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

[ ] Public or [X] Non-public

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

Name of Principal Mrs. Kathy Shieldes Harry
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St Gregory Cathedral School
(As it should appear in the official records)

School Mailing Address 500 S College Avenue
(If address is P.O. Box, also include street address.)

City Tyler   State TX   Zip Code+4 (9 digits total) 75702-8117

County   Smith   State School Code Number* 212-100-101

Telephone 903-595-4109   Fax   903-592-8626

Web site/URL   http://www.stgregory.info   E-mail ksharry@stgregory.info

Twitter Handle _____ Facebook Page https://www.facebook.com/St.GregoryCathedralSchool   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. James Klassen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail: jklassen@dioceseoftyler.org

District Name _____ Tel.   903-595-4109
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 Mr. Robert Monaghan
(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

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

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   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
   0 High schools
   0 K-12 schools

   0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. 22 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
PreK	14	13	27
K	18	16	34
1	28	12	40
2	20	21	41
3	19	19	38
4	20	18	38
5	25	27	52
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	144	126	270

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 2 % Asian
                                    5 % Black or African American
                                    12 % Hispanic or Latino
                                    4 % Native Hawaiian or Other Pacific Islander
                                    73 % White
                                    4 % 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: 3%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year	3
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	292
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

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: 19 %

    Total number students who qualify: 50

    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.

    The school does not participate in the free/reduced-priced meal program. The estimate is based on the number of full time students who qualify for tuition assistance through the Private School Aid Service calculations.

9. Students receiving special education services: <u>12</u> %

                                                            <u>33</u> Total number of students served

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

1 Autism	0 Orthopedic Impairment
0 Deafness	2 0Other Health Impaired
0 Deaf-Blindness	8 Specific Learning Disability
0 Emotional Disturbance	10 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	1 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:

	Number of Staff
Administrators	2
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the
    school divided by the FTE of classroom teachers, e.g., 22:1   <u>13:1</u>

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	95%	96%	96%
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

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%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u>X</u>   No

    If yes, select the year in which your school received the award.   <u>2006</u>

PART III – SUMMARY

On the red brick streets of Tyler, Texas lies St. Gregory Cathedral Elementary School, the oldest private school in the city. The mission establishes the school's primary goal as the on-going faith formation of the Christian person. The school believes that moral formation and academic education are the cooperative responsibility of the parents and the school. The well rounded education has many facets for the developing child. Importance is placed upon recognizing the rich diversity of the God-given talents that each student brings to the school community. The uniqueness of each student is nurtured in a loving atmosphere regardless of race, color or creed. St. Gregory places a high value on faith development, academic excellence, self-direction, personal responsibility and self-discipline as means for developing the total student.

The school celebrated its 65th anniversary with a new event based on a tradition of Christian Service that actually began before the school opened in 1946. The pastor inspired students to help raise funds to build the school by selling war bonds. The School Sisters of Notre Dame, who opened and staffed the school for three decades, continued to emphasize Christian service. Those efforts evolved into a modern day Serviam (I Will Serve) for the youth of St. Gregory. Having reached the age of reason, that time in life at which persons are deemed to be morally responsible, St. Gregory's second graders publicly pledge to live a lifetime of service in the spirit begun by the school founders. This commitment to serve others is manifested in the completion of monthly service endeavors, until graduation in the fifth grade.

St. Gregory serves a student body represented by a culturally diverse population and wide cross section of socio-economic levels. Students travel to the campus from a large geographical area, an approximate 30 mile radius from the city. While 81% of the student body professes the Catholic faith, students of all faiths are welcome and actively recruited.

The PreK through Grade 5 campus is one of just five Catholic schools that comprise the mission Diocese of Tyler. In 2010, the Diocese separated St. Gregory from its parish high school in order to create a regional Catholic Middle and High School.

Strengths and accomplishments of the school include meeting the needs of students at both ends of the academic spectrum, strategic planning and innovative programming in a difficult economy.
St. Gregory has consistently achieved national standardized scores well above the top fifteen percent of the nation. What makes this accomplishment most worthy of Blue Ribbon status is the school's outstanding program of inclusion for students with special needs. Twelve percent (12%) of all students enrolled have an identified special need.Approximately 9% of the student body is served through the school Resource program. All students, regardless of their learning difference, participate in the school's nationally standardized testing program. The school's principal was honored with the Edward M. Shaughnessy III Serving All God's Children Award given to a Catholic school educator who has made an outstanding contribution to furthering inclusive education for all, especially those students with special needs. Administrators have shared the school's program for special needs through presentations at National Catholic Conferences validating that high academic success and an inclusion program are not mutually exclusive for private schools.

