

U.S. Department of Education
2015 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. Maureen Frances Hannon

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

Official School Name Blessed Sacrament School

(As it should appear in the official records)

School Mailing Address 2407 Dixie Highway

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

City Ft. Mitchell State KY Zip Code+4 (9 digits total) 41017-2016

County Kenton State School Code Number* 026-410

Telephone 859-331-3062 Fax 859-344-7323

Web site/URL http://www.school.bssky.org E-mail mhannon@bssky.org

Twitter Handle _____ Facebook Page _____ 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*Mr. Michael Clines E-mail: mclines@covdio.org

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

District Name _____ Tel. _____

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. Karen Epplen

(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 2014-2015 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 (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. 12 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	0	0	0
K	36	20	56
1	28	26	54
2	34	34	68
3	36	27	63
4	26	45	71
5	39	43	82
6	34	29	63
7	23	29	52
8	39	42	81
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	295	295	590

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 1 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 0%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1	608
(5) Total transferred students in row (3) divided by total students in row (4)	0.000
(6) Amount in row (5) multiplied by 100	0

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: 6 %
 Total number students who qualify: 37

9. Students receiving special education services: 7 %
39 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>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>44</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>15</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</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:

	Number of Staff
Administrators	2
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
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.	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 22:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	97%	96%	97%
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 2014

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 No

If yes, select the year in which your school received the award. 2007

15. Please summarize your school mission in 25 words or less: By embracing Gospel values, Blessed Sacrament School guides students in developing "spiritual growth, academic achievement, and personal responsibility through prayer, study, and service."

PART III – SUMMARY

Blessed Sacrament School was founded more than ninety years ago and provides a quality education to 590 children in grades kindergarten through eight. The school is part of a tight-knit suburban community with strong traditions rooted in faith and in family. Generations of families have attended BSS and have welcomed members of neighboring communities, Catholic and non-Catholic alike. The mission of Blessed Sacrament School is to encourage children to embrace the Gospel values of Jesus Christ and to prepare for life as active Catholics in the Church and in the world. We develop spiritual growth, academic achievement, and personal responsibility through prayer, study and service to others.

Blessed Sacrament School is deserving of the National Blue Ribbon School Award for dedication to continued academic excellence in a Christian environment. Since being awarded the Blue Ribbon School title in 1994 and 2007, the dedicated administration, faculty, pastor, and community have taken pride in fostering a strong Catholic faith in its students and providing the resources needed as education evolves in this changing world. Administration spearhead the implementation of research-based programs and methods which serve each child so he/she may reach his/her potential. The efforts of many have enabled Blessed Sacrament to hold a steady enrollment of 590 (+/- 10) while enrollment trends show a decline.

In education, the affective domain is important for the spiritual and academic growth of children. A yearly theme enhances this growth. This year's theme is A Family of Faith following Pope Francis' declaration of the Year of Faith. The importance of how Christian values translate into actions in our school, community, and the world is accomplished through various avenues. In K-3, the book *Have You Filled a Bucket Today?* (McCloud and Martin) helps children apply the analogy of filling a bucket with building up others through kind words and actions. The school counselor visits all grades addressing conflict resolution and welcoming student visits. Every three years, a nationally known expert speaks to students, faculty, and parents separately, providing information on dealing with bullying issues. Homework groups support students academically. Grades 5-8 have a weekly enrichment/remediation period where classes are designed with student input. Service is part of the culture of BSS. Individual service hours, class service projects, and service designed by student clubs permeate the school.

Excellence in academics is driven by the commitment to student learning and preparation for the future. Professional development is a priority and has the endorsement of parents which is evident through Parent Club funding each year. Funds are used for faculty and administrative attendance at national and local workshops. Professionals speak at faculty meetings. During the past ten years, faculty honed their skills in Differentiated Instruction, and for three years, in Professional Learning Communities. Through collaboration, faculty have learned from each other to constantly improve instructional strategies, to use data to increase student learning, and to creatively use technology in the classroom. All efforts are centered on student learning.

The varying abilities of students are addressed through tiered lessons in the classrooms, the Response to Intervention model, accelerated classes in the upper grades, remediation by the reading specialist, remediation and enrichment by the math specialist, support for children with learning disabilities by the academic support teacher, and enrichment opportunities throughout. Tools are in place to collect and review data for charting and responding.

