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 Mr. Charles Hoots	
	Mr., etc.) (As it should appear in the official records)
Official School Name Saint Luke's Episcopal School	
(As it should appear	in the official records)
School Mailing Address 8833 Goodwood Boulevard	
(If address is P.O. Bo	ox, also include street address.)
City Baton Rouge State LA	Zip Code+4 (9 digits total) <u>70806-7995</u>
County East Baton Rouge	_
Telephone (225) 927-8601	Fax (225) 928-2542
Web site/URL https://slesbr.org	E-mail bguelfo@stlukesbrschool.org
I have reviewed the information in this application, i Eligibility Certification), and certify, to the best of my	including the eligibility requirements on page 2 (Part I-y knowledge, that it is accurate.
	Date
(Principal's Signature)	
Name of Superintendent* <u>Father Bryan Owen</u>	E-
mail_frbryanowen@stlukesbr.org (Specify: Ms_Miss	Mrs., Dr., Mr., Other)
(Specify: 1915., 191155,	Wils., Dr., Wil., Other)
District Name Episcopal Diocese of Louisiana	Tel. <u>(504)</u> 895-6634
I have reviewed the information in this application, i Eligibility Certification), and certify, to the best of my	including the eligibility requirements on page 2 (Part I-y knowledge, that it is accurate.
	Date
(Superintendent's Signature)	
Name of School Board	
President/Chairperson Mr. Kevin Baucom	W. B. W. Od.)
(Specify: Ms., Miss,	Mrs., Dr., Mr., Other)
I have reviewed the information in this application, i Eligibility Certification), and certify, to the best of my	including the eligibility requirements on page 2 (Part I-y knowledge, that it is accurate.
	Date
(School Board President's/Chairperson's Signature)	
The original signed cover sheet only should be conver	rted 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.

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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.

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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):	 <u>0</u> Elementary schools (includes K-8) <u>0</u> Middle/Junior high schools <u>0</u> High schools <u>0</u> K-12 schools
		$\underline{0}$ 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")

[X	[] Urban	(city or	town)
[]	Suburba	n	
[] 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	33
K	20
1	16
2	27
3	17
4	15
5	22
6	22
7	27
8	26
9	0
10	0
11	0
12 or higher	0
Total	225
Students	223

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

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Racial/ethnic composition of the school (if unknown, estimate): 6.8 % Asian

1.4 % American Indian or Alaska Native

7.3 % Black or African American

0.4 % Hispanic or Latino

0 % Native Hawaiian or Other Pacific Islander

80 % White

4.1 % 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	2
1, 2021 until the end of the 2021-2022 school year	
(2) Number of students who transferred <i>from</i> the school after	0
October 1, 2021 until the end of the 2021-2022 school year	
(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	218
(5) Total transferred students in row (3) divided by total students in	<.01
row (4)	
(6) Amount in row (5) multiplied by 100	<1

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

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

0 %

Total number students who qualify:

0

NBRS 2023 23LA101PV Page 5 of 22 8. Students receiving special education services with an IEP: 25 %

Total number of students served 56

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.

6 Autism21 Multiple Disabilities0 Deafness1 Orthopedic Impairment0 Deaf-Blindness26 Other Health Impaired2 Developmental Delay9 Specific Learning Disability0 Emotional Disturbance26 Speech or Language Impairment0 Hearing Impairment0 Traumatic Brain Injury2 Intellectual Disability0 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: 2
- 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	11
Classroom teachers, including those teaching	18
high school specialty subjects, e.g., third grade	
teacher, history teacher, algebra teacher.	
Resource teachers/specialists/coaches	6
e.g., reading specialist, science coach, special	
education teacher, technology specialist, art	
teacher etc.	
Paraprofessionals under the supervision of a	2
professional supporting single, group, or	
classroom students.	
Student support personnel	1
e.g., school counselors, behavior	
interventionists, mental/physical health service	
providers, psychologists, family engagement	
liaisons, career/college attainment coaches, etc.	

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 13:1

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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%	97%	97%	97%
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.

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

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

Challenging and nurturing the Mind, Body, and Spirit, our community inspires students to lead lives of purpose, faith, and integrity.

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

https://slesbr.org/admissions/

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

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PART III – SCHOOL OVERVIEW

St. Luke's Episcopal School (St. Luke's) was founded in 1957 as an outreach program of St. Luke's Episcopal Church. Over the years, St. Luke's has expanded to offer grades PreK-3 through eighth. The school's objectives are to provide a nurturing academic environment and to promote each child's intellectual, emotional, physical, and social development, built on the foundation of a strong spiritual commitment. These core values are evident today as St. Luke's celebrates 65 years of excellence.

