grow as Jesus did in wisdom, in stature, and in favor with God and men.

Christian Academy's distinction is providing opportunities for its students to develop hearts for God. Students develop deep and authentic faith in Christ by discussing and debating issues from a variety of worldviews. They undergo a challenging curriculum that delves into Christian apologetics, solidifying why they believe what they believe.

Wisdom involves much more than acquired knowledge. As students grow in wisdom, they develop creative and critical thinking skills, recognizing their civic responsibilities to and influence on their world. Students are offered a broad selection of courses at CAL. Providing a high level of academic rigor distinguishes CAL from other schools and allows the school to fulfill its mission of helping students grow in wisdom. With over 40 AP and honors courses, CAL's college preparatory program equips its students to gain entrance into and to succeed at their preferred colleges. CAL also offers programs that provide a high standard of coursework for those students who are lower-performing or who have diagnosed learning disabilities. Standardized test scores verify that CAL provides a challenging curriculum for all its students.

In addition to the Honors, College Prep, and Standard Diploma offerings, graduates of the School of the Arts and of the School of Biomedical Sciences receive a diploma with a special designation reflecting their successful completion of rigorous program requirements.

Artistic expression provides unique and creative ways to share God-given gifts and talents to impact others. Through CAL's award-winning arts program, students have numerous opportunities to develop their gifts. The creation of the School of the Arts in 2010 greatly expanded these opportunities.

The School of Biomedical Science, created in 2018, provides students with an unparalleled educational, spiritual, and practical experience. Combining state-of-the-science curriculum with a service and missions emphasis, students learn not only the foundations of medical science but also the purpose of serving others to bring glory to God. This nationally-recognized program offers students a hands-on educational approach, giving them a distinct advantage when they enter college.

Growing students in stature is far more than physical growth. The goal is that students develop an awareness of integrity, distinction, and reputation as they mature in all areas of their lives. An award-winning athletic department is just one of the examples of how CAL reaches this goal. CAL offers 43 high school teams that promote the athletic department's vision of "Every Athlete a Disciple." Over 65% of the student body participates in the athletic program. Student-athletes are taught the value of honesty, respect, and teamwork. Over the past four years, more than 65 student-athletes have signed with collegiate programs, including Division I schools. CAL teams have won district, regional, and state titles, but, more importantly, CAL is noted for its sportsmanship. The athletic department continues a long-standing tradition of hospitality by providing gift bags to opposing teams, a gesture that has allowed our school to positively influence student-athletes throughout the state. Teams regularly participate in service projects and have recently completed missions trips in Costa Rica and Kenya. Through experiences such as these, CAL students mature into men and women of integrity and distinction who forge a positive reputation for their school.

Providing opportunities for students to grow in favor with God and man is intentional at CAL. The goal is for students to work with diverse cultures both locally and globally. Yearly, students complete 15 hours of community service. To date, CAL's 590 students have logged nearly 30,000 hours of community service. The most impressive outcomes of service usually occur when students take the initiative. For example, several years ago a few students started the Local Missions Club to serve our community. The club has continued to grow, becoming a key service organization within the school. The members regularly serve our community's homeless population through volunteering in soup kitchens, collecting winter coats and blankets, and gathering items for welcome bags for children entering foster care. CAL also offers students opportunities to participate in both national and international mission trips. In recent years, students have traveled across the United States as well as to Honduras, Poland, Costa Rica, Ghana, and Kenya to help run medical clinics or to serve in youth camps, schools, and orphanages. CAL works intentionally to prepare its students to be global influencers of culture by offering opportunities to make real-life changes to their community and beyond.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The curriculum at CAL is based upon five pillars: quality school-level conditions; research-based best practices of instruction; national and state content standards; differentiated student needs; and biblical worldview that teaches and supports critical thinking, ethics, and character development. The goal of the school curriculum is to equip students with the ability to think critically and live responsible, informed lives that positively influence the world. Courses in all core content areas are offered in three different achievement levels: college preparatory, honors, and Advanced Placement.

CAL strives to guarantee that the documented curriculum is implemented and all students are offered equal learning opportunities. The school maintains a safe learning environment with challenging expectations that are accompanied by effective feedback. Best instructional practices are an integral part of daily classroom curriculum design. Design Thinking is encouraged, as students challenge assumptions and redefine problems in the world in an attempt to identify alternative strategies and solutions to existing real-world needs. Learning activities include instructional scaffolding that implements many creative and effective strategies that include comparative analysis, summarization, and note-taking, as well as question generation and testing predictions.