From kindergarten through eighth grade, technology is an everyday occurrence, and its use increases each year. Teachers design lessons, which include interactive software, whiteboards, netbooks, tablets, and iPods. Kindergarten and first grade use iPads for remediation and enrichment. Second through sixth graders use tablets and netbooks for research, writing, remediation, and enrichment of skills through an array of applications. Junior high students use Edmodo for the flipped classroom. They are able to blog questions to each other and their teachers, which is time efficient and increases understanding. Edmodo is also used for tests and quizzes, an efficient use of time for teachers. Sixth through eighth grade use the Discovery Education techbook for science with an interactive format and consistently updated information. The use of technology has led to more individualization within these classrooms and more one-on-one time with the teacher.

Families and the community enjoy supporting a Blue Ribbon School. Children do not raise funds. Parents take this on through the Development Committee and the Parents Club. Alumni, corporations within the community, and parishioners give generously during the Annual Giving Campaign, auction night, gift card program, Market Day, and social events. Each year approximately \$280,000 is raised. The bulk of these funds support 100% of our technology budget and a generous portion of specialist teacher salaries.

Blessed Sacrament School students receive an education strong in faith, in community, and in academic excellence due to the dedication of many to the mission of the school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Preparing students for a faith-filled, responsible life through academic excellence is the mission of Blessed Sacrament School. Across curriculum, all students will master content and be able to problem solve, think critically, and apply knowledge to real life. Standards and expectations are high with many of the lowest students performing above their potential in class and on standardized tests.

The curriculum guidelines are established by the Diocese of Covington and the State of Kentucky. Common Core is used in language arts and math. The Next Generation Science Curriculum is being implemented over the course of two years with the updating of resources.

Junior high students prepare for high school through a challenging curriculum, including Spanish and enrichment courses. Career Day prepares students for high school and beyond. Last year, forty-two parents and community members presented careers to students. Each student was exposed to eleven different careers.

The reading curriculum in K-2 begins with Saxon Phonics and spelling. The McMillian McGraw Treasurers series is used in grades 1-5. The series continues to build phonics skills creating a solid base for learning to read. Novels are included in the curriculum and are often integrated with other subjects. Students read a variety of genres and appropriate skills are applied. The Holt McDougal Elements of Literature is used in 6-8 reading and language arts. This challenging series provides students with various genres by a wide array of authors.

Grammar, spelling, vocabulary, and writing are part of Blessed Sacrament School's English language arts curriculum. They are taught using the companion text to reading through eighth grade. Beginning in the sixth grade, students use Vocabulary Workshop. The writing process is taught with daily practice. Teachers collaborate on writing assignments across the curriculum. Portfolios include a personal narrative, and expository piece, and a persuasive essay. Teachers are developing a writing rubric building skill mastery throughout the grades. Young Author books are written in first through fifth grades.

Math curriculum remains strong through consistent reflection and collaboration by faculty and administrators. Kindergarten uses the diocesan math curriculum to guide instruction, as well as the state of Kentucky's Common Core Standards. The diocesan curriculum, Common Core Standards, and Math in Focus guide grades 1-5 instruction. All teachers in grades K – 5 tier instruction to meet the varied educational needs of their students. Students in grades 6 use the Glencoe Math curriculum, with one group designated as an accelerated class. Students in grades 7 and 8 are grouped according to ability. They are grouped as follows: high school Algebra I, Algebra I, pre-Algebra (Glencoe Math). I-XL, Kahn Academy, and a dozen other programs are used for remediation and enrichment. Weekly computation review is assigned for the practice of mastered skills. Students develop number sense, mathematical reasoning, problem solving, estimation, critical thinking, and computation skills.

Kindergarten through third grade have structured math RTI twice weekly. In grades 6-8, accelerated math is offered. Eighth graders who score in the 96th percentile or higher can participate in a Algebra I class for high school credit.

Science curriculum examines earth, life, health, and physical science. Students learn to think critically and apply their previous knowledge to the next concept. Hands-on science experiments occur weekly. Grades 6-8 use the Discovery Education techbook with consistently updated curriculum matching the Next Generation Science Standards. Faculty collaboration ensures curriculum is developmental and comprehensive. Students receive awards at diocesan, regional, and state science fairs.

Social studies curriculum includes American history, world civilizations, economics, and communities. Student engagement through debates, research projects, field trips, and simulations stimulate learning.

