

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 Ms. Pamela Huelsman

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

Official School Name St. Gabriel the Archangel School

(As it should appear in the official records)

School Mailing Address 5503 Bardstown Road

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

City Louisville State KY Zip Code+4 (9 digits total) 40291-1909

County Jefferson State School Code Number* 056 275 238

Telephone 502-239-5535 Fax 502-231-1464

Web site/URL http://www.stgabriel.net/school E-mail phuelsman@stgabriel.net

Facebook Page https://www.facebook.com/stgabriellouisville
Twitter Handle _____ 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.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Leisa Schulz E-mail: lschulz@archlou.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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Stephanie Kaufman
(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.

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

**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. 11 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	39	34	73
1	36	33	69
2	49	36	85
3	37	43	80
4	38	34	72
5	39	46	85
6	37	36	73
7	41	34	75
8	41	36	77
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	357	332	689

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 2 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1	721
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 20

9. Students receiving special education services: 9 %
65 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>29</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>17</u> Multiple Disabilities | <u>2</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	3
Classroom teachers	27
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	14
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 25:1

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%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

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

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

15. Please summarize your school mission in 25 words or less: St. Gabriel the Archangel educates students through the values of faith, family, tradition, and innovation empowering them to soar with possibilities.

PART III – SUMMARY

St. Gabriel the Archangel School is the largest Catholic elementary school in the Archdiocese of Louisville. Located in suburban Louisville, Kentucky, it opened in 1955 to service what was then a farming community. In the 60 years since, the community has transformed to a more urban, white-collar community. Originally the school was run by the Sisters of Charity of Nazareth. St. Gabriel currently has 689 students in grades K-8. There are three classes of each grade and the facility has grown over the years to include a new library/media center, computer lab, gym, and junior high wing. Outstanding parish support has provided an up-to-date facility, including significant security updates, cameras and an emergency notification system for parents.

The faculty is composed of 34 teachers, 14 teaching assistants, and 3 administrative personnel. All teachers have advanced degrees or are in the process of obtaining advanced degrees and are also working on Master's certification for religious instruction. There is a three-person technology team which is unique in the Archdiocese and reflects the commitment to keeping the school at the forefront of technological advances in education. Except for retirements, classroom teacher retention rate is nearly 100% which is indicative of high morale and workplace satisfaction. This supports continuity of quality instruction and speaks to the leadership of the administrative team. The last three principals have been recipients of NCEA's Outstanding Principal Award which is also a unique achievement.

The administration believes that leadership is a shared responsibility employing a team approach to responsibilities, duties and decision-making. Teachers are not merely "allowed" to participate, but are encouraged and supported to serve on teams such as textbook adoption, curriculum development and school accreditation. Teachers present at local, state and national conferences as well as to other faculty members.

This shared leadership approach is also demonstrated by the response to perceived weaknesses as determined by the variety of assessment devices used to evaluate student achievement ranging from the Terra Nova to individual and group formative and summative assessments. Studying assessment data has resulted in instructional changes, provided school-wide areas of focus for the academic year, and determined needed professional development. The faculty works in a variety of groups including departmental and grade level to ensure continuity of instruction and adherence to identified goals. Examples range from teacher initiated professional development to support 1:1 iPad deployment to yearlong study groups to improve differentiated instruction across all grades. The faculty's drive to improve is reflected in the fact that each year teachers voluntarily participate in 40-50% more professional development hours than required.

While the Archdiocese of Louisville has many excellent schools, St. Gabriel has long been known for its leadership in many areas particularly technology, instructional strategies, and willingness to implement and pilot innovative programs and approaches. Examples include the school's recognition as a SMART School of Distinction (one of only three in Kentucky), a full-time Special Needs Coordinator, a full-time Coordinator for Gifted Programs, an Honors Algebra program and implementation of Rosetta Stone online software to provide individualized instruction in foreign languages and the recent adoption of planbook.com as a way to improve lesson planning. The current project is to develop an e-learning program for snow days.

While always striving to improve, important traditions linked to St. Gabriel have been maintained. Surveys of past graduates have served as reminders of the importance of special activities like Derby Day fun, May Procession, holiday and holy day celebrations and the annual Spirit of St. Gabriel awards. The present and future are shaped, in part, by what has been successful and memorable in the past. Almost sixty years of past experience have served to shape the present and future as an outstanding school community.