Lesson formats at times follow constructivist learning that suggests that students learn best when new information is built upon previously learned concepts. Teachers help students organize meaning, and students elaborate on new information by representing the concepts in multiple ways, followed by opportunities to transfer the new understanding to real-life situations. Other lesson types, such as collaboration, research, and problem-solving encourage process-oriented course outcomes in order to allow students to acquire content or conceptual knowledge. An emphasis on cooperative and project-based learning equips students to be successful in an ever-changing world. Some classes have incorporated service-learning outcomes, which have been woven into the curriculum, significantly impacting both students and the community.

1b. Reading/English language arts

The purpose of English classes at Christian Academy is to provide students with a strong biblical foundation as they develop and utilize linguistic and literary skills in order to clearly discern, appreciate, and communicate God's truth. Our courses seek to cultivate the reading comprehension, critical thinking, and composition skills that are essential for success in collegiate studies, for knowledgeable and responsible civic involvement, and for sharing a biblical viewpoint throughout the world. To this end, each student must pass four years of English: English I, which is a survey of the major genres of literature and of the descriptive and narrative modes of composition; English II, a survey course focusing on World Literature and the descriptive and expository modes of composition; English III, which focuses on American Literature and the expository and argumentative modes of composition; and English IV, which focuses on British Literature and the expository and argumentative modes of composition. In lieu of English III and English IV, which are offered, as are all core classes, at both the college preparatory and honors levels, students may take AP Language and/or AP Literature. In addition to their core curriculum, students may also take elective classes: Creative Writing, Theatre Arts, Speech, Mythology, Yearbook, and Journalism. The learning objectives for all courses follow Indiana state standards or, in AP classes, those provided by the College Board. Embedded within each core class is an intentional study of both vocabulary, through Sadlier's Vocabulary Workshop and words found within studied texts, and grammar and usage, using NoRedInk and teacher-generated lessons. Appropriate research skills are emphasized in each grade-specific course.

Instruction, lesson planning, and assessment are seamlessly integrated. Instruction is teacher-led where necessary and student-led whenever possible, allowing for more differentiation of lessons designed to meet the needs of individual students. Teachers prepare a variety of types of lessons – lecture, small group work,

student collaborations, projects, presentations, Socratic discussions, individualized work with online programs, written responses, quizzes, in-class and take-home essays, tests – designed to promote critical thinking, a skill necessary for success at the college level and in careers. Teachers use both formative and summative assessments, based on backward design, to determine student understanding and mastery, possible re-teaching, and enrichment. Collaboration among teachers and vertical planning of skills in reading comprehension, writing, grammar, and usage, speaking and listening, and critical thinking are central to the curriculum of the English department.

1c. Mathematics

The goal of the mathematics curriculum is to show students that because God created the universe, we can use mathematical formulas to describe it. Our content provides the tools that students will need to analyze and describe data, physical phenomenon, and abstract mathematical concepts. These skills will enable them to be critical thinkers, scientists, engineers, entrepreneurs, and teachers. We use the Indiana State Standards and the standards set forth by the College Board.

Students are required to be enrolled in a math class all four years of high school. The core required courses are Algebra 1, Geometry, and Algebra 2. Once a student has passed these courses, they have the option to take Precalculus, Calculus, Statistics, Survey of Mathematics, or Consumer Math. Students may take classes at the college preparatory or honors level with Calculus and Statistics also offered as Advanced Placement courses. All students who are enrolled in an Advanced Placement course are required to take the College Board test at the end of the year.

The curricular goals incorporate the process standards of the National Council of Teachers of Mathematics by involving students in problem-solving, demonstrating reasoning and proof, using multiple modes to communicate understanding, connecting mathematical and scientific ideas in outside contexts, and representing ideas and solutions through multiple means. Students use the graphing calculator when appropriate and explore new ideas through online graphing programs.

Teachers use a variety of instructional techniques and assessments which address both the concepts and the skills required for the class. Content is presented and students are given opportunities to practice each new skill. Daily activities and assessments include bell-ringers, individual practice, group activities, practice problems, tests, quizzes, and projects. Students are encouraged to develop critical thinking skills and to practice each new concept until proficiency has been attained.