Students on the advanced end of the academic spectrum are provided avenues for personal enrichment in Mathematics, Reading and Independent Research. Precocious students who demonstrate extraordinarily high achievement may be placed in Mathematics classes above their chronological grade level. A series of Reader's Challenges from a select list of quality children's literature are available for students with the ability for advanced reading. Web based research projects from Renzulli Learning are facilitated for children achieving in the top five percent of their class.

Maintaining the long tradition of educational excellence has been a financial challenge during the past few years as the East Texas area, once rich in oil and gas revenue, continues to see a distinct downturn in the economy. Simultaneously, the local public schools passed a bond election just prior to the recession and replaced 16 elementary schools with brand new buildings. With an eye on the future and strategic planning,

St. Gregory positioned itself to operate lean and efficiently without sacrificing the exemplary educational programs synonymous with the school.

Rather than simply weathering a difficult economy or resting on its laurels, the school sought to enhance its reputation by developing new and innovative programs that were economically feasible.These include a Spanish immersion program designed to teach four year old children conversational skills within one school year and the Cathedral Strings, a violin program in partnership with the East Texas Symphony Orchestra.

The collaboration of the pastor, administration, faculty, parents and school council create a solid working partnership to include and serve all God's children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.) St. Gregory uses achievement tests data to measure growth from one year to the next, to identify students with possible learning differences, to identify students for enrichment, and to examine the strength and areas for growth in content so that meaningful instruction can occur in a systematic process.

The Iowa Test of Basic Skills (ITBS) was administered to grades K-5 from 2010-2013. The Tenth edition of the Stanford Achievement Test (SAT) was administered to students in grades 1-5 from 2008-2009. Both offer a snapshot of the school's achievement highlighting areas of strength and areas for growth. These tests are mandated by the Diocese of Tyler to measure individual and school wide achievement. On average, 12% of the school's students are receiving accommodations for learning differences and 9% of the students are receiving special services through the school's Resource program.

All students are tested, regardless of their learning difference. There are no apparent disparities among any subgroups. With standardized test scores well above the 85th percentile, St. Gregory maximizes achievement of all students including those with special needs.

Both the ITBS and SAT are norm-referenced tests. St. Gregory primarily uses two forms of data received from the tests, the National Percentile Rank (NPR) and Standard Scores (SS). Ideally, the school desires that every student strives to achieve results in the upper quartile with a 76 NPR or above and that each grade level average scores in the top 10% of the nation.While achieving scores at these levels are admirable goals, consistent and sustained growth is the true measure of success especially for students with identified learning needs. Standard Scores are used to determine individual growth and longitudinal growth of the school as a whole.

B.) The National Percentile Rank (NPR) for students in grades 3-5 is well above the 85th percentile on the ITBS and SAT in both Reading and Mathematics. The scores have remained consistently high for the past five years. Noteworthy items include:

Almost one-third of the 5th grade class of 2013 (14 students) had an identified learning difference and 7 of these were served in the Resource program. Despite these high statistics, the grade level scores were above the 85th percentile in both Reading and Mathematics.

While Reading scores remain in the top 15% of the nation, several key strategies have been implemented to address the fluctuating scores:

- Students have participated in the Scholastic Summer Reading Challenge. Research indicates that regardless of ethnicity, socioeconomic level, or previous achievement, children who read four or more books over the summer fare better on reading comprehension tests than peers who read one or no books over the summer.
- The implementation of the Texas Bluebonnet Reader's Challenge has inspired more independent reading during the first semester of the school year.Almost 50 % of the students in grades 3-5 read twenty books from the Texas Bluebonnet list and complete individual book talks with faculty, administrators and staff.
- Students in K-2 have "take home" readers keyed to the curriculum.Nightly oral reading between parent and child reinforces the concepts taught in the classroom.
- The vocabulary subset of Reading shows growth due in part to the implementation of Sadlier's Vocabulary Workshop designed to extend and enrich vocabulary thought.

In Mathematics, key results include:

- The computation subtest has remained fairly stable (see next bullet) following a slight dip when the school changed from the non-timed SAT to the timed ITBS. The curriculum and pacing calendars

were adjusted to provide students more experiences with timed mathematics tests, ultimately increasing fluidity while maintaining accuracy in computation.