Teachers use cross-curricular and integrated units to make history come alive. Students also participate in the National Geography Bee. Grade 8 students participate in the National History Day contest.

2. Other Curriculum Areas:

Performing and visual arts classes are attended weekly. Before the school year begins, the visual arts teachers meet with grade level teachers and coordinate projects with curricula. Visual media experiences include painting, drawing, sculpting, and weaving. Renowned artists are included in the curriculum. Student artwork is displayed on Artsonia (available for purchase) and in the school.

Music classes are offered weekly to all grades. The curricula includes teaching students to read music, composing, and performing. Students also participate in musicals and plays throughout the year and in the parish choir. The teacher reviews religious music with the students weekly. Students in kindergarten perform various prayer services throughout the year. Students in grades 1 and 2 perform a Christmas play. Students in grade 4 perform a Kentucky play to showcase their social studies curriculum. Students in grades 5 and 6 perform skits and visit classrooms as explorers. Students in grades 3 and 7 perform at the Family Fine Arts Night and grade 8 students perform a yearly eighth grade play. The music teacher also offers a drama class incorporated into our WIN program for 7 and 8 grade students.

Family Fine Arts Night is held each spring where the work of every child is displayed. A theme directs learning and projects. Families take part in a scavenger hunt, students entertain with a choral performance, and guests are invited to experiment with a visual art or dance.

Physical education/health/nutrition curriculum includes demonstrating basic physical skills and knowledge of sports during weekly class for all grade levels. Each year, students take part in the President's Physical Fitness test. A healthy life style is promoted in collaboration with the science teachers. Science teachers in the primary grades discuss the food groups, healthy choices, and active lifestyles. Middle school students (gr. 4, 5, 6) discuss a healthy body and body changes. An emphasis is placed upon hygiene and making healthy choices. Sixth grade students participate in DARE education. DARE educates students about the dangers of alcohol and drug abuse. Local law enforcement officers teach students and organize a DARE graduation for students and their parents. In junior high (gr. 7 & 8), students learn about the systems of the body and how poor choices affects the various body systems. Girls on the Run began last year. It promotes a positive body image and self-esteem. In this program, teachers, parents, and girls train for a 5K race and participate in lessons that promote positive mental and physical health.

Blessed Sacrament School is in compliance with the NBRS program's foreign language requirements. Ninety-nine percent of seventh and 99% of eighth grade students take Spanish during the regular school day for the equivalent of 120 minutes per week for the entire school year.

Spanish begins in second grade as a weekly enrichment class. In grades 4-6, students meet for 90 minutes weekly and receive a grade. Junior high classes meet for 120 minutes per week and are graded. Curriculum develops from conversation and basic vocabulary to grammar and writing. Blessed Sacrament School organized a subject PLC for diocesan Spanish teachers. Members of the Spanish PLC collaborate four times yearly to review curriculum and assessments and to discuss concept and skill progression.

Technology curriculum, recently rewritten by the diocese, has been implemented. I-Safe lessons are used to implement internet safety. Books on tape and iPods are used by the reading specialist. Students attend computer class weekly. Daily, students use interactive whiteboards, netbooks, tablets, and laptops. Student computers number approximately 220 for 590 students. Grade 8 language arts students use iPads daily in their classes, which are 80% paperless. They use Edmodo and other apps to do research, homework, and to blog. Students in grades 6 – 8 use the science Discovery Ed techbook daily. All students have access to technology for remediation and enrichment.

3. Instructional Methods and Interventions:

Blessed Sacrament School uses a variety of instructional approaches, methods, and interventions to meet the diverse and individual needs of students and to ensure high levels of student learning and achievement. Administration and staff have been trained in the application of Differentiated Instruction, Constructivism, and Response to Intervention. Teachers meet weekly in grade level PLCs to assess student data and to review curricula and formative and summative assessments. In these PLC meetings, teachers view the learning and concept acquisition of all students in an effort to identify which strategies and approaches work best with each student.

Teachers are required to use an established lesson plan format when planning instruction. This format requires teachers to list lesson objectives, procedures, and forms of evaluation. It also requires teachers to identify which Differentiated Instructional strategies were used, what levels of Bloom's Taxonomy were used, and which Multiple Intelligences were used to teach each lesson. Fruitful dialogue in PLC meetings have helped teachers to recognize which of these they use most often and whether they were successful with each group of students that they teach.

Use of Differentiated Instructional strategies to tier instruction is the norm at Blessed Sacrament School. Teachers pre-assess students before beginning new material and plan lessons based upon what skills/concepts the group and individual students have mastered. Students are grouped into "Approaching," "On-level," and "Beyond" level groups. Teachers then plan lessons, activities, and assessments to help each student achieve his/her full academic potential.

Blessed Sacrament staff has been trained in Constructivism. Three staff members attended a two-year leadership initiative offered through Xavier University to Catholic school educators. Staff brought this inquiry-based philosophy of education to Blessed Sacrament and trained the faculty in its application. Using this approach, students are active participants in learning and teachers facilitate. Tiering naturally occurs through individual and group-based learning.

Response to Intervention was incorporated five years ago. In grades K-3, RTI is scheduled four times, twice in reading and twice in math for 30 minutes each day. STAR assessments are used in addition to classroom work to determine RTI groups. Extra personnel aid in implementation. Teachers use research based activities from the Florida Center for Reading Research and Great Leaps with RTI students. In grade 4, students receive RTI help weekly from additional certified teachers. Grades 5-8 have one period per week of RTI assistance.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Iowa Test of Basic Skills (ITBS) Form C has been used at Blessed Sacrament School for grades 3, 5, 6 and 7 for the past five years and was implemented in grade 4 in 2012. During the past five years, trends in the IOWA (ITBS) show significant consistency among the tests. Through the years, total math and reading test scores in all grade levels have exceeded the 85th percentile. Individual students are expected to achieve their predicted scores with many exceeding those scores.

The scores are reviewed annually and student learning trends are identified and addressed in curricula, instruction, and methodology. In analyzing the math sub-scores, Math Concepts and Estimation are strengths while Computation appears to be weaker, though still near the 85th percentile at all grade levels. To increase computation speed and accuracy, weekly computation worksheets were implemented along with timed fact tests. This positively impacted computation at all levels. In analyzing reading sub-scores, students consistently scored well. Even though reading scores were high, there was a slight discrepancy between the Predicted NPR and the Actual NPR in some grade levels. More informational text was integrated to develop the skills necessary for student success in reading comprehension. The scores in the Language Total are consistent and high, with work focusing on improving spelling scores. During the past five years, continued implementation of the Saxon Phonics program has strengthened both language and reading total scores. Consistent high scores in math and reading are attributed to the early intervention programs in the primary grades. Continued student achievement is evidenced by the number of high school scholarships given to students, as well as the number of eighth grade students who qualify for the diocesan high school math class.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

In addition to the Iowa Test of Basic Skills, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) tests were administered to primary students 3 times a year from 2010-2012. Presently, the STAR program is used to assess all primary students in reading and math. According to DIBELS and STAR results, approximately 85% of students meet benchmark standards. The programs identify students for advanced and remediation groups. Enrichment programs were implemented to serve high performing math and reading students. Students who score in the lowest 20% of their class, receive Response to Intervention (RTI) services; small group instruction with fluid groupings and/or services with the reading/math specialist. Each seven week cycle, an academic team comprised of the students' teachers, an administrator, and specialists meet to assess individual student progress. An educational plan is developed and adapted to meet students' reading and math needs. Plans are shared with parents when changes are made. Since this is the second year of implementation of math RTI, data trends note improvement in the skills of our lowest students. Test results have provided the reading and math specialists with valuable information to design more effective intervention strategies.

For the past three years, eighth grade students have taken the Explore test, exceeding college readiness benchmark scores in all four areas of English, math, reading, and science. Strong consistent performance is noted, and the scores are reviewed by staff and shared with students and parents to promote a clear understanding of the data. Students identified a need for career development on the EXPLORE test, so a Career Day was implemented. BSS students' academic achievement is proudly shared with prospective parents and the community in diocesan publications and the BSS newsletter/website.

Part VI School Support

1. School Climate/Culture

Prospective families feel the warm, friendly school climate as they tour the school, remarking that the students are happy and actively engaged in learning. Faculty, staff, and administration are extremely welcoming. As a Catholic, Christ-centered school, faith and values are also evident.

