

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

Official School Name Villa Madonna Academy Elementary School
(As it should appear in the official records)

School Mailing Address 2500 Amsterdam Road
(If address is P.O. Box, also include street address.)

City Villa Hills State KY Zip Code+4 (9 digits total) 41017-3798

County Kenton

Telephone (859) 331-6333 Fax (859) 331-8615

Web site/URL <https://www.villamadonna.org/> E-mail sbosley@villamadonna.net

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* Mrs. Kendra McGuire E-mail kmcguire@covdio.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Covington Tel. (859) 392-1500

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Mary Paula Schuh
(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, 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	0
K	26
1	33
2	39
3	31
4	37
5	22
6	48
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	236

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 5 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 3%

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	4
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2021	240
(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):

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

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services with an IEP: 15 %
Total number of students served 36

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>2</u> Autism	<u>115</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>9</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>1</u> Intellectual Disability	<u>2</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 16

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	1
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.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
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 11:1

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	96%	98%	98%	98%	98%
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. 2017

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

Villa Madonna Academy, a private, Catholic, K-12 school educates students in a Christ-centered community rooted in the Benedictine traditions of scholarship, service, and hospitality.

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

<https://www.villamadonna.org/apps/pages/apply>

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

Villa Madonna Academy Elementary School is a private, Catholic school located in Villa Hills Kentucky. Sponsored by the Benedictine Sisters of Saint Walburg, the school is one of twenty-nine elementary schools in the Diocese of Covington. The history and philosophy of the school are rooted in the charism of the Benedictine Sisters. Villa has a long-standing reputation for challenging academics, leadership development, community service, spiritual and personal growth, parental involvement, and community support.

Our community is one that promotes spiritual development founded on love of God and the Benedictine values including hospitality, respect, community, service, listening, and stewardship. In addition to the outstanding academic education, it is the goal of Villa to help students form behavioral habits that will provide them with the foundation for a life of happiness and peace by thinking critically, leading courageously, and serving others. Villa's dedicated faculty and staff ignite a love of learning through a curriculum based upon the interdependence of all academic disciplines. Emphasis is placed on developing critical thinking skills through the curriculum. The academy partners with parents to provide a student-centered learning environment that encourages students to realize their fullest potential.

Villa prides itself on the fact that it is a diverse, Catholic school. Forty percent of the students are from varied faiths. Families come from many different cultural backgrounds and support the school and its students. Nearly 80% of families volunteer in some way each school year. Volunteer groups including a PTAO, Fine Arts Patrons, and Boosters generate financial support for the school.

There are many programs that contribute to the success of our students. These programs support students' academic, emotional, and social development. Logic Block, Global Book Study, weekly enrichment programs, artist in residence, video announcements, student buddies, student government, service learning, and robotics are some of the many programs that contribute to active student learners in our school community. Other programs such as family scavenger hunts, talent night, craft show, cultural arts events, field trips, family science nights, and parent-teacher conferences create opportunities for involvement. These types of programs build the community within our school, with our families, and connect the faculty with parents.

Villa's faculty is committed to serving students and work to demonstrate professional growth. The faculty operates as a professional learning community by collaborating around student data, instructional practices, interventions, and assessments. The faculty spends time in staff meetings, at grade level meetings, school provided professional development, and at district provided professional development to learn best practices. Teachers use classroom structures to support all students across different levels of learning and support struggling learners within their classrooms. A school counselor focuses on assisting students' social, emotional, and behavioral needs and an educational specialist manages the special education program.

The faculty works to ensure that all student learners reach their fullest potential. Student engagement is an area that the faculty has focused on for the past few years. Through professional development opportunities including Kagan Cooperative Learning, the faculty worked to create student driven learning environments. In addition, the faculty collaborates to teach and share ideas that may work in other classrooms. Recent shared training included technology lessons on using various aspects of Google Suite for student engagement.

Villa Madonna Academy Elementary School is accredited through Cognia. Through the accreditation process, the faculty continuously sets goals, strategies, and assessments to monitor student growth. The staff has many members who serve in leadership positions and provide a shared leadership approach. Teachers serve as curriculum leaders, committee chairs, and activity coordinators. The staff culture is very positive and conducive for collaboration and professional learning.

Villa Madonna Academy Elementary School has experienced many academic successes and achievements.

Villa has performed well on standardized tests including the ACT Aspire. Villa was recognized as a Blue Ribbon School in 2007 and 2017. These recognitions have helped further develop a culture of academic excellence among students, parents, and faculty. For the faculty, it has helped maintain and further increase a school culture committed to helping all students grow through our academic programs. This has led to numerous improvements in the curriculum over the past few years. The most important is recognizing that student engagement is key in the learning process. Another powerful instructional development has been the use of our professional learning community where faculty members work together to analyze data, review/align curriculum, and assist one another in needs such as growth in their understanding of how to use technology across the curriculum.

The success of Villa Madonna Academy Elementary School is credited to numerous programs that support student academic growth, social development, and emotional development. The strong connections between teachers and students, school and home, and school and community, along with our strong Benedictine foundation and academic programs, create an intimate family-like atmosphere at Villa Madonna Academy.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Students enrolled At Villa Madonna Academy Elementary School study a well-rounded standards-based curriculum that is age and stage appropriate and is based on the Diocesan Curriculum Framework which is aligned with national and state standards. The curriculum includes reading, writing, grammar, math, science, social studies, religion, Spanish or French, technology (STEM), art, physical education, health and music/theater.

The faculty believes that every child can become a successful learner. Learning styles are supported using differentiated instruction. This instruction incorporates a variety of techniques including kinesthetic, auditory, and visual learning. Instruction is planned to address multiple intelligences with the intent to teach to the strengths of each student. Methods of instruction include, but are not limited to learning centers, fluid ability grouping, literature circles, writing workshop, student-directed activities, direct instruction, and methods of questioning that encourage and foster critical thinking. This approach is manifested by teacher-designed learning centers through all grade levels. Daily lesson plans include hands-on activities that enrich the understanding of concepts.

In keeping with the philosophy of differentiated instruction and the belief that strong readers are grounded in phonemic awareness, phonics, vocabulary, fluency, and comprehension, Villa's faculty focuses on phonics instruction, literature-based instruction and whole language instruction. These methods of instruction provide a balanced approach to teaching reading. Students learn to read and develop reading skills through teacher and student selected trade books and picture books combined with activities that teach and reinforce fundamental reading skills. Reading achievement is measured by level of comprehension, fluency, the ability to decode unfamiliar text, use of vocabulary found in the text, and application of reading strategies to a variety of texts. Assessment results are used to generate further instruction and guide in the selection of text for the individual student.

Our language arts program creates a solid foundation for students in reading and writing, grammar, and vocabulary. The reading component includes independent reading, conferences, literature discussion groups, author studies, and mini lessons which include connecting reading to vocabulary. Students correspond with teachers through journals and conferences to assure that they are reading age and ability level appropriate material. Throughout the elementary years, the writing module complements each component of the reading curriculum.

Villa Madonna Academy has made great effort to consistently use reliable sources of data to analyze the impact of teaching and learning on student achievement and academic outcomes in the language arts curriculum. Data from reading benchmarks, comprehension checks, ACT Aspire, and Dibels are used to determine student's targeted small group instruction. During small group instruction, teachers utilize learning centers to provide targeted instruction and measure student growth. The data is also used to establish individual growth goals for students. Teachers use a variety of reliable sources and assessments to measure the impact consistently and intentionally on student learning and well-being throughout the school year. This data is shared across grade levels to help determine students' needs in their specific grade levels as well as Villa Madonna Academy as a whole.

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

The mathematics program focuses on problem-solving through formulas and cross-curriculum activities, exploration, and mathematical communication. Strategies for problem-solving are introduced in kindergarten and are further developed in grades one through six. An integral part of the learning process is the review of concepts and procedures to develop proficiency with more advanced concepts. Students learn to use or look for patterns, make tables and graphs, use logical reasoning skills, and brainstorm to solve

problems.

The math curriculum prepares all students to effectively apply acquired math knowledge and skills in our ever-changing society. It affords the students the skills and operational development beginning with simple number recognition through advanced courses. Students at every level are challenged through instruction that builds computational skills, deepens conceptual understanding, develops mathematical reasoning, develops problem-solving abilities, and allows students to demonstrate understanding through a variety of assessment forms. Students engage in a variety of authentic activities that foster critical thinking, integrate math with science and literature, and provide authentic assessment and application of math concepts and skills. This spiral curriculum uses manipulatives, grouping games, projects and real-life vocabulary.

Beginning in the primary classrooms, students are pretested at the beginning of each math unit and are then placed in groups with students who have similar learning needs. Teachers work with students to take them from where they are to the necessary level of achievement for each unit of instruction. For example, in third grade, some students are working on multiplication concepts on grade level while those who are ready to advance may be working on fourth grade skills. Those who test below grade level are provided with additional assistance. Quarterly benchmark assessments, daily performance, unit tests and ACT Aspire results are used to assess students' progress.

Curriculum maps are developed and reviewed through our professional learning community, which includes weekly scheduled time for the faculty to meet where they discuss student progress, and share resources. Materials are reviewed by the professional learning teams on a rotating basis. For example, in 2021-2022, the mathematics and reading curriculum and materials including essential skills were reviewed and in 2022-2023, the science and writing materials are being reviewed. Our professional learning groups use data from pretests, assessments, and standardized tests to drive instruction, measure student growth, and use this data to make changes as necessary.

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

The science curriculum challenges students to think critically about life, physical, and earth science. Students are engaged in authentic, hands-on tasks that integrate math and language arts through common themes. Students use inquiry to develop their understanding of life, physical, chemical, and earth concepts. The students learn about physical science, including simple machines, gears and pulleys, states of matter, physical and chemical changes, and Newton's laws of motion. They study life science concepts including the environment, organisms, adaptations, growth and development. Students learn about the Earth, its climate, the oceans, geology, meteorology, the solar system, and how we can protect the environment.

Science processing skills are learned through written work as well as discussions. Students also learn observation techniques, prediction, data collection, experimentation, inference and application of data, interpretation, analysis, and how to form a hypothesis which lead to real-world application. Science labs encourage students to work together and learn from each other. A culminating activity with the science curriculum is a sixth grade science fair or STEM project that allows students to demonstrate understanding of the scientific method. Formative and summative assessments allow faculty to monitor student progress.

The faculty has worked to align the science curriculum map across the grade levels and we have seen the impact it has had on student learning. For example, it was noted that physical science concepts needed to be further developed and so the intermediate faculty used their professional learning community time to find holes and overlap in the curriculum and ensure that physical science concepts such as Newton's Laws of Motion were being studied in the intermediate grades.

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

The social studies curriculum gives students the opportunity to learn about themselves, their communities, local, national and world history, and geography through a variety of learning experiences that encourage students to think critically. Teachers create lessons that allow students to learn concepts such as the importance of rules and laws or the branches of government through real life experiences. Throughout the

elementary years, students learn about geography, important people and events, United States History, ancient worlds, Kentucky History, etc. Literature, art, music, and writing have all been incorporated into the teaching of social studies. Each grade level also devotes time to map skills. Strategies are used to incorporate photographs, artwork, and maps for the teaching of important historical and social concepts.

Students participate in community events such as the annual Veteran's Day program and 9-11 Memorial program. Field trips to museums, historic sites and to our state capital provide additional experiences and opportunities for learning. The faculty, students, and families at Villa strive to leave the world a better place and so have implemented a service learning program across kindergarten through sixth grade. Villa has been recognized as a "school of contribution" for the work that is being done in our community through these projects.

Villa maintains high levels of achievement through effective teaching strategies, the use of formative and summative assessment, data analysis, and collaboration. High levels of student engagement and community commitment to academic excellence continue to allow students to raise the bar.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students in K-6 attend one art and one music/theater class each week taught by a dedicated professional in the content area. In art, students are introduced to the elements of art, principles of design, and different media. They explore these by learning about artists' work and by producing meaningful works of their own at an age appropriate level. Students often produce art in conjunction with another subject/content area they are studying. In music/theater class students are exposed to a different variety of instruments and drama activities in which all students get a hands-on experience with creative and performing arts. Sheet music is utilized as they begin to learn and understand how to read and comprehend music. Students are led through movement activities that engage their motor skills and push them to collaborate in new and creative ways. Higher level thinking is ignited through project-based learning as students report on topics such as genre, music composition/history, play writing, and more. Student artwork is displayed throughout the school building and students assist with our school church choir. Gallery Night events highlight the artistic, musical, and theatrical abilities of our students.

2b. Physical education/health/nutrition

The physical education program is designed to introduce and develop athletic skills, cooperation, sportsmanship, and an appreciation for physical activity. The curriculum is presented in a challenging and sequential manner throughout grades kindergarten through sixth grades. Drills are age-appropriate and progressive in nature with training modalities utilized to increase intensity with each grade level. Activities include softball, badminton, team handball, soccer, cooperative games, floor hockey, golf, Frisbee, basketball, track and field, volleyball, and recreational games. Emphasis is placed on working and playing with intensity, concentration, and self-discipline. Cooperative challenges, free-play situations, independent thinking, and sport games are all key elements in the development of these important values. Through the health program, students learn the importance of healthy habits and gain an understanding of health promotion and disease prevention.

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

The World Language program begins in kindergarten and continues through sixth grade. The curriculum provides students with an early introduction to languages using best practices. The teachers use various methods including the Natural Approach, which focuses on all aspects of language learning: speaking, listening, reading, and writing in a meaningful context. The seamless design of the program promotes high levels of fluency through a spiral curriculum and the opportunity to study thirteen consecutive years of either French or Spanish.

In the primary grades, an emphasis is placed on oral language development. Instruction includes engaging students in activities including conversation, music, Total Physical Response, games, and hands-on projects. Basic skills and knowledge are taught and reinforced by the target language activities that address core content for assessment. In the intermediate grades the communicative experience is strengthened through content-related topics, thematic instruction, and service-learning. Strategies used include storytelling, cooperative work, and community-based projects work. Students are assessed on performance-based tasks including oral, written, listening, and comprehension activities in the classroom. Students also self-assess their language progression through “I can” statements that are introduced at the beginning of each unit.

2d. Technology/library/media

The technology curriculum for grades K-6 is fully integrated with the core curriculum and prepares students to use a variety of technology tools and applications. Through the use of our technology lab, classroom Chromebooks, Smartboards, and wireless laptops, all students gain access to technology resources. Students are scheduled for weekly classes in our Fab lab where they are participating in activities aligned to classroom lessons. These activities include coding, circuitry, robotics, and engineering. Students learn to use Ozobots, Spheros, Dot and Dash, Ozmos, Little Bits, Lego robotics kits, 3D printer, and more in the lab. All K-6 students have a school Google account and utilize Classroom, Docs, Slides, etc. for cooperative projects. The faculty also created a framework for grades K-6 to ensure that students are exposed to various skills across grade levels. The technology curriculum also includes important lessons on acceptable use, computer ethics, and the impact of technology on society. Our technology program prepares students to address the technical challenges of an ever-changing world, while helping to inform parents about every aspect of their child’s education. As technology continues to evolve, we will evolve with it, providing our students with critical skills that contribute to a leading-edge education.

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

The religion curriculum includes the study of the Catholic Church and all its traditions and rituals, as well as the study of the Benedictine values, history, and traditions. Students attend weekly liturgies which are planned by grade levels on a rotating basis. Other ways in which we live our faith include praying the Rosary, May Crowning, Reconciliation Retreat, First Eucharist Retreat, and Catholic Schools Week activities. Our school wide service-learning program allows students, with the help of their teachers, to plan activities for an agency and interact with those that need our help and support. A Benedictine sister visits each classroom monthly teaching Benedictine traditions, values, and history. Although the sisters are no longer teaching at the academy, their presence is still felt on the school campus. Reverence and peace, scholarship, service, and community are not just words posted on the walls of our building – they are values modeled and lived out daily.

3. Academic Supports

3a. Students performing below grade level:

Academic progress and achievement can be attributed to the consistent use of a variety of assessments, data analysis, and decision making to drive instruction. The faculty examines data to identify strengths and areas of concern and adjusts instruction accordingly. The ACT Aspire is administered to assess student achievement in grades three through six. Scores are generally consistent from year to year with averages of all students scoring at or above ACT Benchmarks. Individual students who do not meet academic expectations are able to take advantage of the services of an educational specialist. The specialist also works with teachers providing instructional techniques. Close examination of each year’s results has been geared to

improving achievements and promoting growth over time. For example, when math was identified as an area of growth, steps were taken to improve the curriculum. Teams were formed to examine the curriculum and address gaps in instruction (i.e. geometry and measurement units).

Classroom teachers regularly differentiate instruction to meet the needs of the student learners. Pre-assessments and formative assessments such as exit slips and quizzes help the faculty gauge understanding. They use this information to adjust teaching techniques and strategies for students as needed. Small groups, hands-on learning, collaborative groups, and other techniques may be utilized to ensure all students are grasping concepts. Formative assessments allow teachers to assist students with gaps in achievement quickly with targeted instruction in the classroom to address needs. As a school, student learning is our primary objective. If students do not grasp a concept or skill, this is used as an opportunity to go back and re-teach to ensure that students have a strong understanding of the concept before moving forward.

3b. Students performing above grade level:

Students who perform above grade level are challenged within the classroom setting. Teachers differentiate instruction so that these students continue to show growth. The faculty focuses on higher-level skills such as problem solving, critical thinking, questioning, and more. For example, in mathematics, a student who does well on a unit pre-test will be given work to do on the same topic but at the next grade level or may be asked to do a project on area vs. just solving problems involving computation. Students who excel in reading are given chapter books at their ability level to read and answer comprehension questions at a higher level. Students in grade six are grouped to ensure that they can be met at their learning level through differentiation. In sixth grade, advanced math and language students have an opportunity to test into seventh or eighth grade courses. This allows the students to accelerate and earn high school credit while in junior high school.

3c. Students with disabilities:

Primary teachers use Response to Intervention to regularly provide small group intervention on reading and mathematics skills. Students are identified using phonics and reading scores through curriculum-based assessments. Tier one interventions are implemented by teachers using tiering and differentiation in the classroom setting. Tier two interventions are provided by classroom teachers working with small groups. Tier three interventions are provided by a specialist on staff.

An Academic Support Specialist on staff works with students in kindergarten through sixth grade on an individual basis during scheduled intervention times or class periods. Some students need additional support to ensure they get what they need, and so accommodations are made through our support service program. Students with diagnosed learning disabilities or cognitive differences are given an Alternative Learning Plan to provide classroom and testing accommodations. Accommodations include, but are not limited to reduced written work, use of assistive technology, extended time for assignments/reduced requirements, chunking/scaffolding, extended time for testing, limited answer choices on tests, and testing with a resource teacher or aide.

3d. English Language Learners:

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The Benedictine values of reverence, stewardship, hospitality, scholarship, and service support a culture at Villa Madonna Academy devoted to students' academic, social, and emotional growth. Students have many opportunities for engagement through academic and extra-curricular programs. Our fourth-sixth grade student council provides social events such as Trunk or Treat, movie nights, and dances as well as sponsors service opportunities for students and their families. Student buddies across all grade levels also help foster a collaborative, welcoming environment. Buddies gather at least once a month to work on a project or activity such as reading to one another or completing a logic puzzle. The annual forgiveness retreat and First Communion retreat are active and reflective for students. Our global book study program allows students to appreciate cultures with a focus on three countries each school year.

Students at Villa are given a focus for service learning at each grade level that allows them to work with our community through various organizations. The goals of the program include instilling a lifelong commitment to service by demonstrating a difference that we can make in the lives of others. Beginning in kindergarten, our students are learning the impact of helping others in the community.

All students are encouraged to participate in volleyball, basketball, cross country, golf, tennis, or archery. Intermediate students are asked to join Y-Club where they can present at the Kentucky Youth Assembly or Kentucky United Nations. Students are challenged to try out Lego Robotics club or Destination Imagination where they practice twenty-first century skills such as collaboration, communication, and creativity. Students are encouraged to join our drama production where they can act, sing, dance or help with costumes or sets. Student accomplishments, those at school and those outside of school are shared on daily announcements and the school's social media pages.

We are fortunate to have a school counselor, who works with students to promote positive development in academic, career, and personal/social domains. The counselor leads weekly classroom instruction, holds small group sessions as needed, provides individual counseling, and leads career day activities. During the pandemic we realized that adding a therapy dog on campus would benefit the students. Our trained therapy dog greets students each day. She helps students and staff remain calm and relaxed, helps students who have been worried, is a friend without judging, helps raise self-esteem and confidence, and has provided many smiles for students and faculty.

2. Engaging Families and Community:

Villa is a strong community of students, parents, and teachers. To keep all stakeholders informed of important events, upcoming opportunities, and achievements, the principal sends weekly emails, newsletter, and semi-annual school magazine. Social media sites provide information and student and faculty features. The school website provides a wealth of information including calendars, and teacher web pages. Teacher webpages are updated weekly and communicate curricular information. Each faculty member has a school email that provides a way for direct communication between home and school. Parents are invited by teachers to view their child's Google Classroom so that they can see assignments and monitor progress. Parent nights provide opportunities for families to become more involved in the school and have focused on a variety of topics including math, art, STEM, game, and writing nights.

Parents volunteer to assist at school and are incredible assets to the community. Villa parents serve on board and stakeholder committees and are instrumental in the strategic planning process. Their input is invaluable in providing additional ways for all to work together for student success, including new suggestions and ideas. Parents also assist through the PTAO, Fine Arts Patrons, Athletic Boosters, and Parent Advisory Committee. Parents volunteer as room parents who assist in organizing activities for the students that cross the curriculum. For example, the first grade parents assist as mystery readers each week and the second grade parents assist with Friday STEM activities. Parents assist daily in the cafeteria, library, and art room to help with necessary tasks. Students can experience a wide variety of extra-curricular programs including

Chess Club, Destination Imagination, Girls Scouts, Boy Scouts, Drama Club, Cross Country, Servers Training Program, Lego Robotics, Rosary Club, Student Council, Academic Team, Kentucky Youth Assembly, Basketball, Golf, Volleyball, and archery. Each of these programs are either run or assisted by parents and are extremely popular with our students.

Our parent advisory committee is a group of parents who represent each grade level of the school. The committee advises but does not set policy for the school and learns more about programs and curriculum to explain and share information in a factual and positive manner to the school community.

3. Creating Professional Culture:

Teachers at Villa Madonna Academy are valued and supported. They have opportunities to grow professionally as they are the number one factor on why our students are successful. Because professional development is important for the faculty, each member establishes goals each school year. They participate in regular professional development that supports the strategic plan as well as the mission of the school. Professional development is a key component in enabling teachers to bring new and innovative ideas to the students in a vibrant learning environment. Faculty members are encouraged to participate in online classes, conferences, observe their peers, visit other schools, and attend conferences. Each year over six days are used as growth opportunities for the faculty and recent training has included Google Suite, Kagan Student Engagement, Alice training, CPR, Stop the Bleed, Internet Safety, and effects of bullying. Teachers are encouraged to attend workshops that help them professionally in their content area as well and have included training through Kentucky World Language Association, National Science Teachers Association, Kentucky Council of Teachers of English, National Council of Teachers of Mathematics, and Kentucky Society for Technology in Education. All faculty members are observed formally twice a year and informally through walk throughs. In addition, teachers are required twice a year to observe either a teacher in the building or in another school. Funds for professional development are built into the school budget and utilized through title money through the county.

The availability of professional development and the professional dedication of the educators have resulted in higher student engagement. The students are being challenged to think critically in more authentic ways. Students are writing more, reading more effectively, learning math through new methods, making choices about their learning, and assessing their progress. Teachers are executing more student-centered and student-directed activities.

4. School Leadership:

Villa's leadership philosophy is rooted in hospitality and respect, inclusion and involvement, and recognition of the importance of each individual. The leadership structure includes the board of directors, administrative team, elementary team leaders, and support teams. School leadership is widely distributed, and many people have different leadership roles at Villa Madonna Academy. In addition to the central leadership provided by the principal, the core elementary instructional team spearheads academic and curricular initiatives. For example, the addition of Google Suite use in the K-6 classrooms was led by two faculty members. Thank goodness as these skills were greatly needed during the pandemic when learning was done remotely for several months over two school years!

Professionals are trusted and empowered to create an environment for teaching and learning that is focused on student success. Team leaders from the primary, intermediate, and special areas work with the administrative staff to implement programs and recommend uses of available resources. Teams meet each week with their departments. With the deliberate schedule of grade level team meetings within the school day two times a week, vertical team meetings once a week, full faculty focused discussions each month and two or more faculty in-services each year, the faculty and staff maintain a focus on student achievement. Teachers take ownership at Villa and assume a variety of roles by leading academic team, clubs, sports, and our school aftercare program – all on their own time.

The principal's style is one that supports the work of the faculty and removes obstacles facing educators whenever possible. For example, when teachers realized the need for updated technology to improve 21st

century learning, the principal found resources for additional Chrome books for students. Training for faculty and staff was also provided on use as well as student learning projects.

Our faculty and staff have a high level of respect for one another and an appreciation for working in a school that truly cares about teaching and learning. Each year, surveys show this as a strong point from the faculty. There is a strong sense of community among the faculty and staff of supporting one another so that all students and teachers at Villa can be successful.

5. Culturally Responsive Teaching and Learning:

At Villa Madonna Academy, a culture that respects and serves all is promoted through the Benedictine values. We truly have created a culture that is inclusive and understanding regardless of background, race, socioeconomic status, etc. Students are equal members of our community. Faculty work to ensure that all students are cared for and celebrated. Children of different faiths are encouraged to share information and traditions. With over forty percent of our student body being non-Catholic, it is a wonderful blend of faiths housed under the core values that are the foundation of our school. Our social studies curriculum as well as our global study allow for learning and sharing of cultures. About twenty-five percent of our families come from diverse backgrounds. They are drawn to our community because of the universal values we teach and the strong academic program. Families enjoy sharing information about their ethnicities. Recently they have shared information with our school and in classrooms on China, Japan, Mexico, Trinidad, Italy, Germany, Israel, Nigeria, and Brazil to name a few.

Our school is fortunate to have a full-time certified counselor on staff who works with whole groups, small groups, and individuals as needed. The main role of the counselor is to ensure that students' mental and emotional needs are met. The counselor also works with students on friendship skills and anti-bullying seminars as well as conducting weekly classes that focus on empathy, kindness, and other developmentally appropriate topics for each age group. Diversity is welcomed and celebrated at Villa and the value of each individual is what makes our community so special.

PART VI - STRATEGY FOR EXCELLENCE

The success of Villa Madonna Academy Elementary School is attributed to the strong commitment to the Benedictine philosophy that permeates throughout the school. The Benedictine values of reverence and peace, scholarship, service, and community are modeled by the faculty and staff to help students integrate the values into their own daily lives. Villa partners with parents to provide a strong student-centered learning environment. Our community finds its roots in the Benedictine tradition where the focus is on preparing students to think critically, lead courageously, and serve others. The Villa community is one in which faculty, staff, and students work for the common good within the school and within the global community.

As one enters our campus you can see the care given to the campus through the care or stewardship given for our resources. The welcoming atmosphere is one where all guests are received with hospitality. The value of scholarship can be seen in the strong academic programs offered to our students and their success. As shared in our vision, students are encouraged to be lifelong learners and critical thinkers who embrace problem solving through collaboration and creativity. Students are engaged in service as reflected in the service hours they complete each school year.

Students write daily reflections that are read during morning announcements based on the values. School prayer services and Masses share information on living the values. People often comment that Villa is like a family because of the commitment between parents, students, and the faculty/staff. Each day, students experience a stimulating, nurturing environment where their needs are met. Passionate teachers plan lessons that cultivate students' interests and help them grow through differentiated activities. Teachers model the Benedictine values and talk about living the values through morning meeting activities. Supportive parents ensure that their children are prepared for school and ready to learn each day. Because of the strong commitment to the school's mission, and the Benedictine traditions of scholarship, service, and hospitality, Villa Madonna Academy provides a student-centered learning environment that encourages students to realize their fullest potential.

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? \$9350
(School budget divided by enrollment)
4. What is the average financial aid per student? \$3938
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 17%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 14%

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)