Upon entering the campus of St. Luke's, one can immediately feel the school's nurturing environment. As students exit their vehicles, they are greeted with a warm smile and called by name. Students will enjoy conversations with friendly classmates and teachers as they make their way to class. Students begin each day knowing that they are wanted at school. Teachers take time to get to know each child individually and build foundational relationships with families. Teachers regularly communicate with families through phone calls, emails, newsletters, and digital portfolios. Likewise, parents know they are always welcome on campus and viewed as an integral part of the learning process.

Academically, teachers design lessons that are inclusive of all learning styles that promote curiosity, collaboration, and hands-on learning. The teachers of St. Luke's believe in meeting children on their individualized level and helping each child grow to their greatest potential. St. Luke's faculty and staff strive to live the school's mission by focusing on the school's Portrait of a Graduate traits that serve as a foundation for all student learning. The attributes of a St. Luke's Portrait of a Graduate are critical thinker, inquisitive and creative learner, effective communicator, servant leader, respectful community member, and team player. These pillars are at the heart of what is done daily to educate the whole child.

The curriculum is a primary focus of the St. Luke's program. Teachers regularly review the curriculum to ensure state and national standards are met or exceeded. The Director of Instruction works with the faculty to ensure that all curriculum areas are horizontally and vertically aligned. An Enhancement Program was recently added to address the needs of high-achieving learners.

St. Luke's boasts a robust Enrichment Program, providing all grade levels with the opportunity to enrich their learning through auxiliary classes. Library classes strive to instill in students a lifelong love of reading and to provide the knowledge, tools, and technology to research interests and educational needs. The library provides a wide range of reading and learning resources at varying difficulty levels with a diversity of appeal and the presentation of different points of view to meet the needs of its students and teachers. The Visual and Performing Arts Program enhances the whole child's development through analytical, investigative, and innovative discovery. Students can access musical instruments, potter's wheels, vocal instruction, and many more tools to enhance their education. The Foreign Language Program builds a lifelong love for foreign languages while teaching cultural awareness and language skills. The Physical Education Program's mission is to encourage a healthy, active lifestyle while also promoting good sportsmanship and team building, both of which are important life skills. The auxiliary classes collaborate with core teachers to create a strong cross-curriculum learning environment. St. Luke's believes boasting a strong Enrichment Program helps enhance the life of each student and promotes the development of the whole child.

A key component of the St. Luke's curriculum is social-emotional learning. St. Luke's teachers adopt a Responsive Classroom philosophy to social-emotional learning. There is a heavy focus on building classroom community. Students have access to a school counselor for guidance and support. Middle school students receive regular advisory classes with the school counselor to address topics most prevalent to today's middle school students.

In addition, spirituality is an ever-present component of the school day of a St. Luke's student. Students participate in weekly chapel services and religion classes. The students of St. Luke's strive to make an impact on their community through service projects and buddy programs. Students collect non-perishable food items at chapel each week for the Southeast Ministries Association Food Pantry, create blessing bags for the homeless, host toy drives for Hope Ministries, participate in campus clean-up projects, and collect

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items for Friends of the Animals Baton Rouge. These foster a sense of community, spiritual growth, and service learning within the community.

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PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

St. Luke's developmentally- appropriate approach to English language arts (ELA) meets each child's individual skill level. The early elementary grades emphasize phonics. Students develop phonemic awareness, letter recognition, and letter sound recognition. The early elementary program incorporates opportunities to play with rhythm and rhyme through songs and games. Small group reading instruction is used to teach reading strategies in kindergarten through third grade. Small groups allow teachers to introduce sight words and practice word-building, phonics skills, fluency, comprehension, and community-building. In early elementary, students participate in hands-on language arts learning centers. As students grow as readers, they move into early readers and chapter books.

St. Luke's upper elementary and middle school ELA curriculum employs a comprehensive academic plan that is progressive and ever-evolving to meet or exceed the state standards, and work to develop lifelong learners. The upper elementary and middle school ELA course objectives offer an interest-led and learner-centered approach. Students participate in whole-class novel studies. The novel studies units culminate with a comprehensive assessment of the novel or project. Novel-based learning exposes students to new cultures and ideas while expanding "ordinary" vocabulary by introducing unconventional words relevant to the story selection. It also increases understanding of all parts of the narrative plot structure, focusing on conflict and resolution. Students learn how to identify characters' personality traits and the motives for their actions. Additionally, the novel study units further the opportunity for class discussion, build student engagement, and teach students how to identify characteristics of different genres of fiction.

Teachers infuse writing throughout the school day. Students keep daily journals, participate in writing workshops, writing across the curriculum, and practice handwriting using the Handwriting Without Tears curriculum. In grades third through eighth grade, students work to link proper grammar with effective written expression. Course objectives include having students complete by hand or electronically so they gain an understanding of the various ways to produce writing and learn how to apply the basic conventions of grammar and sentence development.

Course goals and objectives measure students' ability to read fluently and write coherently through rough drafts and collaborative peer and teacher evaluations. Students engage in many cross-curricular learning strategies to keep learning continuous and effective. An example of this is when second-grade students explore writing through the perspective of pilgrims as they study life on the Mayflower. Students participate in drafting, peer reviews, teacher reviews, and finally publish the letters to share with the school. Middle school students weave literature and writing concepts into presentation projects. Eighth-grade students create short story fair projects. Students read and analyze a short story of choice for symbolism, mood, and theme; craft a plot diagram; create a poem, art piece, dance, or symbol to represent the theme of the story; and identify a universal theme in fiction that matches the theme of their short story in a complete slide presentation. Teachers use standardized test data, writing samples, and formal and informal assessments to monitor student progress.

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

St. Luke's vigorous math program promotes meaningful learning through various approaches and meets or exceeds all state and national standards. Conceptual understanding is built up by offering an environment where children feel confident to engage with one another and teachers. By using concrete instructional materials, students can make meaningful connections. Students build a foundation through discovery and inquiry in the primary grades and set a solid foundation through the use of hands-on materials. As students progress, concepts are reinforced and expanded to achieve procedural fluency and conceptual understanding.

To help facilitate a meaningful mathematics curriculum, teachers present topics in a sequence and manner

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appropriate for the developmental level of the students. St. Luke's teachers understand that for students to use mathematics effectively, they must understand the concepts being taught and attain proficiency in the covered skills. A lesson often involves inquiry-based learning. Teachers use tools such as tens frames, number lines, games, and other manipulatives to make connections in math. In addition, STEM classes are offered to promote mathematical reasoning and problem-solving.

The curriculum is enhanced through the use of technology, supplemental programs, and clubs. Spiral reviews are incorporated within the text for continuous practice of learned concepts. Students practice mastery of basic facts through programs such as Xtra math. Adaptive math technology programs are incorporated into the curriculum to build fact fluency and practice math skills on an individualized level. PreK-3 through second-grade students have access to iPads in their classrooms, and third through eighth graders have their own Chromebook. Students who struggle are pulled for individualized instruction. In lower school, math enhancement and support is offered, and in middle school, students can take an advanced route ending with Algebra 1 in eighth grade or stay on their grade level track. Middle school students have the opportunity to participate in a math club that enters math competitions with other local schools.

St. Luke's uses both formative and summative assessments. Exit tickets are used at the end of lessons to check for understanding, and quizzes are given throughout the units. Teachers also give unit tests. The lower school math curriculum allows St. Luke's to track the growth of students throughout the year. St. Luke's teachers assess students' mathematical understanding and continually adjust instruction to support learning.

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

The science curriculum allows students to explore and explain concepts critical to science literacy. Students are introduced to topics with engaging phenomena and driving questions and can explain the phenomena scientifically at the end of the learning cycle. The curriculum meets or exceeds state standards, is challenging, rigorous, and requires students to think critically about the concepts and make connections between aspects of the content. Students engage in the investigation process to reveal relationships between variables and are expected to communicate their knowledge verbally and in written form. Hands-on experiences and computer simulations allow students to authentically engage with data and its interpretation.

Early childhood students participate in student-directed units. For example, in a PreK unit on insects, students collect insects, identify them, label body parts, and learn about their role in the ecosystem. PreK students regularly work in the school garden and enjoy cooking and eating their bounty. Elementary and middle school students explore buoyancy, weather, biomes, DNA extraction, simple machines, and animal life.

St. Luke's Episcopal STEM program supports the science curriculum. STEM focuses on building creativity and independent critical thinking skills for students in all grades. Students go to the STEM lab up to three times a week. The curriculum differs for each grade level, with stimulating lessons to help build gross and fine motor skills and problem-solving.

The science classrooms are equipped with all basic investigative tools, including microscopes, chemistry kits, fossils, DNA models, temperature and pH sensors, iPads, and a myriad of other tools. Students develop models to reveal the progression of their learning and address misconceptions in their ideas about how the natural world works. Students are assessed throughout their learning and, in the end, are encouraged to correct mistakes to enhance their learning process.

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

The social studies curriculum follows state and national standards. Teachers use a hands-on learning approach to help students fully immerse themselves in studying history and their community. The curriculum strives to integrate learning across the curriculum by building writing, research, public speaking, art, and technology throughout the units. Students are assessed through formal and informal assessments. Second-grade students research and build their very own landforms. Third-grade students dive into the study of Louisiana and culminate this unit with a class play and a trip to the Louisiana State Capital and

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Governor's Mansion in downtown Baton Rouge.

The main focus of the curriculum is building student awareness of their community and the world around them. Children explore government, civics, geography, economics, and history. St. Luke's strives to build cultural awareness through the units and build an understanding of the impact every person has on the community. In seventh grade, students write their own bills and form committees to deepen their understanding of the legislative process and refine their writing skills. Students study the Trail of Tears and learn about Native American symbols and their roles in the culture. Students create their own walking sticks and use a wood-burning technique to add Native American symbols to the walking stick that tell their unique story. Sixth-grade students dive deep into the history of the Mayans, and their unit culminates with a creation of a Mayan pot with a glyph story.

Teachers strive to bring the topics of history to life and allow students to immerse themselves in the topic and culture they are discovering. Teachers use guest speakers, lectures, media, field trips, and historical investigations to bring the units to life and engage all learners.

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

Middle school is an extension of the lower school program as it builds on the foundations laid and develops the next set of skills to prepare students for high school. The middle school day is divided into seven class periods. Students attend math, English, science, social studies, Spanish, P.E., and a chosen elective daily. Electives for the sixth, seventh, and eighth-grade students rotate every nine weeks. The middle school curriculum builds independence, critical thinking, analytical skills, and leadership capabilities. Students leave the middle school program prepared not only for the academic rigors of the next level of school, but also for a strong sense of self and confidence. Teachers provide students with regular opportunities to immerse themselves in the content of the curriculum through exploration, guided discussion, and instruction. Students present their findings through various mediums, such as presentations, written assignments, collaborative learning opportunities, and hands-on learning.

As the oldest students on campus, middle schoolers are the leaders on campus. The middle school student body elects Student Council leadership roles. The Student Council comprises eighth-grade students for President, Vice-President, Secretary, Treasurer, and Chaplain, along with two class representatives for both sixth and seventh grade. The Student Council meets regularly and has the opportunity to meet with the Head of School to discuss fundraising ideas and school improvement efforts. Student Council allows students to practice public speaking, fiscal responsibility, and the responsibility that comes with being a leader on campus. Student Council members work with their peers to find meaningful ways to help give back to the community, both within and outside the school walls.

Middle schoolers also act as ambassadors for the school. They help tour families at Open Houses and travel to other schools to help with recruitment. The skills required to communicate with both their peers and adults help set them up for success as they gain more personal responsibility on their way to adulthood. St. Luke's believes that the PreK through eighth-grade model allows students to leave eighth grade with the building blocks for a bright future.

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

The St. Luke's Preschool Program uses a child-centered, project-based, and play-based approach heavily influenced by the Reggio Emilia Philosophy. Preschool teachers see the vast potential in each child and act as co-learners and co-researchers with their students. Teachers observe their children's unique interests and create a classroom environment that allows further exploration into the interests of the class. The students' learning process is displayed through photographs, student work samples, and conversation transcripts on the classroom walls. Children and parents alike can see the child's learning visually, keep a record of student progress, and allow children to reference their prior learning.

Together, teachers and students discuss prior knowledge and develop a project allowing deeper exploration and discovery. For example, students became interested in insects when they started to find them on the

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school playground. Teachers recorded their prior knowledge, and the class developed a project. Students created models of different insects, used mathematical skills in counting and measuring insects, developed pre-literacy skills with insect books in the class library, and grew social skills during the cooperative process of the project.

The classrooms provide a welcoming, safe, and nature-inspired environment for students to learn. There is an emphasis on allowing the students to actively participate in taking care of the classroom and allowing the children to decorate the classroom with evidence of their learning. Students regularly work on cooperative projects, explore sensory activities like sensory bins and play dough, develop fine motor skills at the art table, and grow social skills in the dramatic play areas of the classroom. Outdoor learning is an essential part of the program. Students are encouraged to explore and discover new ideas outdoors on both the playground and the outdoor classroom.

The St. Luke's Preschool Program prepares children for elementary school by creating an environment where children develop problem-solving skills, critical thinking skills, creativity, collaboration, and communication skills. Through the use of hands-on projects, students develop the foundational skills needed to enter kindergarten. Teacher documentation provides evidence of student progression and allows teachers to be deeply aware of their student's interests, strengths, and weaknesses. PreK-3, PreK-4, and kindergarten teams work closely together with the Director of Instruction to ensure curriculum alignment.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Fine Arts Program provides all students an opportunity to learn and explore different art mediums, design principles, and elements of art. Pre-school and elementary classes attend art once a week, while middle school students attend three times a week for a semester. All lessons are process-oriented and empower students to express themselves as individuals and learn as they create. Art history and contemporary art are incorporated into lessons, informing and enriching the experience. Cross-curricular learning is encouraged, which provides many opportunities to include art in core subjects.

The Performing Arts Program offers students various opportunities to express themselves. Beginning in PreK, students participate in class plays. As they move into higher grades, students participate in band classes up to three times a week and have the opportunity to take a musical theater class. All of these options culminate with a performance where students showcase their acquired talent and skills.

Visual and performing art at St. Luke's helps students to become more analytical, investigative, and innovative, thus developing the whole child. In addition, students will develop life skills such as problem-solving, interpretation, analysis, public speaking, confidence, and curiosity. This will impact each student's continuing education throughout their lives.