The school mission and a focus on student learning come together to create a culture of faith, acceptance, freedom to learn from mistakes, and compassion towards others. Each child is encouraged to learn to his/her potential. Tiered lessons, Differentiated Instruction, and learning styles are engrained. Awarded with honor roll is the Staying on Track Award for those who are responsible, respectful, and achieve a C or better. The award reinforces positive behavior. Students nominate their peers for the May Crowning Court and the Christian Student Award for Christ-like behavior.

Supporting children as they grow are a counselor, academic support teacher, primary instructional aides, and math and reading specialists. Response to Intervention within the school day and extra-curricular programs support and enrich students. Students show leadership through service clubs, Student Council, and classroom projects. Student Council plans and funds various projects, including this year's gaga pit. Student experiences include choir, Mass servers, academic teams, and clubs created for student interests such as art, Legos, scouts, and sports.

Teachers are fed, literally and figuratively! Teacher lunch is provided each day and meals for open house and conference days are provided. Most importantly, efforts to feed the spiritual and professional aspects are ongoing. Hearing the voice of the faculty and using resources to meet teacher needs also feed the children who are the center of the school's mission.

Teacher representatives sit on an advisory board to the administration. Monthly meetings provide an avenue for faculty decision making. Planning events, updating calendars, and day to day concerns are discussed.

Professional Learning Communities support teachers along with many professional development opportunities. PLC three day workshops and one day opportunities, along with religion classes and retreats, are available.

Weekly faculty prayer and yearly faculty retreats allow for spirituality to be shared. Administration shows compassion and support during life's trying moments such as illness and deaths. General appreciation is expressed in a weekly memo, and personal notes are left with lesson plans to communicate a job well done. Birthdays, weddings, and new babies are recognized. The teacher led Spirit Committee plans events and keeps morale high.

2. Engaging Families and Community

Blessed Sacrament School partners with parents and community members to provide excellent educational opportunities for students. Parents and community members serve on the Board of Total Catholic Education, the Finance Council, the Parent Club and the Development Committee. Many members are Blessed Sacrament alumnae and are current or former parents. The Parent Club Committee and Development members raise over \$280,000 a year to supplement the school budget. These funds are used to purchase state-of-the-art technology for teachers and students, partially fund salaries of specialist teachers, fund professional development, and pay for national speakers. Many Blessed Sacrament School and high school scholarships are provided to students through parent and community scholarships.

Parents are also invited to volunteer in the school in a variety of ways. Volunteers coordinate class celebrations and assist with academic enrichment, remediation, and manage student clubs such as: Challenge, Boy Scouts and Girl Scouts, Lego League, Math Counts, the Fatima Program, and weekly

Rosary. Parents collaborate and assist with: Grandparents' Day, Project STEM, Open House, Everybody Counts, Catholic Schools Week events, Teacher Appreciation Week events, and the end-of-year Field Day. Parents are also invited to attend a variety of student performances throughout the year. These include the Christmas play, Fine Arts Night, Young Author's days, eighth grade musical, prayer services, weekly Masses, and sacramental retreats. Students' academic success is celebrated with parents each trimester at Celebrate Success. The school's play gym was paid for and constructed by parents involved with the Boosters Sports Program. The Boosters also financed a new gym floor.

Community members are invited to Blessed Sacrament during our Grandparents' Day, annual Open House, prayer services, weekly Masses, and service projects. Countless community members have shared their vocations with our junior high students on Career Day. Service projects include involvement with community members such as those associated with the St. Vincent de Paul Society, the Interfaith Pharmacy, Madonna House, and Ronald McDonald House.

School success is tied to community members, parents, students, and teachers collaborating to provide the best educational environment possible.

3. Professional Development

Professional development is a priority which focuses on student learning. Faculty surveys lead administration in planning. Currently, the faculty and administration are engaged in the development of Professional Learning Communities. Over the past two and a half years, nine faculty, the school counselor, and two administrators have attended three-day workshops on PLCs. As leaders, these twelve people present at faculty meetings and direct grade level and subject level PLCs. The faculty attended a one-day PLC workshop at Xavier University.

Faculty meetings take place once per month and include education. Grade level and subject level PLCs each meet once per month. An additional PLC opportunity was designed by the principal to meet the needs of specialist teachers who are singletons in the building. In cooperation with five other schools, the art, music, Spanish, PE, computer, and library teachers meet four times per year.

Technology is another professional development focus with the implementation of STAR assessments and My Students Progress, a web-based school management system. Approximately 12 training sessions have been held in the first two months of the school year. Teachers also attended iPad training. Yearly, administrators and interested teachers attend the state technology and education conference. Groups of teachers attend webinars after school on topics of interest.

Local law enforcement conducted ALICE training with all employees within the last year. The training prepared faculty and staff for dealing with emergencies which include an active shooter. BSS was the first Catholic school to implement this training in the area.

Teachers have the opportunity to attend up to two workshops of their choice per year. This year's topics include art, math, Spanish and learning disabilities. Teachers also take part in diocesan presentations for librarians, technology instructors, and certified academic support teachers.

Spiritual development is included in professional development. Faculty attend catechist classes and religious speakers. A yearly spiritual retreat is planned.

Blessed Sacrament School is fortunate to have a Parents Club that donates \$10,000 per year for the professional development of our 37 certified staff. The school also takes advantage of title funding for professional development.

4. School Leadership

The school mission is ingrained within its leadership. The principal and assistant principal work collaboratively in fostering a school climate of spiritual development, academic growth, and responsibility. The school enjoys the support of the pastor who meets regularly with the principal. The Director of Religious Education coordinates sacraments and preparation through the administration and with the cooperation and creativity of the religion teachers.

Within the school, teacher leaders are fostered. Teacher representatives on the Advisory Committee meet monthly to communicate with the faculty and administration regarding concerns. Teachers also lead seven academic teams. The counselor organizes after school homework help with the participation of teachers and college students.

Professional Learning Communities are led by a leadership team whose members have attended national three-day workshops. The leadership team, comprised of faculty and administration, continues to meet and discuss implementation of PLCs, and to lead the subject area and grade level groups. Teachers attending the summer 2015 Solution Tree Institute will join the team.

The leadership team brought remediation and enrichment classes to grades 5-8. Held weekly, these courses are a response to students' needs and interest. Designed with student input, remediation in math and reading, study skills, drama, bible study, and healthy living are only a few of the choices.

Examples of student leadership are seen within the school. Student Council is comprised of students in grades 6-8. They plan activities, service projects, and prayer experiences. Class service projects give students opportunities for leadership through organizing diaper and food drives followed by educating the school community on local needs and social service agencies.

As a diocesan school, the principal works with the Catholic School Office and deanery principals. High school readiness and participation in an eighth grade Algebra I class for high school credit are two successful areas. The principal also initiated PLCs for the art, music, Spanish, physical education, library, and computer teachers among these schools.

The principal works closely with parent organizations that bring extraordinary leadership to the school. The Development Committee holds two fundraisers per year which support the entire technology budget, fund facilities upgrades, and contribute \$75,000 towards teacher salaries. (Students do not fundraise.) The Parents Club provides the hands-on parent component. Members staff Project STEM and Field Day, and plan Staff Appreciation Week and Catholic Schools Week events. The Parents Club donations fund the team-building camp for grades 7-8 and \$10,000 towards professional development.

PART VII - 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 X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$4280
1	\$4280
2	\$4280
3	\$4280
4	\$4280
5	\$4280
6	\$4280
7	\$4280
8	\$4280
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$6898
(School budget divided by enrollment)
5. What is the average financial aid per student? \$470
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? 5%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS Form C</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	76	80	84	80	72
Number of students tested	72	75	63	53	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS Form C</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES					
Average Score	80	80	84		
Number of students tested	80	62	52		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	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: BSS began testing 4th graders in the 2011-2012 school year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS Form C</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	77	76	74	79
Number of students tested	65	53	72	83	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS Form C</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	76	73	80	77
Number of students tested	54	78	81	83	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ITBS Form C</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	76	80	80	83
Number of students tested	80	73	77	69	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS Form C</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	84	76	76	76
Number of students tested	72	75	63	53	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS Form C</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES					
Average Score	80	75	80		
Number of students tested	80	62	52		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed	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: BSS began testing 4th graders in the 2011-2012 school year.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS Form C</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	75	75	71	76
Number of students tested	65	53	72	83	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS Form C</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	74	74	72	73	76
Number of students tested	54	78	81	83	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ITBS Form C</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>Riverside Publishing</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	80	73	78	79	78
Number of students tested	80	73	77	69	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
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: