

U.S. Department of Education
2023 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 Mrs. Sheila Martinez
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Our Lady of Victory School
(As it should appear in the official records)

School Mailing Address 4755 Whitehaven Parkway NW
(If address is P.O. Box, also include street address.)

City Washington State DC Zip Code+4 (9 digits total) 20007-1558

County District of Columbia

Telephone (202) 337-1421 Fax _____

Web site/URL <https://www.olvschooldc.net/> E-mail smartinez@olvschooldc.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.

(Principal's Signature) Date _____

Name of Superintendent* Ms. Kelly Branaman E-mail branamank@adw.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name The Roman Catholic Archdiocese of Washington Tel. (301) 853-4508

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Fr. Andrew Gonzalo
(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.

(School Board President's/Chairperson's Signature) Date _____

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, leave blank.*

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

 - 0 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	26
K	21
1	16
2	18
3	24
4	25
5	22
6	24
7	23
8	22
9	0
10	0
11	0
12 or higher	0
Total Students	221

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 11 % Black or African American
 - 16 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 60 % White
 - 11 % 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 2021 - 2022 school year: ≤1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2021	219
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

English, Spanish, Portuguese, French, Italian, Ukrainian, Russian, Tagalog, Amharic, Czech, Bulgarian, Swahili, Zulu, Japanese, Hindi, Arabic

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

0 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 18

8. Students receiving special education services with an IEP: 10 %
Total number of students served 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. 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>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>0</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 7

10. Number of years the principal has been in the position at this school: 19

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
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.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. 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 14:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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

15. 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. 2016

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

Our Lady of Victory School partners with parents to nurture young scholars, live our faith, and enrich the community. Learn today and lead tomorrow.

17. Provide a URL link to the school's nondiscrimination policy.

<https://adwcatholicschools.org/non-discriminationpolicy/>

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

PART III – SCHOOL OVERVIEW

Our Lady of Victory (OLV) is a dynamic, diverse Catholic school in Washington, DC's Palisades neighborhood drawing students from a variety of ethnic and socioeconomic backgrounds due to its location and reputation. Students reside within parish boundaries as well as in the greater DC metro area. The full socioeconomic spectrum is represented, and most families receive financial aid/reduced tuition through enrolling multiple children, serving as active parishioners in the Archdiocese of Washington (ADW), or qualifying for assistance from ADW, OLV, or the DC Opportunity Scholarship Program. Socioeconomic and cultural differences are transparent as students bond as one cohesive community. Most students are Catholic; some practice other faiths. This diversity, together with the school's warm, nurturing environment, make OLV a special place.

All stakeholders are committed to a partnership preparing students to learn today and lead tomorrow. Parents play integral roles as leaders and supporters on committees and advisory boards, and in school activities. Their range of cultural and business backgrounds brings a blend of perspectives that enrich the community. Teachers and staff are highly qualified and dedicated, often going "above and beyond." OLV is led by an enthusiastic, tireless, and determined principal. The administrative team provides constant support to students and faculty while maintaining an unwavering alliance with the pastor, parish staff, and wider local community.

OLV's Catholic identity guides its purpose, mission, and vision. The belief that each person is created in the image and likeness of God, worthy of respect with unique gifts, and called to an individual mission is at the heart and soul of OLV. Students know they are loved by God, teachers and parents, creating a safe, fostering OLV "family." Living and teaching the Gospel message help students develop faith-filled relationships with God and others.

Smaller class sizes allow for individualized attention and students feeling valued; teachers are able to better identify strengths and needs of their students. A rigorous curriculum with opportunities for acceleration helps prepare students for the challenges of high school and beyond. Instructional methods are research-based, informed by data, varied to meet learning styles, and differentiated to accommodate a range of abilities. Student assistance teams monitor student progress and design interventions. Teachers incorporate flexible grouping, co-teaching, and frequent varied assessments. Technology is an integral part of instruction with a one-to-one device ratio. Enrichment opportunities exist during and after school, including exciting activities through partnerships with area museums and businesses.

OLV faculty, staff, and leadership collaborated in implementing an educational approach that aligns with the school's Catholic identity. Responsive Classroom (RC) is a research-based program designed to improve student achievement through engaging academics, a positive community that enables students to feel safe, valued, and supported by peers, and the willingness to take risks as learners. RC uses a developmental approach and effective classroom organization and management, with the first six weeks of school crucial to success for the remaining school year. Faculty and staff complete Levels I and II of RC along with additional one-day workshops such as Responding to Misbehavior, Teacher Language, and Bully-Proofing Your Classroom. RC provides students with a consistent school-wide experience.

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Social-emotional and character development are integrated throughout grade levels. Our licensed counselor leads a program to help students develop skills and behaviors needed to manage social interactions, resolve

conflicts, self-regulate, and stay safe. Weekly lessons focus on skills and strategies for effective interpersonal skills and growth to navigate social dynamics and family situations such as managing loss and challenges. Parent sessions are offered regularly, and weekly articles are shared with parents on topics such as supporting children with anxiety or stress and building resilience.

In 2019, OLV was re-accredited by Cognia through an archdiocesan system-wide accreditation process. ADW requires that OLV formulate and achieve goals as part of a strategic plan for Catholic identity, academic excellence, affordability and accessibility, and governance.

OLV was recognized as a National Blue Ribbon School in 2016, and in addition to the honor associated with this distinction, other unexpected benefits arose. Schools from outside the area inquired about OLV's programs and strategies. Local schools continue to reach out to the OLV principal for advice and permission to send teachers to observe classes. The principal mentors new principals, serves on ADW committees, and regularly makes presentations to area principals. OLV teachers are asked to present and facilitate professional development and serve on a variety of archdiocesan committees.

Grants obtained by OLV in the last five years have supported STREAM (Science, Technology, Religion, Engineering, Art, and Math). For example, a stormwater management grant allowed for the installation of playground pavers, a rain garden, and twelve new trees. Families volunteered to plant and maintain the garden, and students participated in the planting process in science class.

Enrollment and applications continue to steadily increase as a result of families seeking a National Blue Ribbon School. Similarly, including the award recognition in marketing materials has contributed to a 92% attrition rate.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Reading instruction includes phonemic awareness, phonics, fluency, vocabulary, comprehension, and literature response and analysis with the goal of producing life-long avid readers. English focuses on language conventions, listening and speaking skills, and the writing process.

Grades K-5 read basal, leveled books with fiction, non-fiction, poetry, and expository text. Whole group and ability-based small group guided reading help remediate and extend learning. Reader's Theater provides an artistic format for fluency practice, and board games support skills such as identifying cause and effect. Listening centers help students monitor oral reading. Web-based resources provide home access for practice in listening, reading, and comprehension at individual levels. Students record their reading to allow for teacher monitoring. "Drop Everything and Read" time is carved out, and nightly parent/child reading is encouraged. Parent volunteers read in younger classrooms to model interest and fluency.

Writer's workshop enables practice and receiving of feedback. Journals and written responses foster critical thinking skills. A designated additional teacher facilitates small groups, peer editing, and student conferencing. Handwriting is taught systematically across grade levels. Subject-specific vocabulary, sight words, and spelling lists are differentiated and taught using a word study approach.

In Grades 6-8, thematic units include fiction, non-fiction, articles, poetry, and short stories to deepen comprehension, critical and creative thinking, and writing skills. Classes are divided into smaller groups by similar or mixed abilities over a double-block period. Students annotate for new vocabulary and targeted concepts such as figurative language or characterization. Discussions, activities, and projects offer collaborative and multisensory opportunities.

Students reflect on lessons using "What Stuck With You?" Post-Its or posting feedback electronically. The vocabulary program provides systematic instruction using multiple usage methods for word study. Speaking and listening skills are incorporated through student-led and "Fishbowl" discussions via the language of feedback to notice, appreciate, and wonder - extending metacognition and critical thinking.

The Writing Process is used across the middle school curriculum providing opportunities for reflection and improvement with the notion that "a writer's work is never done." Peer and teacher feedback provided in shared online documents helps students reflect on and revise writing.

Teachers use frequent, varied formative and summative assessments to direct instruction for individuals as well as groups. Reading benchmarks, running records, and sight word assessments begin in early childhood. Writing samples serve as formative assessments to guide instruction. Other formative assessments include quizzes, exit tickets, discussions, and routines designed to demonstrate and extend student understanding. For spelling and vocabulary, students complete multiple practice activities and assignments, and unit tests or assignments provide summative data. Summative assessments also include standardized and unit tests, written assignments, projects, performance-based demonstrations, presentations, and research papers.

Grades 6-8 students are assessed using reading checks, vocabulary tests, and assessments with short answer/essay questions; quizzes are used for grammar assessment. Multisensory projects assess understanding while drawing student interest and practicing collaboration. Examples include movie posters or character interviews from novels, wall maps depicting story plots, and research presentations on World War II topics associated with texts.

An adaptive online standardized assessment is administered to K-8 students tri-annually. Data help teachers and students to monitor growth while providing learning objectives for individuals, whole and small groups.

An instructional coach supports data analysis to guide quarterly objectives. Data can be also used to identify gifted or struggling students.

1b. Mathematics curriculum content, instruction, and assessment:

Number sense, computation, measurement, algebraic problem solving, geometry, data analysis, and probability are taught at developmental levels with a goal of applying mathematical thinking/skills to real-life situations. Developing a positive math mindset among students and staff is encouraged. Teachers, students, and parents are challenged to refrain from thinking that a student “is not good at math.” Struggles are reframed as productive and the point at which learning occurs.

Manipulatives and authentic applications help abstract concepts become concrete in Grades K-5. Number lines are displayed including a zero and beginning in first grade, negative numbers. Illustrated math vocabulary is also visible. Teachers use consistent mathematical terms across grade levels. Scheduling allows for morning math instruction. Programs include short videos and games along with hands-on activities to reach diverse learners and multiple intelligences.

Two math teachers are assigned daily for at least an hour to facilitate small group instruction. Math practice is incorporated into the day to increase instructional time. A key strategy is reinforcement through games and activities; a math specialist works with teachers practicing concepts and skills through weekly games while integrating math in a weekly STREAM block. Web-based resources are available for home access for skills practice, progressing through levels to achieve mastery.