1d. Science

The purpose of the science curriculum is to provide students with the opportunity to explore and learn about the scientific world through a biblical worldview lens. Inquiry-based learning is an important component of instruction in all of the physical and life science classes. The science program follows the Indiana state standards, or in AP classes, those set forth by the College Board.

Students are required to take three science courses throughout their four years of high school. The two required classes are Biology and Chemistry. From there, students may choose Conceptual Physics, Honors Physics, or Human Anatomy and Physiology. All are offered at either the college preparatory or honors level. Advanced Placement courses are also offered in Biology and Chemistry. Students may take elective science courses through the School of Biomedical Science. Four rigorous project, problem, and activity-based courses that investigate real-world problems that require students to provide realistic and innovative solutions are offered: Principles of Biomedical Science, Human Body Systems, Medical Interventions, and Biomedical Innovation. Students may also take these courses to pursue a diploma of distinction from the School of Biomedical Science This rigorous pathway includes a capstone course that includes student research, an internship, and a portfolio assessment. This year, we offered an introductory Engineering course with plans to add new courses over the next three years as an Engineering pathway is developed.

The science curriculum provides students the opportunity to learn problem-solving techniques through the application of the scientific method, analysis and interpretation of data, use of technology, and proper

laboratory techniques. Students are challenged to focus on higher learning skills through the integration and application of concepts as they strengthen their investigative and critical-thinking skills.

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

The purpose of the Social Studies curriculum at Christian Academy is to provide students with the study of history and culture of the modern world with emphasis placed on viewing historical events through a biblical worldview. Students learn to analyze content and draw conclusions about changes over the course of time. They critically read and evaluate both primary and secondary sources and conduct individual research. Reading comprehension, critical thinking, and composition skills are cultivated to allow students to understand the content, to interpret and develop opinions, and to create written conclusions.

Students are required to enroll in a Social Studies class three years of high school. The core required courses are World History, U.S. History, one semester of American Government, and one semester of Economics.

The Economics curriculum is embedded with financial literacy covering money management and personal finance. Students can also choose to take AP Cultural Geography, Introduction to Psychology, AP Psychology, and Business as electives throughout high school.

Teachers prepare a variety of lesson types that include teacher lecture when necessary, and when at all possible, activities for students to engage as the talkers, thinkers, and doers in the classroom are designed to promote critical thinking, a skill necessary for success at the college level and in careers. Collaboration among teachers in vertical planning ensures a continuity of instruction that meets all of the state standards for Social Studies. Teachers use both formative and summative assessments, based on backward design, to determine student understanding and mastery of the content. Required essays of different types and lengths encourage creativity in sharing new ideas and understandings. A variety of other assessments include options for video, artistic expression, or speech as a way to show authentic mastery of learning objectives.

1f. For secondary schools:

A recent emphasis has been placed on career readiness to complement the college preparatory curriculum. The school provides students with opportunities to co-op with local businesses during the school day. Students can also take part in internships working with elementary and middle school teachers, with the technology department, with the school nurses, and with the facilities team. Students in our School of Biomedical Sciences complete an internship with a medical professional during the final semester of their senior year. These experiences expose students to potential careers and help cultivate necessary job skills.

Beginning in the fall of 2020, students will be able to take advantage of a dual credit and enrollment program through a local university that will allow students to either complete college coursework online during the school day or attend evening and summer classes in person at an extension campus. Likewise, we plan to expand opportunities for students to participate in work-study programs that will lead to certification or credentialing in career fields with significant workforce gaps, such as health care, aviation, and computer coding.

Our counselors give the Holland Code Career Test and the Career Cluster Finder for career exploration and self-awareness to sophomores. During students' junior year, counselors administer the Meyers Briggs Type Indicator Personality Inventory and the Strengths Explorer, which provides a large list of corresponding careers that would be a good match for students.

The school also hosts a biennial Career Day for students to learn about a variety of careers and participate in a shadowing experience.

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

2. Other Curriculum Areas:

All freshmen are required to take a semester of Health and Physical Education. These classes are gender-specific, allowing teachers to meet the unique needs of girls and boys separately. PE classes focus on fitness for life, incorporating both team sports and individual activities. For example, each year the girls' classes complete a unit on fishing, culminating in a field trip where they are able to put their learned skills into practice. The Health curriculum focuses on the health triangle and incorporates aspects of physical, emotional, and social health.

