

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Mrs. Jodi Briggs

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

Official School Name Our Lady of the Presentation Catholic School

(As it should appear in the official records)

School Mailing Address 150 NW Murray Road

(If address is P.O. Box, also include street address.)

City Lees Summit State MO Zip Code+4 (9 digits total) 64081-1558

County Jackson State School Code Number\* \_\_\_\_\_

Telephone 816-251-1150 Fax 816-251-1155

Web site/URL http://www.olplsschool.org E-mail jbriggs@olpls.org

Facebook Page

Twitter Handle http://www.facebook.com/OurLadyofthePresentati  
@PresentationOLP on \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Dr. Dan Peters

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: peters@diocesekcsj.org

Other)

District Name Diocese of Kansas City-St. Joseph Tel. 816-756-1850

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Jeanne Rau-Flattery

(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 that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

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, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

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

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3.  Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	22	24	46
<b>1</b>	27	25	52
<b>2</b>	28	20	48
<b>3</b>	28	30	58
<b>4</b>	23	29	52
<b>5</b>	30	26	56
<b>6</b>	36	23	59
<b>7</b>	20	22	42
<b>8</b>	17	28	45
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total Students</b>	231	227	458

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 2 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 93 % White
  - 0 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	451
(5) Total transferred students in row (3) divided by total students in row (4)	0.009
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %  
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 4 %  
19 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>2</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>4</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment         |
| <u>3</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>4</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	99%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
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%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

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

## **PART III – SUMMARY**

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Our Lady of the Presentation Catholic School serves over 300 families and approximately 460 students in kindergarten through eighth grade. The teachers and staff of Presentation are committed to educating students in a faith filled environment with high academic expectations while striving to meet the individual needs of students. Opportunities to participate in liturgies and faith activities are infused into the daily and weekly routine of the school day. Service to others is integrated throughout every grade and focuses on giving to those in the school, parish, local community and country. At Our Lady of the Presentation School, students truly have the opportunity to live their faith in a strong academic setting with a staff committed to Catholic education.

As the parish school, Presentation's mission is to create an environment in which children can begin the process of finding purpose for their lives. The belief that every child is a unique gift from God is instrumental in establishing programs and learning opportunities for students. As partners with parents, a shared mission is education and moral development of students.

The school motto, "faith, academics and service" exemplifies the strong belief of inspiring spiritual and academic growth of the children. Presentation strives to reach the whole child - spiritually, intellectually and socially. The overreaching goal of forming young people who are productive and prepared to lead and serve is instrumental in all decision making. A bond among parents, students, home, school, and church is created so that all share in a strong sense of community.

Our Lady of the Presentation provides comprehensive programs with dual accreditation from the Missouri Non-Public School Accreditation Association and nationally recognized AdvancEd. This fall the accreditation team recognized Presentation's efforts to offer an extraordinary education and ensure that students are prepared for the next level of success. Presentation annually reviews and evaluates data from the Iowa Test of Basic Skills (ITBS), and the Assessment of Catholic Religious Education (ACRE) to improve instruction. Presentation's ITBS composite school norm scores over the past three years have consistently been in the 91-97 percentile.

State-of-the art technology is instrumental in providing effective instruction. Electronic tablets, interactive white boards and hand held response devices for each child provide instant feedback. Instructional support is provided through the resource teacher, paraprofessional, the SuccessMaker, Accelerated Reading and Accelerated Math programs. These programs provide individual assessments and help monitor and manage student progress. Spanish, art, music, physical education and technology classes are integrated into the daily curriculum. Presentation integrates enrichment opportunities into the school day and provides instructional support before and after school. Drama, robotics, band, choristers, scouts, chess, and athletics are extra-curricular activities offered to the students at various grade levels.

The quality of Presentation's curriculum begins with the continual professional development opportunities for staff on the school, diocese, and local public school district level. Staff attends Site Based Council meetings, Diocesan Professional Development, local school district workshops and national conferences to refresh, improve, and incorporate new ideas and instructional strategies. Presentation participates in the Missouri Professional Learning Network and various staff members belong to the Association of Supervision and Curriculum Development, both which enable staff to stay current on educational trends.