2b. Physical education/health/nutrition

St. Luke's strives to provide students with a well-rounded physical education program that adheres to national standards. Early childhood and elementary students have PE up to three times a week, while middle school students attend PE daily.

The elementary curriculum provides students with a strong movement foundation focused on gross-locomotor development, introductory manipulative skills, and building an essential movement vocabulary. The curriculum scaffolds developmentally appropriate activities using the skill-based teaching Module. Within this whole-child approach, students engage in activities designed to address cognitive and social-emotional aspects in addition to psychomotor development. Curriculum highlights include locomotor/non-locomotor, body awareness, force/flow, relationship (space, objects, others), speed, and planes.

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The Middle School program focuses on teamwork, the concepts of fundamentals, and health. Students learn about the rules and history of selected sports. Team building and learning to work cooperatively are taught throughout the school year. The middle school PE curriculum is enhanced by a health unit each year, teaching students about their bodies, personal hygiene, and nutrition. Specific focus areas are divided according to grade level and include topics such as drug and alcohol abuse, diseases, and disorders. As middle school students' bodies grow and change, this unit is intended to ensure students have the knowledge to understand their bodies and to lead healthy lives.

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

The Spanish Program at St. Luke's provides a hands-on, developmentally appropriate approach to learning a foreign language. PreK-3 through second-grade students focus on common vocabulary, including numbers, colors, family members, and animals. Third- and fourth-grade students build upon their vocabulary and begin grammar lessons with the goal of translating paragraphs and formulating sentences in Spanish. Fifth-grade students transition to the Auténtico textbook for a more in-depth understanding of the language and culture in preparation for middle school Spanish.

The middle school Spanish curriculum allows students to read, write, speak, and listen to Spanish using authentic content. Through scaffolded and differentiated instruction, students demonstrate their knowledge of vocabulary, grammar skills, and comprehension via projects and integrated performance assessments. Eighth-grade students receive a Spanish 1 high school credit for completing an advanced curriculum that enriches the student's learning and builds on previous skills.

Spanish cultures are taught throughout the curriculum. Engaging activities such as authentic Honduran/Salvadoran food help to enrich the cultural lessons.

This age-appropriate, hands-on learning approach allows students to relate the material to everyday life, recall information from year to year, and develop a love for language as a whole.

2d. Technology/library/media

The St. Luke's library operates as a central hub housing approximately 12,000 books, which averages 50 books per child and exceeds the American Association of School Librarians' recommendations. Students visit weekly for instruction and book selections. Lower elementary students are exposed to various genres and authors in fiction, while the upper elementary program incorporates non-fiction and biographies. The library allows students all-day access to resources.

The library promotes self-expression. Middle schoolers participate in a book club-style class. Through guided direction, they share personal viewpoints and make correlations to a variety of literature. Students participate in book character dress-up day, where they transform into their favorite book characters. Students replicate book covers during library highlights week. These are displayed for the entire community through collaboration with the public library.

The library's mission of creating a lifelong love of reading is garnished through motivational incentives and abundant literacy opportunities. Students are exposed to author visits and have access to the newest written books in children's literature. Librarian and teacher collaboration is incorporated into the enrichment of academic instruction. Classrooms are provided with resources to supplement their educational lesson plans. The library is utilized as a research location for students to explore.

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

St. Luke's boasts a robust after-school program allowing students to continue their education after the school day concludes. The program aligns with St. Luke's philosophy of developing the whole child by offering athletics, arts, and activities that build strategic thinking and creativity.

St. Luke's believes that thoughtfully designed and directed, age-appropriate after-school experiences

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contribute to the development of the whole child by building discipline, knowledge, creativity, character, respect, confidence, and favorable habits.

St. Luke's athletics is recognized as an integral part of the school experience. Participation in athletics builds character and allows students to experience the benefits of physical fitness, team building, sportsmanship, strong work ethics, and school spirit. The focus of athletics is on participation, comprehension of the game, and skill building. At. St. Luke's, a successful sports season is not measured solely by the number of games won, but rather by the growth of the individual athlete, and the team's efforts to reach its full potential.

In addition to traditional athletics, students can enjoy esports, chess, running club, Lego building, and lessons in piano, painting, cooking, and tumbling. Students have a wide range of choices to fill their afternoons and foster creativity.

3. Academic Supports

3a. Students performing below grade level:

Only 4.5% of St. Luke's students perform below grade level. This strong record of student performance can be attributed to early identification and assessment strategies and the targeted instructional supports in place.

St. Luke's offers a range of academic support services designed to meet the needs of students. In both reading and math, St. Luke's forms differentiated levels in reading and math to meet the needs of students working below grade level. In grades kindergarten through third, teachers use a guided reading approach to reading instruction with leveled groups to offer more one-on-one targeted instruction. Teachers are able to assess and deliver instruction at a more detailed level for each student. Several teachers are trained in reading support programs such as the Barton Method and Structures to be best equipped to help students fill learning gaps.