In addition to the obvious emphasis on academic achievement, St. Gabriel's philosophy is to ensure that all students feel welcome, safe, accepted and treated fairly and equally. Beginning at morning arrival students are met and greeted by teachers, principals and pastor. Continuing throughout the day students produce an in-house newscast, participate in religious programs such as weekly Mass, daily prayers and charity work. Concluding with after-school programs, each day affords students the opportunity to be recognized and to

become lifelong members of the St. Gabriel family. Many students are children of St. Gabriel graduates or staff members, emphasizing a school climate that nurtures academic and emotional development.

For 60 years, St. Gabriel the Archangel School has provided an atmosphere of Christ-centered formation and academic excellence. While always moving forward and embracing change, it has never lost sight of its unique history and traditions.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum of St. Gabriel School is based on the Archdiocesan Curriculum Framework. This framework is aligned with national standards and with guidelines established by the Kentucky Department of Education. It is a rigorous curriculum, designed to prepare students to succeed in a college preparatory high school program and to develop the problem-solving and 21st century skills necessary for lifelong learning and productive citizenship. Differentiated instruction in all subject areas allows for individualized enhancement for students across all range levels of learning ability. Any decisions about modifying or enhancing the curriculum are based on data gathered both in-house and through the Archdiocese.

Language Arts (Reading/Literature, Composition, Grammar, Vocabulary and Spelling) encompass a large part of the instructional day in the primary and intermediate grades and at least one third of instructional time for the upper grades. Teachers integrate reading and writing skills that fully support, complement and enhance the language arts curriculum. Students learn through a variety of approaches including Daily Writing Journals (Grades 1-5 and Art), Daily Oral Language, Earobics, Success Maker and learning centers. Reading logs, leveled readers and SMART-board activities reinforce basic skills. In the upper grades greater reliance is placed on novels and discussions within a broad range of genres introduced. A very effective approach has been the collaborative efforts of all disciplines to view every teacher as a reading teacher. This has ensured reading and writing skills are taught and reinforced through all subject areas.

The Math curriculum emphasizes real-world problem solving and application of knowledge. Research supports the use of manipulatives across all grade levels, therefore all math students benefit from hands-on activities. Early grades use manipulatives to build a foundation that continues in the upper grades where manipulatives bring lessons alive and teach students to apply learned concepts to real life questions. Success Maker drill-and-practice activities reinforce basic computational skills as do other online resources such as Ten Marks and Acuity. All 8th grade students learn Algebra and an honors level class is offered for those ready for more advanced work. The use of computer simulations, data collection using electronic probes and graphing calculators, and model building add to the richness of the math curriculum. The curriculum is based on the Archdiocesan guidelines but is enhanced by best practices such as daily “eye openers”, writing components, and frequent evaluations to determine the need for regrouping and/or re-teaching concepts. Improvement in test scores has supported these efforts and leads to data analysis to further refine 21st century teaching and learning.

Science lends itself to a hands-on, discovery approach. Beginning in the primary grades and continuing through middle school students are provided opportunities to learn through doing. Experimentation, data-gathering and analysis lead to real-world application. The school has two science labs primarily for more in-depth study of Earth, Life and Physical sciences. Activities include dissections, chemical experimentation, and physics activities. So much of real-world science is project-based and collaborative where learners teach learners. St. Gabriel incorporates these skills. The use of virtual and interactive labs broadens and expands experiences beyond the classroom. The use of online resources also extends the learning environment to outside the school.

Social Studies include history, geography, government and current events. While utilizing the Archdiocesan framework teachers also work to address social justice and ethical issues posed by current events. In response to data disclosing a lack of geographical knowledge of most American citizens, a greater emphasis is placed on map skills and world geography. Special programs like Junior Achievement, Geography Bee and Kentucky Conservation Service supplement field trips like visits to an archaeological dig, state capital and historic sites to provide more experiences and opportunities to supplement more traditional approaches to learning.

Differentiated instruction and increased use of the Special Needs and Gifted Programs coordinators have provided greater opportunities for students performing both below and above grade level expectations in all

subject areas. Increased use of technological advances and online resources has also improved this range of instruction.