Christian Academy offers Foreign Language courses in Spanish, Mandarin, and Latin. Foreign Language classes develop language proficiency through reading, writing, speaking, and listening in the target language while exposing students to products and perspectives of various countries and cultures around the world. Furthermore, students have the opportunity to join a variety of clubs and honor societies, including Spanish Honor Society, Spanish Club, and Latin Club, which provide further enrichment and exposure to the culture of the countries studied while offering students opportunities to serve foreign nationals in their local communities. Most students take at least two years of a foreign language.

Being a 1:1 school encourages all subject areas to integrate the use of technology. Students are able to take AP Computer Science through a distance learning experience where a teacher from another campus provides instruction remotely utilizing Canvas, a learning management system. Courses that focus on creativity by utilizing technology include Digital Photography, Graphic/Web Design, and AP 2D Digital Design.

All students are required to take eight semester-long Bible courses. Freshmen learn the foundations of their Christian faith, and in subsequent courses, all students compare different religions and worldviews with Christianity. During their senior year, the Bible courses culminate in a Contemporary Issues course that prepares students to live out their faith in college and beyond. Bible classes utilize a variety of activities that make the content rich, relevant, and interesting to students. Debates, discussions, critical thinking, and project-based learning are part of a well-developed curriculum. All courses focus on Biblical Worldview Standards that were developed by a team of curriculum specialists, administrators, and teachers.

3. Academic Supports:

3a. Students performing below grade level

CAL has implemented responses to intervention (RTI). The school identifies students at risk for poor learning outcomes and monitors student progress. Teachers provide evidence-based interventions, adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning or other disabilities. Interventions include school-wide programming, target intervention within the classroom, and intensive individualized interventions.

3b. Students performing above grade level

Many CAL students perform above grade level as evidenced by ACT scores. The top 25% of the Class of 2019 scored an average of 30.5. The rigorous curriculum challenges students of all abilities. Students can choose to take Honors and AP courses. Several dual credit courses are offered, specifically in math and science. Students are able to leave high school with enough credits to begin their college careers as sophomores. Even though higher-level courses are offered, students are not "tracked" and can choose to take different leveled courses for each subject area based on their abilities and interests. All students who are enrolled in an AP course are required to take the College Board exam at the end of the year.

3c. Special education

Christian Academy is dedicated to meeting the needs of all students regardless of learning style, ability or motivation. The goal is for all students to graduate prepared to continue their education. To ensure success for students diagnosed with Specific Learning Differences, attention issues including ADHD, and other diagnoses interfering with individual education goals, CAL provides strategic and effective levels of

support.

Academic support consultative services are provided for students with a psychoeducational evaluation or physician's statement. The students at this first level of support are able to meet the curriculum requirements of the classroom with the support of an accommodation plan and consultation with an Educational Resource teacher.

Directed Study Hall (DSH), the second level support, is offered by invitation from the Educational Resource staff. The students enrolled in DSH have a psychoeducational evaluation and/or physician statement with a specific diagnosis, mainly ADHD and Executive Function Deficits. DSH provides accountability, study skills, organizational skills, and collaboration with classroom teachers. Students in DSH have a formal accommodation plan, and the DSH teacher provides support in the implementation of these accommodations.

Learning Lab, the third level of academic support, is offered by invitation from the Educational Resource Supervisor. Students enrolled in Learning Lab have a psychoeducational evaluation with a diagnosis of a significant specific learning difference. These students receive intensive instruction in a small group setting that intentionally provides support for their diagnosed needs. Organizational and study skills are reinforced in Learning Lab. Modification Plans are developed and implemented to help students meet basic curriculum expectations.

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

ELL students at Christian Academy of Louisville are supported socially, emotionally, culturally, and academically as they participate in mainstream education. The students participate in grade-level appropriate academic assignments. Students receive support through tutoring, pull-out instruction, classroom intervention, and ESL class. Individual Learning Plans (ILPs) are created based on the WIDA/TELL assessment, which is given to students upon program entry and at the middle and end of the school year. ILPs are distributed to all classroom teachers detailing best practices for ESL students and accommodations appropriate for each student.