To prepare students for rigorous Catholic high school curricula, the middle school adopted an accelerated math program. Students begin each year in mixed groups and are subsequently grouped by ability to allow for completion of Algebra I or Geometry by graduation. Last year, 90% of graduates placed directly into Geometry or Algebra II in high school. A middle school math teacher co-teaches fifth grade class to support transitioning to middle school. Math teachers offer daily support - students can work on homework, check for understanding, or prepare for assessments. Textbooks are available online. Teachers are able to differentiate assignments, and the goal is for students to achieve 75% mastery.

Frequent formative assessments include pre-assessments, morning work, games, quizzes, group problem solving, daily skills practice, homework, and participation in real-life applications of skills designed to demonstrate and extend student mathematical thinking. Summative assessments include standardized and unit tests, projects, and performance-based skill demonstrations.

In middle school, teachers monitor daily reports to determine whether students attempted a problem, and/or accessed online help resources (examples or videos) to inform the instruction for the next lesson. Reteaching and/or extension of concepts and skills are addressed in small groups or academic support.

The same online standardized assessment tool used for reading is administered to students in K-8 three times a year for mathematics (Algebra or Geometry for most eighth graders). Data received help teachers and students monitor progress and provide learning objectives. A math consultant funded through Title II supports teachers in data analysis to inform and design instruction. Data can also be used to identify gifted or struggling students.

1c. Science curriculum content, instruction, and assessment:

The curriculum exceeds Next Generation Science Standards and includes core concepts of life, physical, earth and space science, incorporating engineering, technology, and mathematics. Instruction kindles student curiosity by deepening their understanding of the natural world while forming stewards of God’s creation.

Instruction includes inquiry, research, modeling, discovery, and problem-solving through hands-on experiences. These strategies deepen understanding of concepts through peer interaction with opportunities for teacher/student interaction that promote scientific thinking and dialogue.

Elementary students have weekly two-hour STREAM labs in addition to science classes. Vertical groups work developing observational, research, inferencing, and predicting skills, collecting evidence, designing and testing hypotheses, recording and analyzing data, and communicating and defending conclusions in developmentally appropriate ways. For example, elementary students participate in a plant-growing lab and chicken hatchery to better understand plant and animal life. Field trips to nature centers or museums such as The National Building Museum or Air and Space Museum help make real-world connections.

The middle school science lab is well-equipped for simulations and other technology to support authentic experiences and problem-solving skills. Students read cross-curricular texts and engage in activities across classes. Last year, sixth graders researched potential environmental improvements for OLV resulting in a proposal for composting. Students presented to parents, peers, and school leaders to build consensus. As seventh graders, these students are implementing composting. Hands-on field trips such as studying Chesapeake Bay ecosystems through seining, microscopy, and oystering at the Smithsonian Environmental Research Center, exploring geologic history and impacts of weathering and erosion on Rock Creek Park, examining the evolutionary impact on species at the Smithsonian National Museum of Natural History, and exploring the physics and engineering of flight at Lockheed Martin help make connections while inspiring students.

Summative assessments in middle school include documenting and reflecting on experimental findings and using lab equipment safely and properly while following procedures accurately. In addition, students research current events quarterly on a topic of their choosing. They present their research, aligned to a rubric, allowing them to teach peers while honing speaking and listening skills. Students respond to peer presentations using reflection and discussion protocols to encourage questioning and further research. This often provides an opportunity for consideration of ethics and Catholic viewpoints.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

ADW standards involving history, geography, economics, government, civics, and social studies skills are met through experiential learning. Opportunities are available in the classroom and community for students to share their cultural backgrounds while learning about new cultures. Elementary students learn about families, neighborhoods, and communities near and far. Middle school students learn about the Ancient World, American History, and World History. The goals of social studies class are that students become engaged members of society through citizenship, understand the past and lessons learned, be aware of the present events, and use acquired knowledge to prepare for the future.

Lessons make history come alive through various activities such as visual discovery, dramatic performances, debates, and writing for understanding. For example, sixth graders celebrate Renaissance Day by researching a Renaissance figure, dressing in costume, and performing in character with peers. Units are integrated across curriculum areas such as language arts, religion, and art. Texts are supplemented by primary source documents including newspaper articles, letters, photographs, and guest speakers. Grades 4-8 participate in an annual Geography Bee. Field trips to museums and historic sites help deepen student understanding and provide authenticity. For example, fifth graders partnered with the Colonial Dames of America researching daily life, economy, and government during the American Revolution. The work is presented and displayed with many OLV students receiving awards for their research.

During discussions, students consider essential questions such as what are relevant Catholic principles or what is the role of Catholic social teaching in a given situation.

Students demonstrate learning through formative assessments such as thinking routines and protocols, quizzes, and summative assessments such as creative projects or presentations. Examples of projects and presentations include travel brochures of a country or region studied, maps, storyboards, dioramas, slide presentations, posters, or dramatic representations. Summative assessments are often shared school-wide through a gallery walk protocol which includes students responding to their peers. Students self-assess through rubrics, and responses to student surveys provide teachers feedback.

1e. For schools that serve grades 7-12:

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

OLV offers a full-day pre-kindergarten program for three- and four-year-olds. Explicit instruction is provided in religion, language arts, math, science, social studies, and art using varied resources including technology in a multi-sensory, differentiated approach. Additionally, early childhood students participate in Spanish, music, library, and physical education classes. The curriculum is aligned with ADW standards for the primary grades. Having early childhood data and experience has proven useful in providing student interventions to ensure success and readiness for accessing the curriculum in the primary grades.