2. Other Curriculum Areas:

St. Gabriel provides additional programs to address essential skills and to enrich and supplement the core curriculum. Students have at least 50 minutes per week in Foreign Language, Technology, Library, Art, Music and Physical Education. Open scheduling, access from home, use of 1:1 devices and mobile labs give students additional time to explore a particular subject more in-depth.

Lower grade instruction is geared toward acquisition of basic skills and an introduction to many topics. At higher grade levels, a more intensive study of and application of skills for project-based and independent learning is the goal. Classroom teachers work closely with the “Unique” area teachers to improve cross-curricula connections. Attention is given to allow students not only to acquire knowledge, but to communicate that knowledge through a variety of methods. Collaboration is stressed as students learn to work in a variety of settings.

St. Gabriel the Archangel School is in compliance with the program’s foreign language requirements. All students in grades K-8 study a language using the Rosetta Stone online software in which they develop speaking and listening skills including vocabulary, grammar and pronunciation. Weekly 50-minute structured periods are supplemented by additional access using 1:1 devices or home access. Grades K-5 all study Spanish, while students in grades 6-8 are offered a choice of languages through individualized computer assisted instruction. In upper grades students may study Spanish or choose a new language such as German, French, Chinese, or Latin. This is the first year using Rosetta Stone and feedback has been very positive.

The Technology department at St. Gabriel has long set a standard to which other schools compare. In addition to a three person technology team, the use of the latest technology and the amount of technology available to students add to the high quality of the program. Technology skills are tied directly to subject level curricula as classroom teachers work with the school technology coordinator so that learned technology skills are tied to real-world tasks including research, writing, presentations, and communicating through a variety of media. Higher-level thinking and problem-solving skills are taught through coding, simulations and other activities.

Grades 6-8 are scheduled to use the Computer Lab weekly while grades K-5 have a bi-weekly class in addition to a 50 minute Success Maker (Individualized Computer Assisted Instruction in math and reading with tracking) session. Open scheduling for use of the lab by all grades is available as well as 2 mobile laptop labs and an iPod Touch mobile lab. Kindergarten students have additional scheduled lab times for Earobics, a phonemic awareness software program. Grades 6 and 7 (plus 8th in 2015) have 1:1 devices at all times.

In the Library students learn Internet Safety and Research Skills and the Ethical Use of Research/Sources in addition to more traditional activities that expose students to a variety of genres and authors and develop a lifelong love of reading for learning and for pleasure. The Library program also provides opportunities for students to participate in the Outstanding Catholic Reader and the Kentucky Bluegrass Authors programs.

Physical Education instruction teaches the value of and means to achieve physical fitness through various forms of physical activity such as archery, volleyball, softball and other traditional sports. Students are also taught about healthy lifestyle and proper nutrition.

Music class teaches music theory, musical style and instruments. Hands-on activities with a variety of instruments including Orff, ukulele, woodwinds and percussion add to their music knowledge. Additional opportunity is provided through choir membership which is open to Grades 3-8.

Art classes emphasize self-expression as students work with various media like pastels and clay as well as exposure to many artistic styles. A variety of artists are introduced in conjunction with an overview of art history. Additional opportunities are provided for 800-1000 students through an afterschool Art Club. Family Art Nights attract over 100 families. The Junior National Art Society, frequently spotlighted nationally, is unique to St. Gabriel.

These “unique” programs serve several purposes that make them important components of the overall curriculum. In addition to providing essential skills and knowledge they allow students opportunities to “shine” outside of traditional academics and to develop lifelong interests and possible careers in these special areas.

3. Instructional Methods and Interventions:

Anyone who has been in education for any length of time realizes that the “old” ways aren’t always the best ways to be effective. Increased information about how students learn, brain development, multiple intelligences and how to assess achievement have helped determine the refinement of instructional methods for the St. Gabriel faculty. Beginning with recognizing the needs for professional development and reviewing implementation of methods to reach all students, the focus has been on how to ensure that all students reach their potential. Recognizing that not all students learn the same way nor at the same pace has resulted in hiring new personnel and changing job expectations for others.