The ESL teacher routinely collects feedback from classroom teachers to adjust plans to student needs. English tutoring provided by the student's English teacher is available after school each week. Pull-out tutoring and classroom intervention are provided by the ESL teacher as appropriate. ESL class provides guided lessons on reading, writing, grammar, vocabulary, and pronunciation.

Students utilize the "NoRedInk" grammar site, as well as "Daily Grammar" to allow continued practice and honing of editing and writing skills. Students use Pearson iLit ELL, a computer-based program for interactive individualized reading and writing activities, and various other digital and traditional print materials, such as news articles, research articles, short stories, and memoirs focused on improving critical thinking in English. Students interact with texts as a whole class and in small groups in order to enhance reading comprehension and encourage speaking competence through engagement in academic and colloquial conversations, as well as inspiration for their own writing. The resources, Pearson's "Focus on Pronunciation" and "Listening Pairs" publication, are used when creating guided pronunciation practice to assist students with phonics, word stress, and intonation. Finally, students participate in academically and culturally enriching exchange experiences which allow them to share aspects of their culture with other students and gain greater competence in understanding the culture in which they are immersed.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

As reflected in our mission statement, CAL is committed to developing the whole child. Teachers are continually trained in providing engaging lessons through differentiation, collaborative learning, and technology integration. The Educational Resource department offers programs and services that ensure the success of all students in the school's rigorous setting.

Since 2012, CAL has provided a 1:1 learning environment, first utilizing iPads and, in 2019, Chromebooks. Coupled with Google's G Suite and the Canvas learning management system, students are better equipped to collaborate, create, and work in a digital world. Continuous teacher training, such as our Tech Thursdays, which teaches staff ways to integrate Google's G Suite into student learning, and ancillary tools, such as NearPod and Kami, have made these devices indispensable to the learning environment.

Each student is also provided with a subscription to Method Test Prep, an individual online ACT prep program that assesses students' strengths and weaknesses.

The Christian Academy STEM program has also influenced student outcomes. With the success and popularity of this rigorous, hands-on program, the School of Biomedical Science at CAL was launched in 2018. Because of its high standard of academic excellence, the Christian Academy Biomedical Science program was the only high school in the Louisville area to be recognized as a school of distinction from Project Lead the Way, the nation's leading provider of STEM education. Currently, 27% of our high school students are enrolled in this robust biomedical science program that prepares students for both college and careers in biomedical and science-related fields. Based on the success of this program, an engineering pathway was introduced in August 2019.

Our counselors have developed a comprehensive program to meet students' academic, social, and emotional needs. Counselors meet with all freshmen in small groups to encourage students to become involved in extracurricular activities, to discuss study skills for academic success, and to present lessons and activities on recognizing and reporting harmful situations. Every year counselors host for the junior class a college night, which consists of a college panel from both Christian and secular colleges, and a financial aid seminar. The counselors present classroom guidance for seniors on alcohol abuse and sexual assault on college campuses. Counselors maintain an open-door policy that allows for all students to receive support.

Students' spiritual needs are also met in a variety of ways, including a weekly student-led Chapel service where students often speak and lead worship. Beyond corporate opportunities, students meet in small Bible study and mentoring groups facilitated by teachers. The school hosts a yearly spiritual conference and encourages students to attend outside conferences as well. Beginning next year, a mentoring program will be implemented in which all Freshmen will identify at least three adult mentors who will work with them during their High School years. The school will provide resources for the mentors and will track their connections with the student.

2. Engaging Families and Community:

One of the greatest hallmarks of CAL's success is the support and involvement of our families. They are personally invested in the success of the school. The CAL Parent Teacher Organization (PTO) is committed to improving the learning environment by providing funds for teachers to purchase supplies for their classes and for the school at large by supporting larger initiatives and improvements. These contributions enable the school to provide a learning environment that cannot be funded through tuition alone.

The school brings parents, grandparents, alumni, and community partners onto campus during Career Day, providing a meaningful experience for students as they explore career paths.

At CAL, parental involvement is visible at every turn from being guest speakers in classes to serving on the

School Improvement Team (SIT) or School Board to coaching athletic teams to chaperoning field trips. Parental involvement in all of these enhances the learning environment and supports the development of the whole student.

Christian Academy's STEM initiatives have strongly enhanced our school's presence in the community as is best demonstrated through its interactions with professionals in our community who have willingly served as partners by visiting classrooms to share their career pathways and details of their professions with our students.