In middle school, students are tracked into different levels of mathematics to ensure all students are ready for high school. Starting in 7th grade, students can choose to test into Pre-Algebra or remain in 7th-grade math. The 7th-grade math course offers a continuation of building the foundational skills of math to ensure middle school students are fully prepared for Algebra I at the high school level. In addition to the leveled math curriculum, a Math Lab is offered weekly. St. Luke's provides additional faculty support on this day to offer math assistance to any middle school student requesting help.

St. Luke's also provides in-house speech and language development screenings along with vision and hearing screenings and works with outside therapists and psychologists to provide guidance and support for student accommodations as a result of the screenings. On-campus tutors are available at parent request or teacher recommendation to offer academic support during and after school.

3b. Students performing above grade level:

St. Luke's recently added an Enhancement Program to the curriculum to offer instructional opportunities for more advanced learners. The mission behind the Enhancement Program is to offer an opportunity to dig deeper into the curriculum for students with a high interest in learning. Students identified for the Enhancement Program meet once a week with their enhancement teacher to challenge their minds through extension activities. Enhanced coursework is offered in both writing and math.

Differentiated, individualized, and advanced class instruction also helps to challenge students performing above grade level. St. Luke's utilizes differentiated reading groups in the lower grades, writer's workshop check-ins with individual students, and accelerated class offerings in middle school. Through the use of such methods, St. Luke's small class sizes and student-centered learning styles allow teachers to reach and challenge students at their level.

Differentiated reading groups are formulated in the lower grade levels. These groups are fluid, which allows NBRS 2023

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students to accelerate at their own pace. Through differentiation, teachers can add the right amount of rigor for every child.

Writer's Workshop is utilized at St. Luke's. Writer's Workshop allows time for teachers to conference with students on an individual basis. This allows teachers to encourage and challenge students and creates opportunities for students performing above grade level to be taught more advanced concepts.

St. Luke's middle school students may graduate from eighth grade with up to two high school credits, in Spanish 1 and Algebra 1. Through teacher recommendation, class grades, and standardized testing results, students are placed on a grade level or above grade level track for middle school math. Students performing above grade level graduate from eighth grade with a high school credit in Algebra 1 and head into high school a step ahead of other peers.

3c. Students with disabilities:

St. Luke's does not offer special education services through an IEP, but does work with parents whose children have an identified learning difference. Any family with a student with an identified learning difference meets with the school counselor to plan which resources and accommodations are available at St. Luke's to support the learner. Accommodations available at St. Luke's include assistive technology usage, extended time, modified assignments and tests, repeated directions, preferential seating, backpack buddy, teacher notes, reminders to stay on task, simplified directions, allowance to type assignments, and the ability to opt-out of foreign language in middle school. The family, school counselor, and teacher work together to provide the best plan of action possible for the success of each student.

St. Luke's also allows therapists to work with their students during school. Students are pulled from non-core instructional times to work with a speech therapist, occupational therapist, behavioral therapist, and intervention specialists.

3d. English Language Learners:

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

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PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

St. Luke's takes great pride in nurturing students and preparing them for the joys and challenges of life outside of the school community. Families often express that St. Luke's is an extension of their own homes, sharing the same loving environment, morals, and values. To quote a current parent: "...The kids at St. Luke's are valued and welcomed into an environment that focuses on quality education, kindness, critical thinking, and personal development. While the kids are well-prepared academically for high school, they also grow up with the support, encouragement, and respect that will help them succeed throughout their lives."

The low student-to-teacher ratio allows each student to be known and celebrated as an individual. St. Luke's strives to build a community that offers enrichment and extracurricular activities that help students find passion and purpose, building a strong sense of self-esteem. For example, an esports team was launched for middle school students in 2021, so those with different interests and abilities can reap the benefits of participation in school-sponsored team sports.

Students are acknowledged and awarded for positive behavior and academic excellence by their teachers throughout the year and through end-of-the-year awards such as The Head of School Award and The Inspiration Award.

Beginning in St. Luke's early childhood program, social and emotional development are key aspects of the program. Students start their day with a morning meeting where eye contact, respect, and communication are all encouraged. Teachers have been trained in Responsive Classroom, a student-centered learning approach to discipline and instruction. Students are given the tools to become tomorrow's leaders through intentional lessons and daily practice.

2. Engaging Families and Community:

At St. Luke's, family and community partnerships are deeply valued. These relationships are used to enhance learning and improve the student experience. The "Portrait of a St. Luke's Graduate" identifies six pillars to strive to instill in all students, two of which are Servant Leadership and Respectful Community Members. These two pillars help guide St. Luke's family and community relations.

Building positive relationships and offering opportunities for parents to connect are key values at St. Luke's. Parents are invited to attend weekly chapel services, have lunch with their child, and attend events such as Families and Football, Mother's Day Teas and Picnics, Father-Daughter Dances, and more. St. Luke's caring community is also actively involved in helping school families when hardship arises through meal trains, heartfelt cards made by students, and various offerings from families that address the need with each situation.

A vibrant community of active parents and grandparents maintains a presence on St. Luke's campus, setting a positive example of Servant Leadership and enhancing education. Parents and grandparents are invited to read to classes and share their careers, culture, and heritage. Parents Guild works tirelessly to plan fundraising events like the Silent Auction, Bayou Bash, and community events like Grandparents Day and Teacher Appreciation Week. The Men's Club is committed to using its resources to help the school by assisting with projects around campus. And finally, the Golden Sharks Grandparents Guild assists in many ways: they volunteer in the office and in classrooms, help sew and repair costumes, bake when the needs arise, and much more. This spirit of Servant Leadership is found to be reflected in students when alums return to campus to volunteer their time.

St. Luke's utilizes community partnerships to help create servant leaders and respectful community members. Students practice giving by donating non-perishable food items weekly at the chapel, collecting items for animal shelters on the Feast Day of St. Francis of Assisi, and donating toys for Hope Ministries

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during December. In the wake of the Covid-19 Pandemic and Hurricane Ida, St. Luke's celebrated First Responders Day in October by organizing an all-school donation drive of treats and snacks to build baskets for the neighboring police officers, firefighters, EMTs, and linemen. St. Luke's Middle School Student Council sorted the donated items and created beautiful baskets to show appreciation for local heroes. During the month of February, St. Luke's partnered with the Louisiana Pediatric Cardiology Foundation (LPCF) for Shark Heart Month. During Shark Heart Month, students learned about heart health from LPCF partner nurses and participated in a coin drive, much of which was fueled by students' own piggy banks. As a result, the school raised \$1,320.64 for LPCF, benefiting local children needing specialized cardiology care.

3. Creating Professional Culture:

St. Luke's believes that teachers are key players in the life of the school. Teachers are regarded as autonomous and given the flexibility to make decisions for their classrooms within the guidelines of state and national standards. St. Luke's strives to provide teachers with the support and resources needed to supplement and enhance their classrooms.

The administration believes that to implement reform successfully, changes must occur collegially at the grassroots level. A recent example of this was the successful revamping of the lower school discipline code that provided concrete consequences for misbehavior that were both age and grade-level appropriate. This process was faculty-led and successfully met the broad goals established by the administration to guide the committee's work. The faculty and staff are recognized and given credit for their time and effort put into the project.

Another example of a collegial and participatory approach to creating a professional culture is the selection of new academic material. The Director of Instruction chairs a committee of grade-level teachers reviewing different curriculums. The Director, in consultation with the Head of School, leads discussions, provides samples, and serves as a resource for teachers reviewing materials that are considered best practices. Examples of this include choosing a math series for the elementary school. Currently, St. Luke's is in the process of collaboratively selecting a phonics series that can be implemented on a PreK through the third-grade level.

Faculty members are also invited to participate in the hiring process. While the final decision lies with the Head of School, this method of using participatory input in the selection process of the replacement of faculty has resulted in the selection of teachers who assimilate well into the St. Luke's team. The new staff members have been able to challenge students, and they have performed instructional duties in a laudatory way.

St. Luke's encourages teachers to attend state, regional, and national conferences. Paid time off and reimbursement for travel accommodations are offered to St. Luke's faculty. Most recently, teachers have attended the International Society of Technology for Educators annual conference, the Southwest Association of Episcopal Schools Early Childhood Educators conference, and The Bureau of Education and Research on What's New in Children's Literature and What's New in Young Adult Literature. Faculty participate in ongoing professional development through grade level meetings, faculty meetings, and professional development days such as Professional Learning Communities, Screenagers, faculty book studies, Into Math Training, School Growth, and Manners of the Heart.

4. School Leadership:

St. Luke's operates using a site-based management approach, meaning that school administrators, faculty, stakeholders, and students each participate in various decision-making processes. The Head of School acts as principal, overseeing academics, department projects, fundraising, and school plant operations, but also takes an active role in discipline. The Head of School works closely with the Board of Trustees, who assume fiduciary responsibility for the business operations and strategic planning of the school. Administration is composed of an Executive Director of Business, Director of Admissions, Director of Development, Director of Instruction, and School Counselor. The Executive Director of Business, Director of Admissions, and Director of Development each work with subcommittees of the Board, collaborating on department-specific

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projects and planning. The Director of Instruction and School Counselor work closely with faculty to make curriculum, scheduling, and accommodation decisions. Finally, because community is paramount to the success of St. Luke's, groups like the Parents' Guild, Golden Sharks, and Shark Bites each assume leadership responsibility in student life and fundraising.

A site-based leadership approach allows all stakeholders the opportunity to advocate on behalf of the everchanging needs of students. For example, the Board of Trustees, along with the School Administration and Faculty, collaborated on building math and writing enhancement programs, each of which were goals of the long-term strategic plan. Once the goals were identified, teachers worked with the administration to plan and execute successful enhancement programs to challenge students with avid interests in mathematics or writing.

COVID-19 presented many challenges and forced us to re-evaluate the leadership structure. One area that suffered greatly was the Parents Guild, which is the largest booster of the school. Events, fundraisers, and on-campus activities had been postponed, and as a result, the succession of leadership ceased. Both the Head of School and Board President instituted an Ad-Hoc Parents Guild Committee that has worked to rewrite bylaws and restructure the association in a way that gives parents the opportunity to take ownership of the events, volunteerism, and gifting back to the school. St. Luke's has found that parent involvement and ownership have become a direct indicator of school and student success. The site-based leadership philosophy gives all stakeholders a voice in the direction of the school.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching and learning are critical for the success of today's learners. At St. Luke's, educating students about diversity and being inclusive of all others on campus and in the world are natural parts of the St. Luke's program. It is not limited to special months such as Black History month, but instead, is woven into daily teachings. Culturally responsive teaching and learning can be seen from the diversity of authors and subject matter in the school library to the Spanish classes every student attends. Intentional lessons of culture also play a vital role in the education of a St. Luke's student. For example, in upper elementary, novels are read where either the author or the main character is of a minority race. The novels also focus on ordinary people accomplishing extraordinary deeds or disadvantaged young people overcoming incredible odds and moving forward. Other examples include when middle school religion classes learn about religions of the world, when second-grade students learn about Christmas traditions around the world, or when Spanish classes teach about Dia de los Muertos.

Parents and the local community play a role in educating St. Luke's students about culture. In the current school year, children will learn about the Lunar New Year, the most widely celebrated and important holiday across all of Asia. Students will participate in hands-on learning in the making of dumplings with a current school parent, a traditional Lunar New Year celebration food, will learn about the tradition of the red envelope through a community relationship, and will be treated to watching a local group perform and teach about the traditional lion dance.

St. Luke's believes a culturally diverse school will prepare students for a culturally diverse world. When a Turkish student enrolled last school year, St. Luke's conferenced with the family often to discuss any learning gaps. The school worked with the child to help their confidence grow and helped the student foster friendships. The teachers and administrators worked with the family to find a tutor who could speak Turkish and English and gave the student all resources available to succeed. Fast forward to today, and the student's confidence has grown, friendships have multiplied, and the anxiety of coming to school has completely disappeared. The student was not the only one to benefit from being at St. Luke's; the school also benefitted by being able to learn first-hand about another culture. This is only one example of how St. Luke's ensures student success in the classroom and school, regardless of ethnicity or origin.

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PART VI - STRATEGY FOR EXCELLENCE

The most instrumental practice for success at St. Luke's is based on the idea of educating the whole child with a focus on being developmentally appropriate. St. Luke's acknowledges that students are children first and students second. The academic day and curriculum are structured in a way that allows students to receive comprehensive instruction in core coursework while also exploring other interests. St. Luke's believes in developing the whole child and successfully accomplishes this mission by following the ideals of the Portrait of a Graduate.

Teachers recognize the developmental needs of children and work to ensure that curriculum addresses those needs. An example is homework. A St. Luke's student typically has minimal homework because teachers use class time effectively and choose meaningful homework assignments that reinforce skills taught that day. As a school, St. Luke's strives to remove busy work and parent-led projects from the curriculum. This approach allows students time to play sports, read, and enjoy family time, helping to build happy students and families. Students find St. Luke's to be a place of not only learning but joy and fun.

St. Luke's recognizes that a student's social and emotional development are key aspects to developing the whole child. St. Luke's utilizes the Responsive Classroom approach to help students develop at a rate that is appropriate for each grade level. In middle school, the school counselor utilizes the Responsive Classroom curriculum for advisory classes to help reinforce social and emotional skills. Topics in the curriculum include the art of communication, honoring diversity, handling stress and anxiety, showing respect, and handling difficult situations. By using the Responsive Classroom approach at all grade levels, students are provided a safe place to strengthen their academic and social/emotional competencies at a developmentally appropriate rate.

Academic, social, and emotional development are all pillars in educating the whole child. Utilizing an approach that recognizes students as children first and students second allows St. Luke's to develop the whole child while focusing on being developmentally appropriate.

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PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

2.	Does the school have nonprofit, tax-exempt (501(c)(3)) status?	Yes <u>X</u>	No
3.	What is the educational cost per student? (School budget divided by enrollment)	\$ <u>14768</u>	
4.	What is the average financial aid per student?	\$ <u>2063</u>	
5.	What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?	<u>3</u> %	
6.	What percentage of the student body receives scholarship assistance, including tuition reduction?	17%	

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PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in <u>reading and mathematics</u> 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.

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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)