Classroom teachers are supported by Special Needs and Gifted Programs Coordinators to help with assessment, individualized instruction and differentiated levels of instruction. Employing teaching assistants provides increased individual attention. Pretesting prior to teaching has improved the level of instruction and enabled the forming and reforming of student groups as needed. The use of learning centers in the primary grades provides activities better tailored to student needs.

Use of a Response to Intervention (RTI) team, composed of classroom teachers, Special Needs Coordinator and assistant principal guarantees quicker response to students needing additional help to succeed. Recommendations range from specific teaching strategies to referral to an outside testing agency. Identified students are tracked to ensure implementation and to assess results. The Gifted Program, participation in the S.H.I.N.E. gifted and talented program and an Honors Algebra I class provide opportunities for those students achieving above grade level. Data analysis suggested this group was being underserved therefore, the need for enrichment and an increased level of expectations was addressed.

Increased use of technology has been one of the main methods for better tailored instruction. Every classroom has voice amplification systems, SMART board, and access to a variety of 1:1 devices such as iPads. Document cameras and specialized software is available for all levels and subjects. Examples include virtual labs for science instruction, Earobics for phonics instruction and Success Maker for individualized instruction in reading and math.

While St. Gabriel the Archangel is a very large school, the individualized approach to learning continues to be one of its strengths. This requires continued assessment and reassessment of our objectives and strategies to improve student achievement, and continues to be part of our expectations for this school community.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

To truly provide effective instruction assessment must occur. The faculty annually examines test data to identify strengths and areas of concern and adjusts instruction accordingly. The Terra Nova is administered to assess student achievement in grades 3, 5 and 7. The accompanying In-View measures the Cognitive Skills Index (CSI) allowing a comparison between potential and actual student performance.

The Terra Nova's percentile results are used for data analysis. While the 50th percentile would be considered average, St. Gabriel students generally achieve within the 60-80 range. Scores are generally consistent from year to year, with a slightly upward trajectory. Close examination of each year's results has been geared to improving achievements and promoting growth over time. In addition to examining class and individual achievement scores, the faculty has worked to identify areas of possible improvement based on the formative and summative assessments conducted at each grade level.

Concerns arose regarding achievement of students with high CSI scores. Data analysis suggested that many of the students identified as having higher than expected achievement scores were not reaching their potential. Data also indicated that students with the lowest CSI were achieving above expectations. Faculty began to implement tiered instruction, project based learning, improved pretesting to tailor instruction and more cross curricular activities. Software programs were identified that offered more challenging levels of instruction. The most dramatic change was the addition of a Gifted Program Coordinator. This program provides students with challenging enrichment and assists teachers in planning, implementing and evaluating higher-level thinking activities within the regular classroom structure.

Data in the last five years shown in the table is the culmination of many years' prior examination and analysis. The consistent levels of achievement have challenged our staff and students to continually raise the bar.

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

The assessment of students' strengths and weaknesses goes beyond merely pencil and paper tasks. There has been an increased use of performance assessments and alternate assessment means such as Student Response systems, Class Dojo and project-based outcomes. Results from these assessments are communicated to the parents and students, and analyzed by the faculty to determine the effectiveness of programs, methods, strengths and weaknesses at each grade level and subject area and progress toward stated objectives.

The phonemic awareness program, Earobics, was adopted to improve reading in the primary grades. SuccessMaker was adopted to improve reading and math scores in Grades K-5. After using traditional methods over a period of years, Rosetta Stone was adopted to meet the need for a broadened foreign language program. Reading comprehension and vocabulary concerns from Terra Nova results led to PD training for the entire faculty as reading instruction became the responsibility of all subject area teachers. Department and levels groups were formed to examine curriculum and address gaps in instruction. eWalk observations by the administration provides additional information to help teachers close those gaps.

PowerSchool is used to report grades in all areas changing on a daily basis. SuccessMaker and Rosetta Stone reports are provided to parents at conferences. The Terra Nova's percentile results are the most effective method to share information with parents and students. Terra Nova score sheets are shared with the parents annually.

Students take the ACRE test of religious knowledge and ACUITY Algebra test. High school entrance test results are shared with the parents and school which assists junior high teachers in examining the effectiveness of instruction in various subjects.