Additionally, our presence is felt in our community through well-designed student internships and meaningful community service. These rich, hands-on experiences give students opportunities to address real-world needs and the workforce gaps that exist in our community, training them to have strong minds for handling challenging endeavors and soft hearts for serving the needs of others.

Every year, students representing CAL are regularly chosen to participate in the highly selective Governor's Scholar Program and Governor's School of the Arts. These programs offer intensive summer residential programs that allow students to interact with university professors, teachers, and peers from around the state and to reflect CAL and its programs and values to the rest of the Commonwealth.

3. **Creating Professional Culture:**

A strong professional culture exists at CAL. The collaboration between and positive attitude of faculty and staff foster professional growth. Overall, surveys show that teachers feel valued and supported by the administration, parents, and students. Students report that the best part of school is the teachers. This type of response by students can happen only when teachers cultivate personal and positive relationships in the classroom.

The teachers at CAL not only care about their students, but they are also passionate about their profession. There are ten professional development days in the CAL school-year calendar, four of which are used for system-wide professional initiatives. During those days, a variety of practices is addressed, including differentiated instruction, block scheduling, student engagement, the GenZ learner, technology, student anxiety, and the needs of special student populations. Teachers have input into what professional development is offered and are appreciative of training that helps them become better instructors in their classrooms.

During curriculum review cycles, teachers collaboratively develop philosophies of teaching statements for their core content areas and are trained in best practices in their specific instructional areas. In addition, teachers are continually taught how to present their content from a biblical worldview so as to align with the school's vision and mission.

All teachers new to CAL are required to attend Called to Teach, an intensive teacher induction program that trains new teachers and administrators in the areas of school culture, lesson design, development of essential questions, assessment, instructional practice, and instructional technology. This three-year program includes eight days for development that focuses on the culture of the school through video studies, face-to-face training, peer observations, and book studies.

CAL also uses time in faculty meetings and sets aside professional development meeting time before school to systematically review best practices in regards to student engagement. Professional learning communities dealing with issues pertinent to meeting the needs of all students are in place for faculty and staff.

4. **School Leadership:**

The leadership structure at CAL is collaborative. The principal acts as the instructional leader by creating an environment that allows for shared decision-making at all levels: student, parent, teacher, and district-level. By providing opportunities for all stakeholders to communicate through discussion, survey, and leadership teams, the moral owners of the school enjoy a high level of meaningful participation.

The School Improvement Team, comprised of parents, teachers, administrators, and students, reviews data and sets goals for the school. Once the goal areas are set, Department Chairpersons meet and create action plans for the school. This team also ensures that the school functions well, answering the question "What's best for students?" when making decisions and recommendations. By fostering these teacher leaders through training, they are empowered to make data-driven decisions and changes to program and curriculum as needed. They are responsible for carrying out professional development within their departments and ensuring that curriculum standards are met at all levels.

The principal ensures that budgeted funds are used efficiently to provide a safe learning environment. Every effort is made to provide teachers with the necessary resources to support sound instructional practices. For example, in 2012, CAL implemented a 1:1 technology initiative. This was a collaborative effort among the school, technology department, and PTO, and each continues to support this initiative to enhance student learning.

Non-certified staff members work hard to promote the school's vision and provide an environment that reflects a positive school climate. The principal and staff review procedures on a regular basis and improvements are implemented as needed to provide efficient use of time and personnel.

The Superintendent, Assistant Superintendent for Curriculum, and Directors of Technology, Media Services, Security, and Human Resources work closely with the principal to ensure students and teachers are provided with a supportive school and work environment.

The collaborative effort of all stakeholders, led by the principal, is effective in ensuring students have a solid foundation spiritually, emotionally, and academically so that they leave CAL with hearts for God, growing in wisdom, in stature, and in favor with God and men.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The leadership structure at CAL is collaborative. The principal acts as the instructional leader by creating an environment that allows for shared decision-making at all levels: student, parent, teacher, and district-level. By providing opportunities for all stakeholders to communicate through discussion, survey, and leadership teams, the moral owners of the school enjoy a high level of meaningful participation.

One strategy that Christian Academy implemented that has influenced its success in recent years is the adoption of block scheduling. The decision to switch to block schedule was not taken lightly. The implementation process began with a committee comprised of teachers, counselors, educational resource professionals, and administrators who reviewed and researched the impact of block on student performance. They also visited other schools to determine the impact of longer classes on students, teachers, staff, scheduling, and curriculum. The committee solicited feedback and questions from the Christian Academy faculty and, ultimately, provided the school board and administration with a report delineating both the benefits and the concerns regarding the transition. As a result of this report, the school chose to delay implementation of a block schedule for one year in order to provide targeted professional development on specific instructional strategies, curriculum adjustments, and classroom management changes that would be necessary for the transition to a 90-minute block. Block scheduling challenged even the most experienced educators to reevaluate their methods, collaborate with colleagues, and adopt new or revised strategies in their classrooms.

The school provided a variety of professional development opportunities as the transition to block unfolded. Both required and voluntary sessions were offered during professional development days in which strategies for structuring lessons as well as specific activities were introduced. Teachers were provided opportunities to convert their traditional lesson and unit plans to ones designed for block scheduling and to collaborate with one another both within departments and in cross-curricular pairings. These cross-curricular pairings led to peer feedback partnerships that allowed teachers to observe what others were doing well and to give and receive feedback on teaching strategies and methods. After this, the school participated in "practice days" that allowed teachers to have first-hand experience by setting up several days to practice teaching in a block schedule. Following the practice days, teachers devoted time during faculty meetings to reflect on their experiences.

After block scheduling was initiated three years ago, teachers learned and implemented new and innovative approaches to teaching their content. Multiple social studies teachers report the benefit of building research time into projects and of having adequate time to prepare debates or discussions and to hold the debate or discussion during the same block. Students are able to conduct simulations and activities such as mock trials as well. Science classes have been able to set up labs, to run experiments longer, or to perform more tests during experiments, allowing students to gather sufficient data to test multiple hypotheses during one class period. English teachers report that the writing process has significantly improved as students are able to receive more individualized instruction from the teacher through conferencing. Math teachers report that students are able to do more independent practice during class, providing the teacher time to circulate to all students to check for understanding. Also, block allows students in various disciplines to complete multiple activities on a given topic consecutively without a day in between. One teacher provided a specific example of conducting data collection through formative assessment and then immediately using the data to provide reinforcement, reteaching, or enrichment.

In addition to these examples from the core content classes, teachers from other disciplines offered their own success stories. Bible teachers report that the use of strategies -- introduction, preparation, execution, and reflection -- which require extended time to complete could be done within a block, leading to success in activities, such as formal Socratic circles, debates, and presentations. Art students are able to continue their creative work without the interruption of cleaning up supplies after only forty-five minutes. Band, orchestra, and choir instructors are able to hold both sectional and full ensemble rehearsals within a class period.

All content areas teachers have reported benefits from block scheduling, sharing that they have time to use multiple ways to deliver content during a single class period. Therefore, less content review is required at

the beginning of subsequent class periods, allowing for more depth on topics. Although there have been challenges in the transition as teachers work to adjust lesson pacing and to outline the scope and sequence of content to fit into a block schedule rather than a traditional approach, the opportunities for improved and innovative instruction are obvious.

Another benefit of the transition to block scheduling is that it allows students to enroll in as many as eight classes each school year; thus, CAL has designed many electives to meet the needs and interests of students. Some of the courses created have resulted in a STEM track for a new School of Biomedical Sciences and additional offerings for the pre-existing School of Fine Arts. Neither of these programs would be thriving without the extra scheduling space created by block schedule. Previously, a student might not be able to fit a Creative Writing or Home Economics course into their schedule. Now, students have more opportunities to explore topics that interest them. The school has also been able to add an ACT prep class taught by English and math teachers, which has resulted in increased ACT scores for enrolled students.

Teachers have also directly benefited from block scheduling because it has provided them with additional planning time. This time is used to better prepare lessons that engage learners with the goal of having students be the primary talkers, thinkers, and doers in the classroom. As the high school transitions to MAP testing, teachers will have more class time to provide differentiated instruction that meets students' individual needs based on data gathered from this testing. Teachers also use this time to collaborate with colleagues and to meet with students about their academic, emotional, and spiritual needs.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): <u>Christian</u>

    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>13000</u>
    (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>3570</u>

5. What percentage of the annual budget is devoted to   <u>11</u>%
    scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
    scholarship assistance, including tuition reduction?   <u>19</u>%