- Computation was identified as a weakness for third grade and fifth this past year. Strategies for improvement and benchmark assessments were included in annual teacher goals for these classes.
- Subtests of Problem Solving and Data Interpretation have seen the smallest growth and have been targeted for distributed practice on the pacing calendars as Data Interpretation generally falls at the end of the school year.
- A large number of faculty members annually attend the Conference for the Advancement of Mathematics Teaching each summer providing additional staff development in this curricula area.

Other analysis of the test data and contributing factors include the following:

- The size of the grade levels over the 5 year span ranged from 39-56 but provided no apparent influence on test scores.
- In 2010 the school began administering the CogAT to all students in grades 1-5.Discrepancies in the CogAT and ITBS scores may indicate possible learning differences. By identifying and serving special needs as early as possible, student achievement has the best chance of sustained growth.
- Over the past five years, an increasing number of students have been reviewed for academic intervention or special needs with the availability of achievement and cognitive abilities tests. Based on the positive data and performance trends, a significant number of special needs students have been able to exit the formal Resource program and move into content mastery in the regular classroom with accommodations.
- With the strength of their achievement test scores, 78% of the last year's alumni are eligible to participate in the Duke Talent Identification Program (TIP) in seventh grade.

An overall review indicates that St. Gregory students achieve the academic success necessary to meet the challenges of middle/high school, college and eventually life.

2. Using Assessment Results:

Standardized test data is first analyzed by administrators when results are received in late May. Scaled scores for Reading, Mathematics and Language are placed on a longitudinal chart to attain a global picture of the school as a whole and to determine if true growth has been attained by each grade level from year to year.

Each June, all classroom and special curricular teachers take part in an annual day long analysis of the most current test data so that upper level teachers know where younger students perform instructionally and vice versa. Overall tests results are disseminated with the faculty and a longitudinal chart is reviewed. Particular notice is given to the Kindergarten results. These scores bench mark a class at the beginning of their academic career. Results for the exiting 5th grade class are also scrutinized to determine if mastery has been attained during student's tenure at the school. Campus trends are highlighted and significant areas of growth or areas of concern are noted.

Next, data from content cluster reports are disaggregated by grade level. The summary of a grade's performance is reported in terms of percent scoring in the Below Average, Average or Above Average categories enabling teachers and administrators to identify relative strengths and weaknesses within a content area. Any identified area of weakness is noted by the current grade level teachers (e.g. 1st Grade) and also by the next year's receiving grade level teachers (2nd Grade) so that pacing calendars and instructional strategies may be adjusted during the subsequent school year.

Finally, teachers and administrators review each child's individual test scores noting the child's achievement in relation to their ability index. Students with a significant discrepancy between academic achievement and ability level are identified for review as this may be an indicator of a learning difference, such as dyslexia.Additional data is then obtained from teachers and parents to determine if further assessment or a

special needs referral is warranted. Administrators also flag each child scoring in the top five percent of their class to determine if enrichment or independent learning should be initiated.

The ultimate goal in this detailed review of data is to ensure that all children score at the highest levels of achievement commensurate with their ability, regardless of their end of the academic spectrum. Annual goals emerge from the key concepts targeted for improvement. Staff development needs are correlated to the goals. Next, the professional learning communities and individual teachers begin lesson planning with test results and annual goals in mind.

Parents receive their child's individual test results with the final report card of the year. The PTO sponsors a seminar for parents on Understanding Standardized Test Scores, led by the principal. As a follow up, the principal offers a personal conference to review and discuss their child's tests scores.

Campus test data is disseminated to the pastor, school council, Diocesan Superintendent and Tyler Catholic School Foundation. The wider community receives summarized results in advertising, marketing and public relations materials.

3. **Sharing Lessons Learned:**

The administrative team shares successful strategies by:

- Presenting workshops at national and regional conferences. From 2010 through 2013 the following presentations have been made.
- National Catholic Educational Association (NCEA) Annual Convention, Motivate Math Scores to the Top 10%, Serving Students with Special Needs
- NCEA Special Needs Conference: Cooking Up Creative Ways to Serve Special Needs, National Council of Teachers of Mathematics, Regional Conferences: Motivational Math Activities to Increase Achievement
- Scholastic Reading Summit for Educational Leaders:Preventing a Summer Slide in Reading

Diocese of Tyler Back to School Teacher In-service:Spanish Garden: Growing a Spanish Immersion Program

- Networking with administrators from the Diocese of Tyler, the local private schools association and other Catholic Schools across the nation through the NCEA Principals Forum
- Serving as chairs on accreditation teams for Catholic schools throughout the state
- Serving as a resource to schools (both Catholic and public) on the use of test data to improve instruction
- Serving on civic boards such as the Tyler Economic Development Council and the East Texas Symphony League of Tyler
- Networking with local educational publishing house, Mentoring Minds, on Corporate Responsibility
- Making presentations to local agencies such as Early Childhood Association, Rotary Clubs, Real Estate Agents and Young Mothers Club.
- Collaborating with the East Texas Symphony Orchestra to develop a Strings program for area schools
- Developing relationships with local public school districts to serve special needs students

Teachers share successful instructional strategies and curricular programs by:

- Welcoming university students to observe in the classroom as a part of the teacher education program
- Conducting workshops on curriculum strategies or effective teaching practices such as The Early Childhood Teachers Association, Diocese of Tyler Ministries Conference, and the Diocese of Tyler Back to School In-service

- Serving on discussion panels and presenters for The Texas Computer Education Association, TCEA Tots on Technology, Scholastic Book Fairs, Inc., and Champions for Children
- Modeling effective teaching practices for visiting teachers
- Collaborating with other educators in the development of curriculum and skills continuums
- Serving on accreditation teams for Catholic schools in Texas
- Collaborating on special events such as the East Texas Symphony Youth Concert and the Southwest Liturgical Conference.

4. Engaging Families and Community:

School and home communication is critical to student success. St. Gregory utilizes RenWeb School Management Software to inform parents about curriculum and instruction, homework, classroom activities, study techniques and more. Parents have online access to the school handbook, homepages for their child's teachers, the school calendar and other vital information. The school uses the online Parent Alert component for weekly newsletters that cover academics, service projects, safety issues, calendar dates, fundraisers and much more.

Even though much information is available online, the school prohibits email correspondence between teachers and parents. St. Gregory believes that personal communication is imperative for teachers and parents to work in unison for student success. School policy states that phone calls from parents should be returned the same day if at all possible, but no later than 24 hours. Developing school-home relationships in this manner has proved extremely successful.

Parent conferences are formally scheduled twice a year for face to face conversation regarding student progress, but may also occur at any time upon request by parents or teachers. Written progress reports are sent to parents every three weeks and report cards every nine weeks.

Parents of at-risk students or those with possible learning differences are personally contacted by the Assistant Principal, who serves as the coordinator for the Resource Program. Consensus is reached by the parents and administrator before placement occurs in intervention, content mastery or resource classes. A similar process takes place for students with potential for independent reading, independent research or out of level grade placement.

Homework is leveled for each grade and is comprised of activities to strengthen previous learning. Take-home readers in grades K-2 contain parent and child instructions to reinforce fluency and comprehension.

Parents and faculty are required to perform service hours during the school year. This policy often benefits the academic program when adults share their professional expertise or hobbies with children during thematic curricular units. A dermatologist may discuss sun safety in a health/science class; a web site designer may offer insights into the internet and responsible social networking; a veterinarian may welcome students to his farm to learn about small animal husbandry; police officers and firefighters may give students a first-hand look at community helpers.

Service projects performed by students and teachers help develop a network of resources within the wider community. These relationships often provide guest speakers or field trips that enhance the educational experience.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Through Professional Learning Communities, St. Gregory's curriculum is designed for students to think critically, be productive, grow spiritually, and make moral decisions as they serve their church and city.A skills framework is generated from St. Gregory Curriculum and Learning Standards.This on-going collaboration draws from National Standards, Common Core Curriculum, instructional resources and varied assessments.

Engaging students in learning through effective teaching practices is the central focus for curriculum implementation. The School Instructional Plan (SIP) identifies key components for all instruction, followed by specific curricula objectives based upon National Standards and Common Core Curriculum Standards.

Key Components of the SIP include:

- Proclaim the fullness of the Gospel
- Balanced Reading emphasizing literature and comprehension
- Language arts communication through the written or spoken word
- Manipulative based Mathematics
- Experimental Science with discovery
- Social Studies that promotes citizenship with global understanding
- Conversational Spanish through immersion
- Appreciation for Music with emphasis on performance
- Seamless Technology integrated throughout the curriculum
- Physical Skills development through personal growth
- Visual Art based on styles of Master artists
- Differentiating curriculum for special needs or independent learners
- Engaging students in problem solving, higher level thinking and research skills

The primary goal of the Religion program is fulfilling the educational ministry of the Catholic Church. The curricula adhere to 15 goals outlined by our Diocese and draws from the Faith, Family and Friends guidance program and the Child Lures program. The weekly school liturgy embraces the new English translation of the Roman Missal. Christian service is the hallmark of our faith community.

The Reading/Language Arts curricula is derived from national standards and includes creative thinking, print and phonological awareness, decoding, vocabulary, comprehension, reading fluency, literary concepts, readers' theatre, poetry, written expression, and graphic organizers. Basal series and novel units emerge as primary tools of instruction. Scottish Rite Flight is used for intervention or remediation in the reading resource program.

Mathematics follows NCTM standards with manipulative-based curricula that focus on numbers and operations, algebra, geometry, measurement, data analysis, probability and problem solving. Inductive and Deductive Reasoning are taught through logic problems. Fifth Graders use sixth grade textbooks and curriculum to fast track students for the option of Algebra I in grade eight.

The Science curriculum follows national standards for inquiry instruction and scientific methods. At least 40 percent of instruction is demonstration and experimentation, often taking place in the science laboratory. Outdoor education is provided through a four-day, three-night stay at the Pines Camp for 5th graders.Additional opportunities for first-hand learning outside the classroom include the Southwest Mobile Dairy, Texas Parks and Wildlife Education Program, the East Texas Fish Hatchery, and visits to various locales for age appropriate farming and ranching opportunities.

Social Studies links past, present and future and integrates geography, societal structures and cultural experiences in the curriculum.

The Spanish program is designed to encourage all students to become conversational in the language. Spanish immersion in PreKindergarten lays the foundation.

The Artist in Residence program provides Fine Arts collaboration between professional artists and classroom teachers. The National Endowment for the Arts Picturing America integrates print art with other curricula, especially social studies. Live performance occurs through the vocal and hand bell choirs, strings program, and All School Musical Review.

Technology seamlessly integrates the curriculum enabling students to maximize their ability to access information for communication, online research and problem solving. Students utilize web based learning and basic productivity techniques.

Daily Physical Education enables students to demonstrate competency in locomotor skills. The addition of playground Sun Shelters and sun safety education promote healthy exposure to the sun.

Unique curricula includes Spanish Garden, a PreKinderegarten Spanish immersion program designed to make four year old students conversational within one year; Cooking in the Classroom to enhance curricula with a multi-sensory approach; Units of study on Ancient Egypt, King Arthur, Greek Mythology and Shakespeare; Independent Readers challenge; and Independent Researchers web based enrichment activities.

2. **Reading/English:**

A comprehensive, balanced Reading curriculum incorporates national standards for English coupled with a lifelong love of reading.

The multifaceted Starfall program provides a close match to the early childhood reading curriculum.This approach includes methodologies that motivate children with imagination and enthusiasm. Instructional strategies support emerging and struggling readers alongside their peers through a systematic phonics approach with phonemic awareness. Literature is infused through thematic units of study. Take home readers for K-2 complement sight word development and fluency while providing a strong home-school connection.In the upper grades, basal series and genre studies emphasize vocabulary, comprehension, fluency, reading response, and literature.

Reading methodologies include opportunities for child-directed instruction, guided and independent practice, oral, shared and interactive reading.Teaching strategies such as a daily message board and journal writing allow students to see the relationships between oral and written language.

A Reading Resource program provides intervention for the at-risk reader and specialized instruction for students with diagnosed learning differences. The Resource teacher holds a Masters Degree in Special Education and has ADHD, placing her in a unique position to identify with students and teach in an exemplary manner.Students are scheduled for small group instruction.

Special studies of Ancient Egypt, King Arthur, Poetry, Greek Mythology and Shakespeare enrich the Reading curriculum allowing success at varied levels for both the reluctant and advanced learner.On the National Mythology exam 90% of the students received a gold, silver or bronze medal for their achievement.

A lifelong love of reading begins with a national summer reading challenge.Students track minutes read, not pages, enabling student success at both ends of the academic spectrum.St. Gregory placed 5th in the world in 2012. Grades 3-5 participate in the Texas Bluebonnet Challenge. Reading twenty books enables students to vote for the best new book in Texas and engage in individual Book Talks with the Principal, Assistant Principal, Financial Coordinator, special curricular teachers, or librarian.This personal interaction allows students and faculty alike to share a common excitement for reading.

Advanced readers have the opportunity to embark on a Reading adventure through independent study.Students select 30-50 books from a predetermined list for independent reading.Benchmark rewards such as free dress days, movie theater passes, book gift certificates, and a field trip to the Center for Earth and Space Science Education and Tyler Museum of Art are incentives that keep children hooked into reading.

3. Mathematics:

The Mathematics framework stems from NCTM Standards with multiple opportunities for problem solving, reasoning, and communication. Emphasis is placed on manipulative-based instruction that moves from concrete to abstract levels of understanding, core computational strategies, and deductive reasoning.

Classroom activities from Mind Benders, Primary Logic Problems and Marcy Cook Math stimulate mathematical thinking. The Sadlier basal series and Calendar Math are vehicles used for curriculum delivery. Key features include graphing, number concepts, place value, time, money, and measurement.

Mountain Math, an online system to introduce new concepts and review skills previously taught, reinforces concepts in grades 2-5. Compacting the curriculum in the upper grades enables students to skip the fifth grade textbook and move directly to a sixth grade curriculum in order to prepare for Algebra I in middle school. Rounding out the curriculum are connections between Mathematics and other curricula areas such as science, art, and history.For example, in a school wide study of artist Jackson Pollock, fractals seen in Pollock's work demonstrated the correlation between art and Mathematics.

Problem-based learning activities improve mathematical abilities in both the reluctant and advanced learner as students generate solutions through cooperative learning. One example is a unit on consumer Math.The school allocates $100 to each class in grades 3-5.Within an allotted period of time, the class must purchase as many food products as possible using sales and coupons.All food items are then donated to the parish Outreach Center.Another real life experience is cooking in the classroom which elevates the senses and sustains learning, especially for those with differing needs. As children learn to crack eggs or mix a batter, they also gain new math, language and science skills. Basic math ("Are we putting in more salt or more baking soda?") and sequencing skills ("What ingredient goes in first...next...last?") give way to fractions ("Break this candy bar into fourths.")In addition, fifth grade students increase problem solving skills through The Adventures of Jasper Woodbury from Vanderbilt University. These video scenarios are viewed with embedded data that include more than one viable solution to a problem.

Brain Gym activities including physical "hook-ups" for right-left brained learning are used by all teachers to help below level students with memory, attention and basic skills. For students with greater need, the Resource Classroom provides content mastery assistance.For advanced students, out of level placement is available.

4. Additional Curriculum Area:

The Visual and Performing Arts program is a unique realization of the school's stated mission of development of the whole child.The program aims to enhance critical thinking skills and creativity, key not only to increasing student achievement, but activating the student's social and emotional development.

Primary components of the visual arts include:

- weekly art instruction based on study of the master artists
- spiraling art emphasis with the Artists in Residence
- infusion of art throughout particular subject areas

The basic elements of art are employed by studying the work of major artists.The selected artist is introduced through a presentation highlighting their life, work, and techniques.Students then create their own work inspired by the artist that is displayed in the school Art Gallery for parents and members of the community.

The Artists in Residence program evolved from this master artist curriculum.Professionals are contracted through a private grant to guide teachers and students in understanding the artist under study. Some of the artists studied to date include van Gogh, Kandinsky, O'Keefe, Pollock, and Matisse.One study focused on the Wyeths to coincide with the exhibit at the Tyler Museum of Art, Wyeths Across Texas.

Art is incorporated into other curricular areas.For example, one grade used the National Endowment for the Arts program Picturing America.In this series students learn about American history as depicted in works by American Artists such as Jacob Lawrence.Faculty trained at the Amon Carter Museum in Fort Worth followed by a student field trip to the museum.

Major components of the performing arts include:

- weekly or biweekly classes using a multisensory approach to music
- third grade developmental choir
- fourth/fifth grade performing choir
- recorder and handbell study
- Cathedral Strings violin program
- rhythm instrument instruction
- All School Musical Review
- oral performances at grade level Festivals following units of study on Shakespeare, Greek Mythology and Ancient Egypt

The All School Musical, held in the civic auditorium, has a 25 year history in which every student graces the stage in full costume to experience live performance.The repertoire of song and dance numbers are practiced and choreographed under the direction of faculty with guidance from professionals.

The Visual and Performing Arts program has become a catalyst for critical thinking, interpersonal communication, and genuine enthusiasm for learning that overflows into all areas of curriculum and instruction.

5. **Instructional Methods:**

The key to successfully differentiated instruction for students at both ends of the academic spectrum is staff development.Recent faculty in-service topics included:Educating Children Who Learn Differently; Brain Gym; Identifying and Meeting the Needs of the Gifted Learner; Positive Behavior Intervention and Supports; Using Presentation Software to Excite the Learner (and Teacher); Web 2.0 Technology for All Students; and Teach Like a Rock Star.

Philosophical practices must then translate into classroom methodology.Teachers use individual styles to engage students with varied delivery systems, always focused on teacher-student interaction. Within one class period it is not unusual to see small group or activity based learning along with computer generated activities for reinforcement or product based learning. Students use presentation software such as Animoto or Prezi as a way to demonstrate their understanding of the curriculum.

Administrators and teachers work together to assure that students transition well from one grade level to the next based on formal and informal assessments.Classes are heterogeneously grouped but efforts are made to match teaching and learning styles particularly for students with special learning needs.

All teachers receive training on strategies or accommodations that could be employed with any student but are critical for those with learning differences. These include but are not limited to establish routine, limit distractions, mark textbooks with color, keep worksheet designs uncluttered, use visual clues on board/cards, divide tasks into parts, allow extra time on assignments and tests, allow frequent breaks, and provide alternative assessments.

Strategies teachers employ for all students but especially those on the upper end of the academic spectrum include Bloom's Taxonomy, creative thinking, inductive and deductive reasoning, and open ended questioning techniques.

The following directives from the School Instructional Plan also guide teachers to practice effective teaching for all learners.

- Employ a multi-sensory approach during instruction to reach different learning styles
- Provide instruction at the appropriate level of difficulty to increase student success
- Create a motivational environment in the classroom by using the factors of success, interest, feeling tone, level of concern, knowledge of results and rewards
- Integrate higher level thinking skills throughout all grade levels and content areas
- Provide practice sessions that are short, intense and highly motivating

In addition, the school's management software enables parent's online access to class notes, homework, and instructional resources. This home and school connection supports academic achievement for all learners.

6. Professional Development:

Professional development for new and experienced teachers helps to ensure student success. Linking test data to staff development also provides a direct line for academic improvement.

After careful review of standardized test data, annual goals are set by the faculty. Staff development is then established to correlate with the school goals. At least ten staff development days are provided for the faculty on an annual basis. In addition, each teacher is required to obtain a minimum of 8 hours of professional development each year.

National or state consultants may be invited to the campus for total faculty in-service. Funding sources include the general operating budget, school Foundation, Parent Teacher Organization, private donors and federal grants. Significant funds are also allocated to send professional staff to a variety of national, state and local conferences in Mathematics, Reading, Gifted, Bilingual or Physical Education, the Scottish Rite Dyslexia Training Program and the Southwest Liturgical Conference. In April of 2013, the entire faculty attended the National Catholic Educational Association conference courtesy of the PTO.Stipends are also available for advanced college course credit.

Classroom teachers participate in Professional Learning Communities at the primary or intermediate level. Monthly meetings allow frank discussion followed by consensus building on a variety of curricular topics and methodologies.

Professional Development for new teachers is critical. The school recognizes the overwhelming responsibilities that first year teachers may encounter. Every attempt is made to hire new teachers before June to enable them to spend most of their summer preparing for the coming year. Administrators meet with new teachers for orientation and to review effective teaching practices. A mentor teacher, often the grade level chair, is assigned to the new hire. The pair meets to discuss curriculum, pacing calendars and campus instructional strategies. During the school year, peer observation is available in addition to the professional development opportunities previously noted.

All teachers set personal and professional goals for the year with the requirement to include objectives from staff development received prior to the start of the school year. In doing so, teachers transfer professional development into practical application. Teacher goals are reviewed prior to and following the formal teacher observation, at mid-year and at year end summary.
Coordinating professional development with the school's instructional goals and a teacher's personal goals ultimately results in higher student achievement and success at all levels.

7. **School Leadership**

As a parish school the pastor is the head of St. Gregory Cathedral School, hiring the principal who serves as the day to day campus leader. St. Gregory's School Council serves in an advisory capacity to the pastor. They also provide resources and parental insights to the principal. The principal is completing her 22nd year at the helm, her elementary school alma mater.The assistant principal is completing her 17th year in that role after teaching in the school for the first 10 years of her employment. This longevity by the administrative team has sustained a rise in enrollment and academic achievement by all students.

The principal is the overall leader of the campus and also serves as the director of fund development, alumni relations, public relations and marketing. She is responsible for analyzing and disaggregating the standardized test data on both an annual and longitudinal basis with all professional staff. The principal communicates test results internally to the pastor, school council, parents and parishioners; and externally for admissions, marketing and public relations.

There is absolute collaboration between the principal and assistant principal on all areas of instruction and school operation. After review of the standardized test data in June, an annual plan for improving student achievement is developed by both administrators with input from lead teachers of the primary and intermediate professional learning communities. Included in the plan are curricular goals and objectives, staff development training, materials, resources and/or technology needed for successful implementation. The final plan is adopted by consensus from the entire faculty in August.

Funding for the annual instructional plan is procured by the principal. Curricular implementation for the plan is directed by the assistant principal. The assistant principal serves as the coordinator for curriculum and instruction which includes special services. She oversees teacher communication on RenWeb, grading, teaching methodologies and individual educational plans for modifications, accommodations or enrichment.

The administrators and teachers highlight components of the annual plan in their yearly personal and professional goals. The primary focus (content and/or skills) may vary from year to year based on the test results from previous year and new programming underway. Each individual or grade level has specific targets for student achievement but the entire campus is tied together with a common goal and plan for student achievement under the direction of the school leadership. This systematic plan for improvement has proved extremely successful.

PART VI - NON-PUBLIC SCHOOL INFORMATION

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 <u>X</u>   No

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

2013-2014 Tuition

Grade	Amount
K	$6215
1	$6215
2	$6215
3	$6215
4	$6215
5	$6215
6	$0
7	$0
8	$0
9	$0
10	$0
11	$0
12	$0

4. What is the educational cost per student?   <u>$7500</u>
    (School budget divided by enrollment)

5. What is the average financial aid per student? $<u>2347</u>

6. What percentage of the annual budget is devoted to   <u>6</u>%
    scholarship assistance and/or tuition reduction?

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

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** ITBS/SAT
Grade: 3	**Edition/Publication Year:** 2006
Publisher: Riverside/Pearson	**Scores are reported here as:** Percentiles

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	74	86	70	78	85
Number of students tested	39	54	43	45	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The ITBS was administered in 2013,2012, 2011, and 2010. The SAT was administered in 2009. Edition/Publication Years: ITBS Form C 2005/SAT 10th Edition/2002.

Subject: Math	**Test:** ITBS/SAT	
Grade: 4	**Edition/Publication Year:** 2006	
Publisher: Riverside/Pearson	**Scores are reported here as:** Percentiles	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	90	80	86	83	86
Number of students tested	50	40	41	56	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The ITBS was administered 2013, 2012, 2011, and 2010. The SAT was administered in 2009. Edition/Publication Years: ITBS Form C 2005/SAT 10th Edition/2002.

Subject: Math	**Test:** ITBS/SAT
Grade: 5	**Edition/Publication Year:** 2006
Publisher: Riverside/Pearson	**Scores are reported here as:** Percentiles

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	84	86	69	82
Number of students tested	44	42	48	45	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The ITBS was administered 2013, 2012, 2011, and 2010. The SAT was administered in 2009.
Edition/Publication Years: ITBS Form C 2005/SAT 10th Edition/2002.

Subject: Reading/ELA	**Test:** ITBS/SAT
Grade: 3	**Edition/Publication Year:** 2006
Publisher: Riverside/Pearson	**Scores are reported here as:** Percentiles

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	85	74	83	81
Number of students tested	39	54	43	45	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The ITBS was administered 2013, 2012, 2011, and 2010. The SAT was administered in 2009. Edition/Publication Years: ITBS Form C 2005/SAT 10th Edition/2002.

Subject: Reading/ELA	**Test:** ITBS/SAT
Grade: 4	**Edition/Publication Year:** 2006
Publisher: Riverside/Pearson	**Scores are reported here as:** Percentiles

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	89	79	87	82	84
Number of students tested	50	40	41	56	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The ITBS was administered 2013, 2012, 2011, and 2010. The SAT was administered in 2009
Edition/Publication Years: ITBS Form C 2005/SAT 10th Edition/2002.

Subject: Reading/ELA	Test: ITBS/SAT
Grade: 5	**Edition/Publication Year:** 2006
Publisher: Riverside/Pearson	**Scores are reported here as:** Percentiles

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	76	85	80	74	84
Number of students tested	44	42	48	45	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: The ITBS was administered 2013, 2012, 2011, and 2010. The SAT was administered in 2009.
Edition/Publication Years: ITBS Form C 2005/SAT 10th Edition/2002.