Part VI School Support

1. School Climate/Culture

One of the most important reasons for a parent to choose a school for his child is how the school “feels”. A look at the St. Gabriel site provides information on the spiritual and emotional life including school themes such as “It All Matters”, a Peace Builder program to teach conflict resolution, charity fundraisers, sacrament preparation and celebration and recognition of individual student achievements.

Social growth programs include extra-curricular activities such as Governor’s Cup, Art Club and choir. School-wide special activities include talent shows, pep rallies, a Kentucky Derby Activities Day (that has existed more than 30 years), Terra Nova rallies and prize days, and Student Appreciation days. The Spirit of St. Gabriel award, voted on by students, is presented to a member of each class who demonstrates outstanding personal character. Student Council is involved in the planning and execution of many activities.

The academic environment is rich with opportunities to participate, succeed and be recognized. Individualized instruction is provided for students from the academically challenged to the academically talented. St. Gabriel students participate in the S.H.I.N.E., National Junior Art Honor Society, Kentucky Bluegrass Authors Reading Program, and Young Authors, to mention a few. Recognition of student achievement includes an Honor Roll, Leopard’s Club, and posting student work in the hallways and website. Every effort is made so that students see how important they are and how valued they are as individual members of the St. Gabriel family.

Teachers, too, get great support at St. Gabriel. The team approach of the administrative staff serves to remind each staff member of his importance to the school. The family atmosphere has long been a reason teachers seek employment here. With a retention rate of nearly 100%, it is evident that teachers feel valued. Specific activities such as faculty retreats and Teacher Appreciation days reinforce this feeling. The open-door, open communication policy of the administration is a significant part of why faculty members are so willing to assume leadership roles and develop professional development opportunities for other staff members. New teachers are supported and mentored by senior staff members, both formally and informally. PTSO polishes it all off with treats and funding for special projects for students and staff.

With all this and more, St. Gabriel supports an atmosphere where teachers are valued, students are valued, and the St. Gabriel “feel” is that of a warm, nurturing environment for all.

2. Engaging Families and Community

The goal of having informed and involved families has resulted in a comprehensive approach to provide information to the school and parish community, ranging from the instant communication of the emergency notification system to more traditional methods of newsletters and bulletins. The school website provides access to total online registration (presently the only school in the Archdiocese with this capability), calendars and individual teacher web pages. These web pages allow teachers to communicate syllabi, classroom news and homework assignments. Teacher e-mail addresses are provided for direct communication between home and school. Parents may access student grades through PowerSchool which allows teachers to comment on individual students and additional parent communication. Open houses and parent nights provide opportunities for families to be better informed and involved. Sometimes these are primarily to disseminate information while other times may be more focused such as Family Art Nights. This improved communication has enhanced the traditional parent-student-teacher conferences and formal progress reports. The quality of communication between home and school has been a contributing factor to the ability to sustain and grow the school in a difficult economy. Student and parent surveys indicate great satisfaction and support for these methods.

St. Gabriel has a Development and Marketing director who reaches out to business and other organizations in the community. External digital signage provides information to the local community. The

administrative team has been involved in a Fern Creek Chamber of Commerce Expo and Mount Washington Marketing Day. The school has offered “coffee talks” on relevant topics such as cyberbullying and hosted them for other schools in our region. Other activities include collaborating with local high schools to ensure easy transition, Grandparents’ Day, and high school recruitment visits. Because of these successful outreach activities the school has had to provide additional bus routes for new students.

Parents and other adult volunteers provide the school with special programs such as Junior Achievement, Stock Market Game, Math Counts, Conservation/Environmental programs and Abstinence training. A Health Fair involves local university student nurses.

Teachers are encouraged to use outside resources and enrich the curriculum whenever possible. This has resulted in improved student understanding of the electoral process from involvement with local judges and election officials and forensic training with local police agencies.

3. Professional Development

It has long been a point of pride that at St. Gabriel teachers are expected to constantly work to improve their skills. This is primarily accomplished through a variety of professional development opportunities and tied to the Professional Growth Plan of each teacher. Staff members consistently exceed expected hours of professional development by engaging in PLCs (Professional Learning Communities) that allow for opportunities to acquire and share information. Professional development occurs at the school level, community level, and through state and national conferences. Teachers attend these conferences and return to share what they learned with the school community. Attendance at these conferences is financed by the school, parish and archdiocese and teachers are encouraged to be presenters as well as attendees. These presentations extend beyond the school to others in the Archdiocese within the summer PD calendar as well as through subject-themed groups and grade-level groups.