Families are encouraged and expected to be involved at Our Lady of the Presentation. A rich tradition of service to others and a commitment to Catholic education is evident. Parent and parishioner volunteers make many important school activities possible. The focus of stewardship

and sharing of time and talent increases parent involvement and provides a sense of belonging. Presentation's strong community presence and volunteerism helped achieve a \$500,000 Kohl's Cares Grant and enabled the school to host a community 5K race that raised \$10,000 for the local social service agency. Presentation's model of stewardship and service is used to pioneer other marketing and development programs within other diocesan schools.

Inspiring enduring values in young minds by putting faith into action is a priority. One of Presentation's goals is to build purposeful child-centered communities. Students of various faiths are welcomed into the school community. The knowledge and practice of faith are intertwined with outstanding academics. Character traits that reflect and promote Catholic moral and faith values, are integrated into the daily instruction and learning environment. Presentation's service club and integrated curriculum allows the students to put the commitment to serve the community in action. Annually, Presentation reports over 11,000 hours of service with approximately 40% of students participating in the Presidential Service Award Program. Our Lady of the Presentation is proud to be repeatedly recognized as a School of Service.

Our Lady of Presentation Catholic School is an excellent candidate for the National Blue Ribbon Award based upon the commitment to academic excellence, faith based values, and inclusion of service to others.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

A. Our Lady of the Presentation annually administers the Iowa Tests of Basic Skills (ITBS) by Riverside Publishing to students in fourth through eighth grades. A key metric used to evaluate academic performance is the developmental standard score. With the developmental standard score used as a basis, ITBS also provides a grade equivalent score and corresponding proficient rankings of the developmental standard score.

Our school views the achievement of an acceptable level of performance if each grade achieves a corresponding grade equivalency score. For example, in 2013, our fourth grade students posted grade equivalents of 6.0 for reading and 6.1 for math. Both of these scores are considered acceptable.

A proficient standard, however, is based on the cut scores for the performance standards in terms of percentile ranks on the ITBS. In Missouri, public school students participate in the Missouri Assessment Program (MAP). While our school is unable to directly relate our academic metrics to the Missouri Assessment Program, we firmly believe we meet all of the stated goals for student achievement in the state of Missouri. Testing results from 2013 ITBS show conclusively our students meet both acceptable and proficient levels of academic performance in reading and mathematics.

B. When reviewing ITBS data, two cohorts are evaluated. First, each grade's performance is evaluated from year to year. For example, fourth graders from 2009 are compared to fourth graders from 2010, 2011, 2012, and 2013. This comparison is made for all grades fourth through eighth over the five-year period. Second, classes are followed as they move from grade to grade. For example, the class of 2013 has academic testing years beginning in 2009 as fourth graders continuing through 2013 as eighth graders.

After extensive analysis of each cohort, by grade and by class as explained above, the only significant trend identified is that Our Lady of the Presentation students consistently score at or above the proficient level on all Iowa Tests of Basic Skills. When reviewing individual scores from year to year, caution must be taken when drawing the conclusion that scores have changed or trended in some way. Given the relative nature of testing error, minor percentile differences/fluctuations can occur as a natural course. For example, the graduating class of 2012 posted percentile scores of 74, 80, 76, and 83 in mathematics from grades 5-8 respectively. While it may seem natural to view these scores as different, the differences could simply be a function of the testing process.

When reviewing the data for achievement gaps, the only reviewable subgroups at Our Lady of the Presentation are based on gender. The results for each subgroup are essentially equivalent to the class as a whole.

Even though Our Lady of the Presentation did not experience significant gains or losses over the last five years, math computation scores within the math total score are scrutinized. Math computation is one of only three subcategories of the total math score on ITBS. After evaluation, it is clear the math computation scores are the lowest of the three math categories as students' progress through 6th, 7th, and 8th grades. Two approaches are taken to address this issue. First, student use of calculators in the middle grades is significantly reduced. Second, the Accelerated Math program by Renaissance Learning is integrated into the weekly schedule for middle school

students. This program serves as a spiral review of mathematics concepts learned in the classroom. Over 90 minutes of additional spiral review, utilizing Accelerated Math, is part of the middle school schedule.

A year-to-year analysis of Grade Level Equivalency scores (GLE) is shown in the table below:

Class of:	Reading/Math GLE in 2011	Reading/Math GLE in 2012	Reading/Math GLE in 2013
2013	8.5/8.4	10.9/9.9	12.5/11.6
2014	7.9/7.9	9.0/8.7	11.1/10.4
2015	6.0/6.0	7.5/7.5	8.8/8.4

It is clear Our Lady of the Presentation students display significant annual growth on all grade levels.

## **2. Using Assessment Results:**

School staff and administration meet annually to review data from ITBS. After this review, learning goals are established and instructional changes are made as needed to meet the individual and whole group needs of students. ITBS data is shared with parents and local parish community via the parish bulletin, school website, parent-teacher conferences, and monthly bulletins.

Teachers also utilize two main programs throughout the school year: Accelerated Math and Reading by Renaissance Learning and SuccessMaker Math and Reading by Pearson. Students in the primary, intermediate, and middle grades are able to participate in these programs during the school day. These programs enable teachers, students, and parents to receive immediate feedback while students participate in engaging instruction. As individualized instruction is administered, formative assessments through the use of Accelerated Math and Reading provide daily feedback on student achievement.

Associated with the programs mentioned above is STAR Math and Reading. STAR Math and Reading are computer-adaptive tests and databases designed to help teachers quickly and thoroughly assess students' mathematical and reading abilities. Immediate feedback for teachers, students, and parents is available three times through the school year. Students are administered the STAR test at the beginning, in the middle, and at the end of the school year. These two tests, approximately 20 minutes in length each, help measure student growth; help identify areas of strength and weakness for each student, and help tailor individualized instructional plans for each student.

The SuccessMaker program by Pearson is also used in grades K-8. This program has an adaptive element that is able to make decisions about a student's progress through a course: reading or math. This adaptive element keeps teachers, students, and parents automatically aware of student achievement level, areas of strength and weakness, and remediation efforts needed.

Data from ITBS, SuccessMaker, Accelerated Math and Reading, and STAR Math and Reading is essential for teachers, parents, and students. Our Lady of the Presentation annually hosts a parent technology night. On this night, the benefits of the supplemental programs mentioned above are presented to all parents. Parents are also instructed on how to read the data results. This evening of instruction is beneficial to help parents develop a greater understanding of student progress, growth, and mastery in the areas of reading and mathematics.

Parent-teacher conferences, formally conducted twice during the school year, are also critical to

provide the opportunity for all stakeholders to review data, see student growth, and establish individual learning goals. Data provides teachers, students, and parents concrete support for learning and teaching.

### **3. Sharing Lessons Learned:**

Our Lady of the Presentation Catholic School is proud to be an academically excellent school within the diocesan school system. As a pioneer in the areas of curriculum, program implementation and technology integration, Presentation prides itself on sharing lessons learned and successes with other diocesan schools. As a pilot school for the implementation of the Success Maker Program, various schools within the diocese visited Presentation to see how the program aided in differentiation and meeting individual student learning needs. Data was shared to support the integration of the program into the curriculum. Technology integration is essential in student engagement. Two members of Presentation's staff serve on the Diocesan Technology Curriculum Team and have been instrumental in establishing the Diocesan Technology Plan and Curriculum.

As a school blessed with a variety of technology to aid instruction, a Technology Integration Specialist was hired to provide instructional support and teach "short and long" courses for Presentation staff members to aid in utilizing the available technology. This specialist has presented the last two years at the Diocesan Professional Development Day and has provided courses for other diocesan schools. The Diocese of Kansas City-St. Joseph is in the process of revising their curriculum. Three Presentation staff members serve on the Diocesan Curriculum Committee. These committees work to integrate the Common Core State Standards, NCTM, NSTA, and ACT standards into the diocesan curriculum to maintain high academic expectations.

As an advocate of the importance of professional development, the principal served as the Diocesan Professional Development Chair for two years and continues as an active member of the committee. Each year, a day is devoted to ongoing professional development for the 600+ teachers within the diocese. At least one-third of Presentation's staff have presented on best practices and instructional strategies. This past year, topics included flipping the classroom and strategies for dyslexia students.

Presentation recently received a grant for the school resource program. As the latest school to receive a FIRE (Foundation for Inclusive Religious Education) Grant, Presentation has been called upon to share how the program meets student and teacher needs. Through monthly Diocesan Special Education Meetings challenges and successes are shared to aid other schools in establishing a similar program.

Collaboration and continued professional growth are essential in maintaining an academically excellent program. Presentation believes that it is the responsibility of all staff members to share ideas, challenges and successes to grow as educators and a school system.

### **4. Engaging Families and Community:**

Our Lady of the Presentation believes in the philosophy of embracing school families and the surrounding communities to partner in creating a successful educational journey for the students. Presentation takes a pro-active approach when communicating with families. This is done through typical forums such as Meet the Teacher Night and parent-teacher conferences. Electronic communication utilizing technology includes a weekly parent email as well as Facebook and Twitter postings; Panther Prints, our monthly newsletter; and a recently enhanced, frequently updated school website. Teachers are charged with communicating with families via electronic newsletters, postings to the school website, parish bulletin and direct communication with parents.

More important than just the “open door communication policy” held by administration and staff, is the desire to fully engage the family as a part of the school. Presentation encourages and is rewarded with a tremendous volunteer base by which it can provide many additional educational opportunities to the students and coordinate social and community events while maintaining fiscal vigilance. The Parent Teacher Organization, coordinated through parent and staff volunteers provides many events throughout the year: Back to School Carnival; Curriculum Fair; Family Fun Events such as Chiefs game, Father/Daughter Dance, Mother/Son Bowling; Catholic Schools Week Celebration; Teacher of the Year Award; Panther Pen, an annual student submission magazine; Room Parent coordination; and, many more activities/events.

A commitment to surrounding communities is also apparent at Presentation. The students participate in several traditional events throughout the year to support the needy. Included in these events are: the “Sack Mass” where students bring a bag of donated items for Lee's Summit Social Services; monthly dress down days where money is donated to specific charities; and, collection of personal hygiene items for the Little Sisters of the Poor. A great example of embracing our community occurred in 2010 when a parent volunteer base initiated participation in a Kohl's Cares for Kids contest. This nation-wide contest awarded \$500,000 each to the top 20 schools receiving the most votes through a Facebook contest. By not only embracing surrounding communities, but also creating relationships with communities a distance away, Presentation was awarded the prize. In response to this award, Presentation raised over \$25,000 to donate to a neighboring school in need of a technology upgrade. More recently, this fall Presentation hosted the first annual Turkey Trot 5K race to support school literacy initiatives and the local social service agency. Through valiant volunteer and staff efforts, \$26,000 was raised in which \$10,000 was donated to Lee's Summit Social Services.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Our Lady of the Presentation Catholic School is proud to offer a faith based education that emphasizes core Catholic values. Students attend mass weekly, share morning prayers, and participate in various liturgies throughout the year. The knowledge and practice of faith are intertwined throughout all aspects of academics. Monthly character traits that reflect Christian beliefs are incorporated into the daily curriculum. The Middle School Buddy Program forms bonds between the youngest and oldest students, as buddies gather each week to celebrate the liturgy and periodically meet for team building activities.

Presentation provides a strong curriculum integrating the CCSS, NCTM, NSTA and ACT standards that prepares students for high school and beyond. The math curriculum focuses on computation, problem solving strategies and critical thinking skills. The spiral review integrated into the curriculum ensures mastery of information. Individual remediation and enrichment opportunities are available through teacher instruction and supplemental programs. Middle School students are provided the opportunity to receive Pre-Algebra or Algebra instruction dependent on readiness and ability. Students graduating from Presentation are prepared for high school math programs and many test into Advanced Algebra or Geometry as freshmen.

Reading and Language Arts instruction at the primary level is completed through a literacy program that incorporates phonics, shared and guided reading, writing and grammar skills. Students develop letter/sound recognition, phonetic awareness, decoding, word recognition, vocabulary and comprehension. Skills introduced in the early grades are reinforced at the intermediate level. Higher-level thinking skills are developed through study and discussion of pieces from textbooks and novels. Students in Middle School study all types of literature and writing. Through the study of various genres, students engage in discussions, analysis and writing assignments that demonstrate understanding of the author's purpose. Students write daily, both formally and informally. The importance of grammar and vocabulary instruction does not diminish in the upper grades, but is reinforced through class instruction with application evident in student writings.

Social Sciences are incorporated into the social studies and science curriculum. Current events and geography are discussed in all grade levels. Students gain knowledge of other cultures and communities. In the upper grades, American history, ancient history, economics, and governmental systems are discussed and explored at length. Periodicals discussing current issues in society supplement the social studies curriculum. Presentation's science curriculum incorporates real-world knowledge based on experimentation with the use of the Scientific Method. Students analyze, observe, explore and discover with hands-on labs to gain an appreciation for life sciences, environmental science, Earth and physical sciences. Students showcase and enhance their knowledge by participating in the Science Pioneer workshops and the First Lego League Robotics Program. Fifth graders demonstrate mastery of the Scientific Method through participating in the local science fair. Presentation is proud to have award winning projects each year at the metropolitan competition.

Our Lady of the Presentation's core curriculum is supported by a strong fine arts program focusing on the appreciation of fine arts across time and cultures. Art classes encourage creativity through a variety of mediums. The history of music and art, with lessons on famous musicians and artists, are incorporated into instruction. Students demonstrate talents in one of the performance opportunities throughout the year. Students are afforded the opportunity to participate in band and Choristers, after school drama program and the Middle School Drama and Debate Exploratory Classes. Students are encouraged to participate in local art contests sponsored by various organizations.

Presentation students are privileged to also benefit from a physical education, technology and Spanish curriculum. Physical education includes activities and games that encourage fitness, teamwork and sportsmanship. Technology is utilized in all subjects and in all grades. In Kindergarten through fifth grade, computer education is part of the weekly curriculum and becomes part of the core curriculum in Middle School. Students at all levels learn basic use of the computer, internet navigation, Microsoft Office Suite and coding skills, thereby increasing their proficiency of digital citizenship. All students receive Spanish instruction. Kindergarten through fifth grade explores Spanish language and culture weekly. In Middle School, Spanish becomes part of the core curriculum, focusing on grammar and fluency. Our Lady of the Presentation is in compliance with CAPE's foreign language requirements. Upon entering high school, most of Our Lady of the Presentation's graduates test into Advanced Spanish classes.

## **2. Reading/English:**

Our Lady of the Presentation students in grades Kindergarten through fifth grade use the Open Court Reading series, a complete literacy program that incorporates phonics, shared and guided reading, writing, and grammar skills. Students develop letter/sound recognition, phonetic awareness, decoding, word recognition, vocabulary and comprehension. Skills introduced in the early grades are reinforced in third through fifth grades. Higher-level thinking skills are developed through study and discussion of pieces from our reading texts and assigned novels.

Presentation students in sixth through eighth grade study all types of literature and writing. Through the study of various genres, students engage in discussions, analysis and writing assignments that demonstrate understanding of the author's purpose. Students experience writing daily, either informally or formally, producing a peer edited final product. The current literature series was chosen because it's an integrated series of all language arts skills reinforced through literature.

Recognizing that not all students are on grade level, in addition to the Resource Lab, Presentation has reinforcement and enrichment programs in place. These include the use of: parent volunteers for both individual and small group work; the SuccessMaker program which is provided in the classroom as well as additional sessions available before school; the Accelerated Reading program which focuses on independent comprehension skills; peer tutoring; partnered class reading; utilizing iPad apps that can be tracked when used at school and at home; and, the Success Center, a teacher monitored after school learning opportunity.

Presentation's goal is to develop life-long readers. Therefore, in all grades, the curriculum emphasizes independent reading by using programs such as Accelerated Reader, Book It, T-Bones challenge and Summer Reading Program through the school and community. In addition, there is D.E.A.R. (Drop Everything and Read) time set aside during the day to help engage the students in the reading process or for "special" community readers to come and share a story with the students.

## **3. Mathematics:**

The world is in great need of problem-solvers. The goal of Our Lady of the Presentation's math program is to help students relate mathematical vocabulary and operations to real-world problem solving. It is imperative that students are able to demonstrate conceptual understanding of mathematics by reasonably communicating and applying rigorous mathematical principals. Students at Presentation are prepared to think critically, innovate, and communicate.

Foundational mathematics skills are acquired through the utilization of a systematic mathematics curriculum that follows five major strands throughout each grade level: numbers and operations, algebra, geometry, measurement, and data and probability. Students are excited to learn about mathematics while being motivated to solve real-world problems.

Technology, a consistent textbook series for all grades, visual aids, and manipulative tools are utilized to develop critical thinking and computational skills. Because the curriculum adheres to a spiraled approach to learning, there is continual skill review through the Accelerated Math program, textbook intervention guides, and interactive math centers. Individual remediation or enhancements are present through the use of the Accelerated Math and SuccessMaker programs. Students falling below grade level are recommended for remediation through the direction of the school's learning lab. In this learning lab, students are able to receive additional instructional support from certified resource teachers.

In addition, a certified high school math teacher in pre-algebra, algebra, and geometry offers qualified middle school students advanced math classes. Every student is guaranteed rigor and the opportunity for challenge.

#### **4. Additional Curriculum Area:**

Technology: Our Lady of the Presentation provides a safe and nurturing environment for students to develop technological literacy and a pathway to 21st Century learning opportunity. Students are educated on the Acceptable Use Policy and required to sign the technology agreement along with a parent signature to indicate their support. Teachers address cyber-safety in class, integrated with our Olweus Anti-Bullying program as well as inviting outside experts to speak on this topic. Middle school curriculum is centered on digital citizenship and cyber-safety as directed by ISTE Net Standards. The integration specialist visits the first-fifth grades to educate on cyber-safety as well.

At Presentation, students are actively engaged in a range of dynamic and future focused learning experiences, thereby becoming connected and actively involved in society, in a manner that reflects their Christian values. Staff also is immersed frequently in the use of technology as they continue online training using Virtus web resources.

Student technology knowledge is expanded as staff assists students in adopting technology in academically meaningful and effective ways while emphasizing learning with technology rather than just about technology. The five year technology plan pursues opportunities for students to participate in BYOD classrooms (bring your own device) as well as the purchase of laptop/iPad carts for elementary classroom use.

Presentation has adopted the Diocesan technology standards that are derived from the ISTE net standards that encompass K-8 curriculum and practical skills. These strands include creativity and innovation, communication and collaboration, research and information literacy, critical thinking and problem solving, decision making, digital citizenship, and technology operations and concepts. Elementary school, Kindergarten through fifth, has a dedicated class for computer technology while the middle school offers technology as a core class.

An education that is technologically rich produces middle school graduates with the tools, competencies, and level of sophistication necessary to succeed in high school. It is Presentation's continuous goal to educate and enable all students and staff to understand and use current and emerging technologies in their personal and academic environments.

## **5. Instructional Methods:**

Our Lady of the Presentation believes that each person is a unique individual whose needs must be addressed in the educational process. Individual differences are respected and nurtured while each student develops to his or her fullest potential. Teaching methodologies, through Differentiated Instruction, encompass learning styles, multiple intelligences, critical thinking and emotional growth. With guidance from the Resource Teacher and the Strategic Intervention Team (SIT), the teachers ensure equal learning opportunities with techniques such as small group learning, cooperative learning, project based activities, individualized computer based programs and learning centers.

Presentation's Strategic Intervention Team consists of a counselor, resource teacher, principal and teachers with special education backgrounds and degrees. The team assists teachers by conducting observations and screening; coordinating assessments; and, providing resources, strategies and modifications to meet individual student needs. The Resource Teacher and Counselor work closely with the Lee's Summit School District to establish Student Achievement Plans for the students who qualify for special services.

As a proud recipient of the FIRE (Foundation for Inclusive Religious Education) Grant, Presentation is able to ensure that the needs of all students are met through varied instruction in the classroom. Teacher efforts to differentiate are supported by the Resource teacher, para-professional and many volunteers who work to provide small group instruction and varied assessments.

Our Lady of the Presentation respects the uniqueness of the individual student and the need for varied instruction. Individualized instruction is aided by the technology that is utilized daily by both the teacher and the students. All grade levels use interactive white boards to create lessons and enhance student interest and participation. This coupled with additional technologies such as hand-held devices, computers and tablets enables teachers to both manage classes as well as expand the creativity and content of the lessons while keeping the content relevant. Students use technology for research, instruction, project preparation and presentation in all subject areas of our curriculum.

## **6. Professional Development:**

The quality of curriculum begins with continuum of professional development available to the school staff on the school, diocese, local and national levels. Over half of Presentation's staff has advanced degrees in education. Regardless of education level, the staff is encouraged to pursue interminable growth and inspiration. Complacency is not an alternative objective because the students deserve the best possible evolving education. Therefore, school staff attends Site Based Council Meetings, Diocesan Professional Development, National Catholic Education Association Conferences, local school district seminars, and workshops to refresh, improve, and incorporate new ideas and strategies. Presentation is a member of the Missouri Professional Learning Network, administrative team members participate in the Association of Supervision and Curriculum Development which provides many professional development opportunities as well as the latest in educational publications.

Fourteen in-service days are reserved for Presentation staff to enhance learning. Current professional development goals include reinforcing the best practice models of Differentiated Instruction, Data Interpretation to provide data driven instruction and understanding of the Common Core State Standards. High Yield Instructional Strategies enable teachers to push questioning to a higher level thinking, allowing deeper understanding of concepts. Presentation's Technology Integration Specialist ensures that staff can utilize the technological advancements to impact student learning and achievement. Monthly "long and short" courses provide the teachers the opportunity to master specific technologies available.

Common plan time and Site Based Council Meetings afford the opportunity for collaboration and grade level planning. Small group book studies focusing on differentiation, data review, high yield strategies and classroom management techniques provide staff members the opportunity to participate in Professional Learning Communities that ensure teachers are current on best practices and educational advancement.

Presentation also strives to augment the staff's educational development with mental, physical, and spiritual growth. This is achieved through monthly team building exercises, wellness plans, prayer groups, and recognition by leadership and peers. All of the teachers play an active role in his/her professional development plan. Staff practices the "help me understand" philosophy and encourages teaching strategies that have flexibility within sound curriculum principles that allow each student the best possible chance to excel.

## **7. School Leadership**

Our Lady of the Presentation is led jointly by the School Principal and Parish Pastor. Along with these positions, the leadership of the school is complemented by an Assistant Principal of Curriculum Instruction, Technology Integration Specialist/Middle School Coordinator, Guidance Counselor, and Resource Teacher. The leadership team views themselves as responsible for developing the whole student – mind, body and soul; recognizing that ultimately the goal is to prepare the children entrusted to them to be active, participating, giving members of society. This objective is met by utilizing a cooperative philosophy.

Cooperation is exemplified by focusing on communication. The Pastor and Principal maintain good communication by having daily morning update meetings. Two-way communication between teachers/staff and administration is encouraged on a regular basis. This is done through several different formats including: weekly "This Week at Presentation" emails to staff; monthly staff meetings; monthly team building days; inclusion in parent communications; summer break emails; back to school letter to staff; Remind 101, a group texting system; and an "open door" policy.

The leadership team is in agreement that complacency will not be tolerated. Change and evolution is the only way to encourage growth. Growth is to be expected by all, students and staff. The leadership team also works diligently to create and maintain an environment or culture of collaboration and support among all staff members, much like a family unit. A positive atmosphere is encouraged and fostered by leadership providing positive reinforcement to teachers and staff through dress down days, "mailbox mementos", token gifts of books or sweets; survival kits at the beginning of the school year, etc.

The Pastor and the Principal provide leadership to other ancillary school programs which are integral to the school's success such as the PTO (Parent Teacher Organization) and the School Advisory Board. They routinely attend meetings and/or provide information critical to the groups' performance. In encouraging growth, leadership measures the acceptability of change by its positive impact on the students.

## PART VI - NON-PUBLIC SCHOOL INFORMATION

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The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

### 2013-2014 Tuition

Grade	Amount
K	\$4630
1	\$4630
2	\$4630
3	\$4630
4	\$4630
5	\$4630
6	\$4630
7	\$4630
8	\$4630
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$5575  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$35
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      1%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      3%

## PART VII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2001</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	80	82	81	82
Number of students tested	56	61	41	57	55
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2001</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	80	82	81	82
Number of students tested	56	61	41	57	55
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2001</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	73	78	74	80	69
Number of students tested	41	56	54	48	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2001</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Jan
<b>SCHOOL SCORES</b>					
Average Score	79	76	80	68	
Number of students tested	40	52	48	44	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 7th grade not tested 2008-2009.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2001</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Jan
<b>SCHOOL SCORES</b>					
Average Score	74	83	70	79	
Number of students tested	49	46	44	33	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 8th grade not tested 2008-2009.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2001</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	77	76	77	83	78
Number of students tested	56	61	41	57	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2001</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	72	79	83	79	81
Number of students tested	59	41	58	57	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2001</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	78	79	75	76	74
Number of students tested	41	56	55	48	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2001</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Jan
<b>SCHOOL SCORES</b>					
Average Score	83	82	84	75	
Number of students tested	40	52	48	44	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 7th grade not tested 2008-2009.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Test of Basic Skills</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2001</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Jan
<b>SCHOOL SCORES</b>					
Average Score	80	84	74	82	
Number of students tested	49	46	44	33	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:** 8th grade not tested 2008-2009.