Early childhood teachers utilize a multi-sensory approach in language arts using a phonics-based program with stories, songs, and action figures. As children learn about characters, they acquire foundational reading and writing skills through engaging, hands-on activities in small groups to maximize student-to-teacher ratios. Flexible grouping allows teachers to address the sequential learning needs of each student. Teachers model writing and read aloud to students daily to demonstrate fluency and decoding skills while weekly library classes support the curriculum.

In early childhood, teachers present skills throughout the day in the context of play and other activities with a focus on using correct vocabulary and mathematical terms, units of measurement, algebraic thinking, and geometric shapes. Students learn numbers and counting through routines such as counting days, graphs of student preferences, and one-to-one correspondence using hands-on math kits. Teaching assistants facilitate small-group learning.

Students explore scientific concepts and develop inquiry skills in early childhood through hands-on experiences and weekly STEM classes to investigate design and engineering. For example, students build structures daily and explore the natural world making note of seasons and cycles.

Early childhood students learn about themselves, their families, and their local communities by taking field trips to sites such as the library and firehouse. Community helpers such as police officers, dentists, nurses, and our pastor, are identified and invited to visit classrooms.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual arts are incorporated throughout the curriculum. Instruction emphasizes responding to art through history, criticism, and aesthetics. Students create art using a variety of media. They learn from local parent experts about art-related careers and attend museum exhibits. Early childhood teachers embed the arts in lessons and centers balancing guided discovery with free-form expression. Grade 1-8 students attend a weekly class to experience art elements, and content area teachers collaborate to provide integrated opportunities. Fourth graders work through probability challenges by creating foam representations. Sugar skulls, paper flowers, and pictorial representations are some elements constructed by younger students to commemorate Dia de los Muertos in Spanish. Middle school students craft balanced mobiles to represent exponents in math and collages to depict the elements of matter in science using three-dimensional materials. Sixth graders studying ancient Greece in Social Studies construct Greek columns.

All students attend weekly music classes and share their musical talents at weekly school Masses, a Christmas Program, concerts at Music and Arts Night, and a variety show. Grade 5-8 students cantor at Masses while Grades 4-8 can receive instruction for an instrument and perform at the Archdiocesan Band Festival. Middle school students perform a dramatic musical interpretation of the Stations of the Cross each Lent and Christ's birth at Christmas Eve Mass. Eighth graders perform a middle school version of a Shakespeare play each spring.

2b. Physical education/health/nutrition

All students attend two physical education classes each week. The program encourages students to improve and challenge themselves to maintain a physical, life-long, healthy lifestyle based on a continuous improvement approach. Additionally, students compare and contrast sports from around the world and devise modifications to games based on designated preferences and physical and developmental abilities. Each session involves a warm-up activity, skill instruction, and application to a game and/or sport. Motor skills are introduced progressively and developmentally through fundamental sports and athletic activities with a focus on improving skills of cooperation, teamwork, communication, and sportsmanship.

At the beginning of the year, physical education classes focus on teaching rules and routines for recess games with the goal of all students learning a variety of inclusive games and activities. Teachers attend professional development on physical education games and activities to promote environments in which all students can participate and experience the emotional, social, and physical benefits of play.

Physical education classes are augmented with seasonal experiences such as using a local park, a soccer tournament, Turkey Bowl and Field Day. OLV partners with parents to provide after-school clubs and competitive experiences in physical education and health and nutrition including cooking, karate, soccer, table tennis, floor hockey, soccer, track and field, basketball, and cross country.

2c. Foreign language(s), if offered (if not offered, leave blank)

Spanish is taught in all grades: once or twice weekly in early childhood and elementary grades, three times weekly in fourth and fifth grades, four times weekly in sixth and seventh grades, and daily in eighth grade. Primary students learn vocabulary, develop insight into language mechanics, and discover the values of other cultures. Older students practice conversation, provide and obtain information, and express feelings and emotions.

Middle school students perform miniature dramatic productions. Instruction utilizes total physical response - songs, dancing, and pantomime/puppets. In addition to learning the language, students experience Hispanic culture through cross-curricular activities during Hispanic Heritage Month and in simulations such as an in-class “restaurant” with students serving, ordering, and paying for student-made traditional Hispanic recipes in total immersion.

Latin is introduced beginning in sixth grade once weekly to support the language arts standards in vocabulary and writing conventions and includes lessons on ancient cultures and Roman history. Latin supports student success with vocabulary including preparation for standardized tests in high school and beyond. As eighth graders prepare for high school, they can choose to study either Latin or Spanish daily. Students complete Latin I or Spanish I with the expectation of placement in Latin II or Spanish II or III in high school.

2d. Technology/library/media

Technology is integrated across all grades with the goal of producing digital citizens who can thrive with constantly-evolving technology. Through funding from the Coronavirus Aid, Relief and Economic Security (CARES) Act, early childhood students received devices for school and home use to complete OLV’s one-to-one device ratio. Early childhood students receive explicit instruction on using laptops and tablet technology to support literacy and math skills. The elementary and middle school curriculum follows ADW technology standards aligned with the International Society for Technology in Education and designed to empower student voices and ensure student-driven learning.

Parents, students, and faculty sign an annual technology usage agreement that includes expectations and responsibilities for school-provided devices. Lessons cover internet safety, digital citizenship, and cyberbullying. Technology is incorporated into lessons, homework, online assessments, and standardized testing. Students, teachers, and families have access to a cloud-based learning management system funded through Title IV which integrates with various instructional applications and programs. Parents can monitor

their child's progress and assignments and access other resources and information.

Students can borrow library books for classroom and home use. The librarian supports the literacy program and teaches lessons integrated with the language arts curricula. Lesson-related resources are provided to classrooms by the librarian who also organizes activities such as the annual Book Fair, reading incentives, and author visits, and helps students and parents choose books.

2e. Any other interesting or innovative curriculum programs you would like to share

Religion is the heart of OLV and instruction is fully integrated across the curriculum throughout the school day. The goal of religion classes is to encounter a relationship with Christ. Daily classes are held for all students and the curriculum includes knowledge of the Catholic faith, liturgy and Sacraments, morality, prayer, education for living in the Christian community, and evangelization and apostolic life. OLV students typically meet or exceed proficiency targets on the annual Archdiocesan Faith Knowledge Assessment. The religion curriculum is supplemented with faith formation/enrichment opportunities including retreats, guest speakers, and social justice projects.

Catholic identity is the basis of the positive environment, mutual respect, and anti-bullying at OLV. Students begin each day at assembly in the Church where an eighth grader reads the daily Scripture reading. The principal reflects on how the Scripture's message applies to students' lives. Student birthdays are celebrated with a birthday song, out of uniform day, and a blessing, and the student offers the first prayer intention. Occasionally, a guest speaker is invited to address students on faith-related matters such as the current refugee crisis or homeless population. This expression of faith threads throughout the day in relationships, classrooms, and every aspect of the community. OLV's Catholic teaching provides a positive, cohesive school culture and climate in which students from all faiths are welcomed and included. Results of a recent Catholic identity survey among stakeholders reported a consensus that OLV excels in this area.

Traditions include weekly class-hosted Masses, Sacramental preparation, and seasonal prayers such as the Rosary and Stations of the Cross. Catholic Schools Week is an annual celebration of the school's identity. Student-led groups organize charity fundraisers and daily celebrations and perform social justice service projects.

3. Academic Supports

3a. Students performing below grade level:

Teachers work diligently differentiating instruction to meet all learners' needs. Small classes allow individualized instruction and flexible grouping helps teachers work with students performing below grade level. Lesson plans include reinforcement and strategies to address potential misunderstandings.

Early childhood students are evaluated for school readiness, and speech and language screenings are offered at the onset of each school year. If areas of growth are identified, beyond the scope of instruction and differentiation, families are given resources for further evaluation through the local public school system for students parentally placed in private schools.

Each K-8 student's standardized assessment score is integrated with an online resource which creates an individualized evidence-based learning plan to reinforce and extend skills in language arts and math. Students needing significant growth are placed into progress monitoring, an intensive twelve-week program in which teachers provide individualized instruction and monitor student progress and response to interventions.

In social studies and science classes, students have access to leveled readers to help with concepts being taught at their own levels.

A reading specialist assigned to first and second grades supports interventions as needed and also works with Grades 1-4 students needing more targeted interventions. OLV uses an intervention program approved

by the local educational agency (LEA) in the event that the student is referred to the LEA for an evaluation of a learning disability.

A math specialist supports students in need of specific interventions and carves out time during the school day to work with individuals on focused concepts and reinforcement.

In middle school, language arts and math teachers offer daily academic support for thirty minutes each morning. Eighth graders needing a slower-paced math class are placed in a Concepts of Algebra class which uses more manipulatives and varied assessments.

Through Emergency Assistance to Nonpublic Schools funding, a reading instructional coach is available to support reading learning loss related to the pandemic. OLV will have a full-funded summer program for students needing further growth toward grade-level expectations.

3b. Students performing above grade level:

Students performing above grade level are supported through differentiated instruction to achieve their potential. Each K-8 student's standardized assessment score is integrated with an online instructional resource that devises an individualized evidence-based learning plan to extend language arts and math skills. Each student receives a predicted growth score for the school year. Teachers and students can monitor growth to ensure that student needs and goals are met.

Small class sizes allow for small groups and individualized instruction to extend students' thinking and learning. Lesson plans are written including challenging enrichment and extension activities. Open-ended inquiry-based activities encourage higher levels of thinking and creativity.

In early childhood and elementary grades, student learning is extended in reading through books at or slightly above current reading levels. Classrooms have above-grade-level readers for topics in science and social studies. Middle school students, students have the opportunity to complete high school credits for classes in math and foreign language.

Older students can access software and online resources to challenge themselves with higher-level math and language arts skills. In addition, online textbook access includes games that reinforce and challenge students. Students create games to extend learning. Teachers maintain enrichment activities for students who finish work early and/or want to challenge themselves. Varied questioning techniques such as using more open-ended questions at the top of Bloom's Taxonomy allow students at higher grade levels to exhibit thinking and reasoning skills. In group activities, students are challenged to teach their peers.

The annual Geography Bee provides opportunities for students excelling in Social Studies to compete locally and nationally.

Students in Grades 3-8 identified as performing above grade level in math have the opportunity to compete with schools across the nation in the Catholic Math League.

3c. Students with disabilities:

Students with diagnosed learning differences receive support from reading and math specialists in elementary school, while middle school students are served by a special educator. The counselor supports students with behavioral plans and/or social-emotional needs. Students are identified as eligible for special education services either by the public school system and provided an Individualized Education Program ("EP) or 504 plan, or tested privately.

A Catholic Accommodation Plan (CAP) is created for each student with a diagnosed disability. The CAP includes classroom and testing accommodations based upon recommendations in the IEP, 504 Plan, or psychoeducational evaluation. Also included are strategies for implementation at home; parents/guardians are asked to sign the CAP to acknowledge their commitment to providing these strategies while maintaining

regular communication with teachers on the success of strategies or any medication changes. School accommodations are implemented by teachers in the classroom, monitored by the special educator, and reviewed annually.

Common classroom accommodations include preferential seating, extra time for assignments and assessments, frequent breaks, assistive technology, and simplified instructions. Eligible students are allowed access to read-aloud or dictation software, calculators, audiobooks, and spellcheck. All middle school texts include digital/audible versions. Students take assessments in separate settings for a quieter space, to receive read-aloud support, or to dictate responses or explanations on writing or math tests, respectively.

Students attend resource classes rather than Spanish and/or Latin classes and receive support in content areas and executive functioning. The middle school resource teacher provides support to students during a weekly study skills class focused on assessment preparation, organizational strategies, homework assistance, and long-term projects. Push-in services are provided by specialists and instructional assistants.

The local public school system provides weekly speech and language therapy to identified students. In addition, OLV maintains a partnership with a third party, independent academic specialists who provide individualized Orton-Gillingham-based reading instruction and speech and language therapy to eligible students during the school day.

3d. English Language Learners:

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

OLV fosters the belief that each child is created in the image and likeness of God, called, chosen, and loved with unique strengths and gifts to share for the greater good. Students are encouraged to be role models and leaders and taught that they can make a difference and influence others. Teachers make learning purposeful and relevant in preparation for the next grade level. Incentives are used to reward motivation and hard work. In addition to academic growth, OLV is committed to developing the whole child; commendations are given for effort, character, and demonstration of Christian values. In middle school, students are highly motivated to continue OLV's history of acceptance into competitive Catholic high schools. Overall, students know they are loved and cared for and that their teachers genuinely have their best interests at heart. Students tend to respond positively to being loved.

The RC approach provides a positive environment supporting students' academic and social-emotional growth. Student goal setting kicks off the school year with parent feedback and specific targets. With their goals in mind, students create positively written classroom rules on posters signed by all students as daily reminders. Routines and expectations are taught deliberately, modeled, and practiced assuming no prior knowledge. Morning classroom meetings include common elements of a greeting, topic sharing or a game/activity, and a written message from the teacher. Meetings are curriculum-based or social-emotional in content. Consistency is practiced among teachers in cues and redirections, regrouping strategies, and logical consequences for misbehavior. The framework of RC complements the mission of OLV in developing the whole child.

To support student motivation and engagement and social-emotional growth, the counselor offers individual and small group counseling as well as small and whole group lessons on topics such as stress or anger management, respect/anti-bullying, and personal safety education. Serving as a liaison between the school and outside counselors and service providers, the counselor works with teachers and families to ensure that students are available to learn and that all parties are cooperating and collaborating in their efforts to assist students.

OLV seeks to form leaders and role models through "Victory In Service To Others." Students participate in service projects: monthly activities for charities and projects raising awareness and responding to specific crises to reflect Catholic social teaching. For example, last year, students participated in the formulation of a Laudato Si Action Plan - caring for God's creation - for the whole parish to implement over the next few years. These formative experiences culminate for eighth graders when they choose, lead service projects, and volunteer at a local food pantry.

2. Engaging Families and Community:

Parents are deemed the primary educators of children and vital partners in schooling. New student orientation at the beginning of each year provides opportunities for families to meet teachers and School Advisory Board (SAB) and Home and School Association (HSA) members. New families are invited to events to help transition and engagement. The OLV admissions coordinator and room parents provide resources and guidance to encourage community participation. On Back to School Night, a general information session is co-hosted by the pastor and principal, and teachers individually present curricula and expectations in classrooms. Regular emails, group texts, a weekly newsletter, and social media keep all parties informed and engaged.

Parents serve as SAB members or on committees, chair fundraising events, and support service projects. They serve as volunteers as room parents, book fair helpers, or field trip chaperones. Parents lead after-school activities including Catholic Youth Organization sports (CYO) and serve as coaches. They sometimes offer lessons or activities in their areas of expertise, such as being an author, artist, or architect. Frequent parent involvement is a visible reminder of their devotion to their children and the school. OLV's HSA is chaired by a parent member of the SAB. The HSA builds community and plans monthly family

gatherings such as Breakfast with Santa, Trunk or Treat, Trivia Night, and parent/child trips.

Instructional sessions are held for parents to support student success; explaining the high school admissions process, understanding standardized test scores, and personal safety education are examples.

In recent years, parent expertise has proven invaluable in school improvements specifically in the area of facility upgrades and emergency preparedness. Parents employed as architects led a collaborative process to complete a ten-year facilities assessment repair and improvement plan which serves as the basis of the short- and long-term capital improvements budget.

Parents with emergency preparedness expertise advise leadership regarding facilities, policies, and procedures. During the pandemic, parents with medical, risk management, and facility expertise formed a COVID Task Force informing decisions and allowing OLV to be one of the first ADW schools to reopen. The willingness and efforts of this group were consistently supportive and crucial to operations during this time.

OLV maintains a collaborative relationship with parish staff in Sacramental preparation. Local schools, businesses, and the public library all engage in meaningful partnerships. OLV hosts local graduate students for practicum teaching. SAB members and school leaders attend community events and council meetings to remain involved with the Palisades neighborhood.

On a recent ADW Program Effectiveness Survey, OLV parents reported higher than the international and ADW average aggregate satisfaction scores.

3. Creating Professional Culture:

With a goal of continuous improvement and growth, teachers identify goals at the start of each year. Professional development activities support the common goals of teachers aligned to OLV's strategic improvement plan while teachers pursue individual goals. Teachers are observed regularly and have access to a learning portal with a resource library and evaluation records. At the end of each year, teachers complete a self-evaluation that forms the basis for subsequent year goals.

Teachers are highly qualified, valued, and supported by the administration and each other. Each day begins with the faculty gathering for announcements and prayer. The administration has an open-door policy and is present throughout the school for support. Designated faculty members such as the vice principal, counselor, and resource teachers, manage a variety of school-wide administrative tasks to enable teachers to focus on instruction. Teachers are recognized in several ways at small gatherings, teacher breakfasts, lunches, and birthdays.

OLV teachers and staff view themselves as lifelong learners. Professional development objectives are aligned with research-based practices and assessment analysis, with a goal of having highly qualified teachers. Most faculty have or are pursuing a Master's Degree or take graduate courses for certification. Teachers pursue opportunities to meet individual needs and participate in ADW courses offered in assessment team training, leadership academy, and other archdiocesan-wide workshops. Teachers share practices they have learned at faculty meetings.

The principal shares relevant educational articles inviting faculty feedback. Weekly meetings include professional development, some in the form of teacher presentations. OLV teachers participate in an annual book study for credits. The counselor presents workshops on topics associated with student safety, health, learning, and social-emotional development.

All OLV teachers and staff are trained in CPR and First Aid and have participated in emergency preparedness workshops such as active shooter and shelter-in-place training.

Two educational consultants, federally funded, work bi-monthly with teachers on data analysis, providing tools to improve instruction. They mentor new reading and math teachers by reviewing lesson plans,

observing lessons, and providing feedback. With experienced teachers, the focus is support in differentiated instruction, co-teaching, new strategies, and protocols for resources and material selection.

Virtually 100% of professional development is funded to help teachers meet their goals; the teacher turnover rate is lower than average. Three main sources of funding are available for professional development at OLV: federal funds, designated budget funds, and opportunities funded by ADW.

The impact of professional development at OLV is evident in student achievement, particularly in math in recent years. OLV teachers have been selected to present and facilitate professional development sessions at ADW events. In recent years, six OLV teachers have been nominated and selected for a Golden Apple Award, an ADW award recognizing outstanding faculty.

4. School Leadership:

In the spring of 2011, The Washington Post selected OLV's principal as the private school recipient of its Distinguished Educational Leadership Award. This school leader was also named ADW's Principal of the Year and in 2012 a National Principal of the Year by the National Catholic Educational Association. In the spring of 2022, the principal was recognized with a Transformational Leadership Award by the Sisters of Notre Dame. Recently, the principal received the Father Yingling Award for Parish Leadership in recognition of service displayed in navigating the pandemic for the school and wider parish community. These honors recognize the outstanding achievements of both OLV's leadership and the entire school community.

The school, as part of the parish, is under the direct authority of the pastor. The principal is appointed by the pastor, serves as administrator of the school, and reports directly to the pastor and Catholic Schools Office. The pastor is appointed by the Archbishop and serves as the CEO at the local level. As an archdiocesan elementary school, OLV is governed by the pastor and principal in accordance with ADW policies and procedures. The principal serves on parish boards and councils of volunteers who serve in a consultative capacity to the pastor. The SAB advises the pastor and principal in finance, policy, development, public relations, evaluation, facilities, and emergency preparedness in accordance with archdiocesan bylaws. The vice principal serves as the faculty representative of the SAB. Due to the school/parish partnership, the SAB has representation on parish boards and vice versa. SAB members are typically parish members and/or parents of children in the school who reflect the diversity in the community and have an area of expertise in the board's areas of responsibility.

Data related to student achievement are shared with all stakeholders. The SAB provides feedback and partners with leadership to collaborate with the faculty in goal setting each year. SAB members participate in the strategic continuous improvement model embedded in the Cognia accreditation process such as monitoring trends in enrollment and forecasting a three-year budget.

OLV's vice principal and leadership cadre create leadership density in the school building on a daily basis. Each department (i.e., Early Childhood, Elementary, Middle School, and Specialists) has a coordinator who provides the first level of support to classroom teachers toward student achievement goals. Teachers are instructional leaders in classrooms in accordance with the goals, policies, and procedures of the school compliant with the ADW.

The results of a 2019 Parish Vitality Survey indicated that stakeholders rated the school as excellent in the areas of worship, education, outreach, service, and administration.

5. Culturally Responsive Teaching and Learning:

Catholic identity provides the basis and framework at OLV for culturally-responsive teaching and learning. OLV has fully embraced the ADW "Made in God's Image" initiative. Our community fosters mutual respect among all cultures and provides students with opportunities to share their traditions while developing cultural awareness. OLV is committed to maintaining a diverse faculty reflecting the community. Displays, sacred art, and classroom materials and routines are intentionally considered to ensure

culturally-diverse representations. For example, a painting in the main office based on the artwork “Synecdoche” by Bryan Kim was created with each student mixing paint matching their own skin color to paint a square forming a whole school collage of skin tones. The painting serves as an “all are welcome here” message at the school entrance.

At the beginning of the year when classes create their rules, an age-appropriate, respect-related rule is chosen by students to serve as the basis of attitudes toward all. The daily practice of morning meetings provides opportunities for students to learn and share backgrounds and experiences.

Teachers inventory books and classroom resources to identify areas for creating more culturally-responsive learning. For example, over the summer, teachers participate in a book club reading children’s books from diverse cultures and authors to identify new language arts texts. When studying historical figures, scientists, artists, musicians, or the lives of the saints, teachers ensure that those studied reflect cultural diversity across subjects and grades. In religion, students learn about culturally-diverse saints as models. Teachers use resources published by the United States Conference of Catholic Bishops (USCCB) to address racism in age-appropriate ways. Students’ cultural traditions are embraced and celebrated in activities such as sharing crèches at Christmas or crosses during Lent. In weekly Masses, students read Scripture and prayers in their native languages.

Culturally-responsive teaching and learning is a recurring professional development theme. For example, during Lent last year, teachers studied an “Open Wide Our Hearts” letter from the USCCB, including prayers and reflections on how to best serve the cultures in our school.

OLV strives to maintain a diverse student body. Due to a recent enrollment initiative, Hispanic enrollment increased from 10% to 16%. Budget funds are designated to help make OLV affordable to families who want their children to attend. Additional funds or scholarships are available to provide students access to opportunities such as field trips or extracurricular activities. Teachers ensure that students have home access to technology, for example, by providing a device for summer use or information on free internet access for low-income families.

PART VI - STRATEGY FOR EXCELLENCE

The most instrumental strategy in OLV's success has been implementing Project Zero (PZ), a research-based approach to instruction and assessment that deepens learning. The goal is to expand student understanding of big ideas using educational processes across the curriculum through arts integration, thinking routines, and protocols. PZ supports diverse learners and cultures, individually and communally, to grow, reflect, engage, contribute, and make a difference in the world.

Arts integration is at the center of PZ, using art during instruction and in formative and summative assessments. For example, having students observe historical paintings in social studies or religion using protocols such as "Close Looking" or "See, Think, Wonder" helps to make connections and interpret art and historical information.

OLV has partnered with The Phillips Collection to enhance student learning through arts integration. Students will engage in PZ student-centered, inquiry-based activities. Students will be visited by a museum educator, travel to the museum to make connections between art and the curriculum, participate in a workshop to create works of art, and attend a follow-up museum trip to view their artwork on display.

Third grade will identify how fractions are used in various works of art and collaborate to create a geometric quilt. Fifth graders studying the American Revolution will explore how artists use different materials and techniques to create tension in their art representing conflicts of the time. Each student will create a relief sculpture symbolizing the discord between the Colonists and the British. Seventh grade will combine arts with their science and language arts curricula connecting to the theme of identity in a novel. Students will reflect on their experiences in school and the local and wider communities. Reflections will then be used to create a collaborative, symbolic work of art representing students' identities.

Thinking routines are at the core of PZ designed to deepen understanding. Protocols scaffold thinking and learning. Teachers consider the thinking they want students to engage in and use routines to make thinking "visible." For example, students considering different perspectives regarding controversial topics can use the "Circle of Viewpoints" protocol. Students reasoning with evidence can use the "Claim, Support, and Question" protocol. Routines can be used across all subject areas and grades. A key element of routines is the process – students have an idea in mind, share their thinking, then respond to others' thoughts and ideas in small or whole groups. This allows all voices to be heard. For students who need scaffolding, the protocol provides a framework for learning with and from peers. Students ready for higher-level thinking can use routines for pursuing curiosity. Most protocols are open-ended; there are no wrong answers. These thinking skills and abilities are invaluable throughout students' lives to communicate and collaborate with others and bring about change or improvement.

OLV hosts PZ professional development and each year offers a book study using one of the key texts. Many teachers attend PZ workshops or classes at local museums. OLV is a member of the local PZ offering training and collaboration to local teachers in areas such as early childhood or Spanish. Teachers visit neighboring schools to observe PZ in action and some have attended a summer institute in DC or at Harvard University's School of Education, PZ's founder and continuing research center.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What is the educational cost per student? \$12341
(School budget divided by enrollment)
4. What is the average financial aid per student? \$1165
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 75%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2021-2022)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

¹ Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

² Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

³ Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)