Other methods for PD that are used include book studies and webinars. Increased use of technology in the classroom has allowed for participation in much larger groups and events at a national level. Encouraging teachers to take ownership of their professional needs is another example of how the administrative team empowers teachers and results in greater commitment to improving instruction.

Professional development is always focused on improving instruction to improve student achievement. Analysis of data from Terra Nova testing has allowed staff to see areas of need resulting in additional targeted in-service training. Adoption of new textbooks, software, or curriculum changes always results in additional training. By periodically surveying teachers to determine specific areas of need, PD groups form and reform based on needs such as the use of new technology. This ability to form and reform groups based on interest has allowed us to be more flexible about responding to needs.

Faculty members address individual needs through Professional Growth Plans. Common themes emerge which evolve into new opportunities for professional development. Examples of these areas include differentiated instruction, integration of technology, improving study skills and the improvement of higher-order thinking skills.

Through a flexible approach to managing professional development there is improved targeting of group and individual needs. It encourages the willingness to change and to look at alternate methods to enhance student achievement. Challenging teachers to raise their expectations for themselves and for their students has resulted in a happy and cohesive faculty determined to continue improving student achievement.

4. School Leadership

The leadership philosophy at St. Gabriel School is best described as “it takes a village”. With the administrative team providing leadership, all members of the school community are shareholders—teachers, staff, parents and students. The leadership structure of the school is headed by the principal and includes two assistant principals, school counselor and special needs and gifted programs coordinators.

The principal is the primary instructional leader looking at the “big picture” to determine goals and objectives ensuring the long term goal is student achievement and that everyone involved understands his role in meeting this goal. A large part of the principal’s job involves delegating to other shareholders so that these goals can be achieved. This collaborative model has not only made St. Gabriel a quality school but has resulted in a significant byproduct---the training of new principals for the Archdiocese. Three of the last four assistant principals have become principals, as has a classroom teacher. The last three principals at St. Gabriel have been recognized as Outstanding Principals by the NCEA.

The two assistant principals are more directly involved with instruction as they provide expertise in assessing student progress, implementing programs, and adoption of new textbooks and curriculum. They also assist in supervision of teachers and staff. In practice, all three of these can do any and all of the duties expected of an effective administrator.

Teachers are encouraged and expected to provide leadership within the school community but also in the larger arena of the Archdiocese and in state and national organizations. Within the school teachers take leadership responsibility by serving as subject area chairs and grade level coordinators and serve on PTSO and School Boards. Other leaders have developed based on specific needs.

Beyond the school level teachers are encouraged to participate in Archdiocesan curriculum writing and textbook adoption committees, the Teacher Senate and other consultative groups. Teachers and School Board members also collaborate on school accreditation.

Student leadership opportunities are particularly available through the Student Council and the school’s daily newscast. By involving students at all grade levels in the planning, implementation and evaluation of activities such as Terra Nova rally and charity drives, as well as involving them in assessing school effectiveness, leadership skills are developed and supported. This serves student needs and assists St. Gabriel in developing its future leaders—parents, teachers and staff for tomorrow.

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	\$5020
1	\$5020
2	\$5020
3	\$5020
4	\$5020
5	\$5020
6	\$5020
7	\$5020
8	\$5020
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5085
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2080
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3rd Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB-McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	74	76	85	75
Number of students tested	73	86	79	69	82
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>Terra Nova 3rd Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB-McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	69	77	66	76	66
Number of students tested	72	68	81	84	85
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>Terra Nova 3rd Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB-McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	72	76	76	81	72
Number of students tested	77	89	92	85	89
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>Terra Nova 3rd Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB-McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	68	74	69	73	57
Number of students tested	73	86	79	69	82
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>Terra Nova 3rd Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB-McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	67	69	61	67	58
Number of students tested	72	68	81	84	85
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>Terra Nova 3rd Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB-McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	79	73	76	72
Number of students tested	77	89	92	85	89
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: