

U.S. Department of Education
2016 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. Sue Greis

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

Official School Name St. Henry Catholic School

(As it should appear in the official records)

School Mailing Address 3825 Dixie Highway

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

City Elsmere State KY Zip Code+4 (9 digits total) 41018-1809

County Kenton

Telephone (859) 342-2551 Fax (859) 342-2554

Web site/URL http://www.sthenryschool.net E-mail sgreis@sthenryel.com

Twitter Handle _____ Facebook Page _____
https://twitter.com/sthenryschool https://www.facebook.com/st.henryschool 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, to the best of my knowledge, 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 Diocese of Covington Tel. (859) 392-1500

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Joseph Biedenharn

(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	19	33
K	28	10	38
1	10	16	26
2	13	9	22
3	14	12	26
4	15	21	36
5	15	16	31
6	19	21	40
7	18	15	33
8	16	15	31
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	162	154	316

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 6 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

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, 2014 until the end of the 2014-2015 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2014	260
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 9%
 Total number students who qualify: 27

8. Students receiving special education services: 1 %
0 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|------------------------------------------------|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</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 |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	98%	97%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

Our students become Disciples of Christ, embracing the Gospel message. They connect to God and others, gain confidence in their abilities and contribute through service.

PART III – SUMMARY

St. Henry School is a small school community that respects tradition and embraces the future. Academic rigor with a caring heart and an appreciation of the individual is valued. For 125 years, the community of St. Henry has dedicated itself to education that meets individuals' needs. Students are the top priority.

members of the school, community, and the world beyond. Service projects unite classroom curriculum with community needs while promoting personal, social, and intellectual growth as well as civic responsibility.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

a. Core Curriculum

St. Henry School follows the curriculum guidelines established by the Diocese of Covington. In an ongoing effort to make sure the students are continually achieving, these standards are periodically revised.

Reading/English Language Arts

English language arts and reading classes are designed to provide a variety of written, literary and verbal experiences according to the Diocese of Covington ELA Standards. The writing curriculum is vertically aligned using the 3.8 Method beginning in first grade with sentence structure and continuing to 8th grade with research and essay writing. Grammar and vocabulary programs supplement the writing process and are completed through an online program following 21st Century Learning initiatives and offering high student interest.

All students visit the library weekly where they are exposed to library skills, author studies, and a variety of literature. In kindergarten, the Orton-Gillingham approach is used to introduce and reinforce phonemic awareness and phonics, gradually building to sight words, fluency and comprehension strategies. A new reading initiative affords students' exposure to different genres and to build a culture of independent reading. Students are required to focus on set examples for each month ranging from classics, science, historical and non-fiction to poetry.

Response to Intervention has been established to address the learning gaps for students who fall below reading levels and to provide enrichment opportunities for those above. Monthly progress monitoring is completed with research based testing to evaluate student reading levels and provide targeted practice. Summer reading programs, in class activities, and online reading games are used to fill reading gaps and allow students to progress at their own level.

Mathematics

Mathematics at St. Henry is both computation and concept driven using differentiated instruction and supplemental resources for all levels. Computation skills are integrated into daily instruction by classwork as well as online programs that track individual progress. The math texts are vertically aligned to scaffold learning. Problem solving skills begin early using manipulatives. Later, critical thinking is emphasized via collaborative work and project based learning.

Student differentiation is facilitated using several vehicles. Tiered instruction and online resources such as XtraMath, ALEKS, and Khan Academy allow students to work at their own pace. St. Henry's Response to Intervention program targets specific math skills and topics, offering remediation, reinforcement, and enrichment opportunities, thereby addressing all ability levels. Lastly, Advanced Math is offered for those eighth grade students ready for Algebra I.

All 4th-8th graders have a Chromebook at school and have the option to access the textbook either in print or online. Additionally, interactive manipulatives, tutorials, games, and quizzes provide engaging ways for students to learn, practice, and study.

Whether it's learning the basic facts, mathematical foundations, problem solving, or algebra skills, St. Henry students benefit from analytical emphasis, online tools, and most of all, differentiated instruction.

Science

The goal of the science curriculum is to provide hands-on investigation and analysis of science questions by

guiding students at their own pace. Students accomplish this using a newly renovated and fully equipped science lab, animal dissection, STEM activities, and LabQuest probes. Field trips include a zoo overnight, river exploration, a working farm, and a nature preserve. The KEEN engineering program is one of many programs brought into the school. Focus on the scientific method begins as early as kindergarten with a science fair held annually for all students. St. Henry is also home to various small animals, providing students with real life animal observation and student care opportunities.

Social Studies/History

St. Henry students learn social studies through the integration of sub-disciplines including history, geography, culture, and government. Scaffolding the previous grades' instruction, programs include an online work text that connects vocabulary, geography, primary sources, and content knowledge. The curriculum is vertically aligned to include all major historical periods and the study of local, state, and federal governments is woven into each grade level.

Students work at their own pace and engage in collaborative projects, debates, simulations, and research which enhances their understanding of the content. Critical thinking is an important objective, as students apply history to current events. Field trips to the state capitol and museums contribute to an even higher level of learning.

b. Preschool

St. Henry preschool supports active learning and promotes progress in language, cognitive, physical, and social-emotional areas. The Creative Curriculum is used to plan a developmentally appropriate program for three and four year olds. Classroom experiences provide exploration and discovery to promote learning, enabling children to develop confidence, creativity and critical thinking skills while making learning exciting and relevant for every child. St. Henry uses the Brigance Screening to measure skills that are critical predictors of school success. With data collected, teachers are more effectively able to meet the needs of young learners so each child is better prepared for kindergarten.

2. Other Curriculum Areas:

a. Core Curriculum

St. Henry promotes solid academic instruction as well as a broad base of experiences through co-curricular instruction. Essential skills and a well-rounded education are gained through weekly classes that complement core learning. Seventh and eighth grade students enjoy electives and students in grades four and up can join weekly clubs.

Technology

St. Henry is proud to be a Google Apps for Education School and an area leader in technology, as the school continues to evolve and progress in this digital age. Extensive teacher training, cloud based technology, and state-of-the-art hardware, like Smartboards, projectors, and document cameras, are present in every classroom. These allow the efficiencies of accessibility and advancement of educational goals, including academic achievement and college/career readiness in the 21st century.

The computer lab features 30 desktop computers and training starts there. Fully embracing responsible use of technology, students begin with completing the I-Safe Program that teaches Internet safety and protection from cyber-bullying. Once a week, K-8 students engage in a range of activities such as building websites, Skyping, programming, and keyboarding. Integrating interdisciplinary principles and teacher collaboration, students are able to enhance and extend learning.

Students in 4th-8th grades are excited each year to complete "Google Boot Camp" and then receive their personal Chromebook. They carry their Chromebooks from class to class and no longer have to compete for

time in the computer lab. Cloud based technology has allowed students the convenience of accessing planning calendars, documents, and communicating with teachers anytime, anywhere. A variety of strategies, including collaboration, homework organization, assignment preparation, studying, and assessments, help students gain 21st Century skills.

Students in kindergarten through 3rd grades have access to shared Chromebooks and iPads as they gain exposure to technology basics each day. The entire student body has teacher monitored access to educational games and activities that make learning fun. St. Henry also uses research-based assessments like the monthly STAR test, to track progress and assist in optimal instruction.

Art

Highly qualified teachers provide weekly art and music classes for PK- 6th grade students and older students participate in electives twice a week that focus on the arts.

Instrumental and vocal music fill the halls of St. Henry School. Whether it is the keyboard lab, percussion instruments, or recorders, students learn to read and play music. They can join a church or honor choir, participate in the music elective, or take instrument lessons after school. Children also gain exposure to music theory, composers, and diverse genres. The acclaimed music teacher uses a specialized kinesthetic approach for maximum participation and enthusiasm.

Visual arts are taught using specialized techniques such as acrylic painting, 3D, and fiber in class and the Art Club. Performing arts are experienced through a theatre elective taught by a professional actor/musician. Students can participate in a school wide talent show. Many attend field trips to the Kentucky Symphony, Children's Theatre, or watch performances from traveling acting organizations. Lastly, all 8th grade students participate in the spring musical.

Physical Education/Health/Nutrition

Students in grades K-8 participate in physical education classes, clubs, and electives. St. Henry uses the SPARK curriculum, which is aligned with national physical fitness education standards. Students can join clubs like running and archery. Periodic electives are offered in martial arts, cross-fit training, golf, and lacrosse. Athletic Boosters provide programs including basketball, cheerleading, volleyball, and cross-country. All students participate in the much anticipated Olympic Day with team building activities.

St. Henry School has an ongoing working relationship with the local EMS, police, and fire departments who conduct first aid and other safety training. The Federal Lunch Program assists in educating students on healthy eating practices. The Veggie Man Program and traditional instruction are included in the curriculum.

Foreign Language

St. Henry is in compliance with the program's foreign language requirements. Preschool through eighth grade students take Spanish 45 minutes per week for the entire school year. Here they learn to speak the language and appreciate Hispanic culture. French is periodically offered as an elective. Exposure to other languages has been gained by student guests from India and Japan.

Religion

Catholic identity is reinforced through weekly mass attendance, participation in sacrament preparation, and daily religion class for PK-grade 8. Collaboration with an African mission and school-wide participation in community service offers opportunities for students to practice their faith.

3. Instructional Methods and Interventions:

At St. Henry School, a blend of instructional strategies including multi-sensory methods, differentiation, intervention, inquiry-based learning, cooperative learning, and opportunities for research promote both “traditional” and 21st century skills. As part of professional development, teachers provide weekly lesson plans including evidence of differentiation, formative assessments, higher level thinking questions, and other 21st century skills. When visiting classrooms, the principal looks for frequent use of these methods.

Teachers of various grades work with small groups of students using tiered instruction. Student assignments and assessments at these different tiers are tailored to the individual ability of the student. In a math class, for example, students might be individually moving around the room working on problems at various leveled stations where the difficulty and amount of problems vary.

Throughout the school the use of research based educational activities are used both online and through a hands-on approach. The use of elementary math manipulatives and activities from the Florida Center for Reading Research are the forerunners of multi-sensory activities. Reading Eggs and Reading Eggspress are individualized phonics and comprehension based online programs that are used in grades K-5. Teachers also conference with junior high students weekly to help set personal goals for reading and transfer to the student the responsibilities of goal setting, record keeping, and self-monitoring. Sharing, exhibiting, and evaluating one’s own work is also encouraged.

The Response to Intervention team and classroom teachers identify essential skills in phonics, reading comprehension, and mathematics. Formative common assessments are then administered, and students with identified gaps are placed into smaller strategic groups where they receive more direct and individualized instruction. On target students gain some reinforcement practice. At the same time, students who are identified at the mastery level for these skills are given opportunities for enrichment. Students who continue to struggle in certain areas of reading may continue to work individually or in small group sessions with the Title 1 reading instructor. Using the Orton-Gillingham method, these sessions offer even more direct and explicit instruction. Collaboration with teachers and the RtI team takes place at weekly data meetings where instructional planning is discussed. Results of universal screeners are used to monitor student progress and set individual learning goals. Alternative learning plans for students with special needs are also discussed and implemented.

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

Academic progress and achievement can be contributed, in part, to the consistent use of a variety of assessments, data analysis, and decision making to drive instruction. For example, when math was identified as an area of growth, several steps were taken to improve that facet of the curriculum. New textbooks were purchased for all grade levels and supplemental resources were utilized to improve computation. Explicit placement of instructional aides helped to meet the needs of at-risk students. A Response to Intervention process addresses gaps across all grade levels. Standardized test results and summative classroom data are used to place students in advanced math courses in grades 6-8.

An unstructured, ineffective writing program was replaced with the 3.8 Paragraph Model of writing after teacher-driven assessment, observation, and subsequent meetings with the local high school revealed concerning weaknesses. St. Henry teachers from all grade levels work to develop a systematic approach to writing pieces in regards to genre, length, and style.

Students in grades 3-7 take the Iowa Test of Basic Skills. The results of these tests are aggregated and analyzed by the teachers. They work in teams to identify areas of concern. Subsequently, curriculum decisions and instructional goals are based on these results. In addition, research based progress monitoring and universal screening tools (STAR and Early Literacy) are utilized to aide in the Response to Intervention process in reading and math. Students on all grade levels are assessed regularly. Data analysis meetings are held nearly every Tuesday with teachers, administration, and the RtI team to discuss progress of individuals and groups. Plans are then made in collaboration to continue current instructional methods or to create more effective strategies.

Parents are consistently kept informed of student achievement. Early Literacy, ITBS and STAR results are reported to them through parent reports. An online data system called ASCEND tracks progress in every class and sends daily email updates on students' progress. Students can also log into ASCEND to check their own growth. Teachers conference with individual students about the results of the STAR assessment and together they set new goals for progress.

St. Henry School maintains high levels of achievement through effective teaching strategies, formative and summative assessment, data analysis and collaboration. High levels of student engagement and remaining dedicated to the mission continue to be a secret to success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Commitment to the mission creates a unique, positive culture that makes the school a welcoming and happy place. Guests who enter the building comment on the enthusiasm of teachers. They notice that students are having fun and display courteous and kind behavior. The student-centered learning environment includes hands-on experiences each day to maximize student engagement. Technology, individuality, and collaboration enhance the students' academic experiences.

St. Henry teachers are blending “traditional” and 21st Century principles by the integration of technology. One-to-one Chromebooks are offered for students in grades 4-8 and iPads for younger students, giving teachers greater flexibility in how they use technology as instructional resources. Across curriculum, teachers promote active learning with all of the noise and movement of student learning, talking, and collaborating. Project based learning, experimentation in labs, and kinesthetic activities are examples of the busy children.

Students are responsible for their work with goal setting and record keeping. Emphasis is placed on providing more choice for students by encouraging them to choose their own books, writing topics, and collaborative partners. Students participate in collaborative activities allowing classrooms to develop into communities where students are valued for their unique talents, interests, and needs.

To help build confidence in social and emotional growth, the entire school community gathers for routine assemblies. Outstanding academics are recognized, as well as Christian conduct and excellent effort. All students are members of multi-grade level Olympic Day teams which meet during the year to connect children with one another and share school spirit. Students are greeted by name daily. A trained guidance counselor provides classroom instruction as well as group and individual counseling. Topics addressed include bullying, anxiety, and other emotional issues.

In a recent survey, parents indicated that St. Henry School has a welcoming atmosphere. A Mentor Program is offered for each new family at the school, including a new parent social and Ready Fest event prior to the start of school. Grade level summer picnics and a school-wide social are provided to promote connectivity and welcome new students.

St. Henry's school size enables a friendly, informal atmosphere, where faculty members and the principal can easily collaborate. Employees feel their ideas are shared and valued. Staff members are dedicated, progressive and extremely supportive and involved in the school, not by mandate, but by choice. With the backing of the administration and parents, teachers feel supported and can focus their attention on student learning.

2. Engaging Families and Community:

St. Henry's overarching mission is to be connected, confident and contributing. These initiatives are evidenced with the school, family, and community relationships.

At the heart of these relationships is communication. Parents receive daily emails regarding academic behavior/health related updates made that day. The principal sends weekly emails discussing upcoming events and opportunities to get involved. Teachers also send regular newsletters spotlighting student achievement, highlights from the week, and future activities. Hosting several open houses, parents are no strangers to the proud student work in classrooms, decorated halls, friendly staff, and day-to-day workings of the school. In all, open communication is the norm. Parents know the teachers' doors are “always open”, and teachers know parents are interested in extending learning to their homes.

St. Henry offers multiple opportunities for parents to share their time, talents, and treasures. On any given day, you can see grandparents reading to students in the library, moms and dads eating lunch with their

children, and parents helping in kindergarten. Groups such as the Parent Teacher Organization, Athletic Boosters, and administrative volunteers are impactful in their respective ways. Career Day was offered so students could be exposed to a variety of professions. Parents with specific skills will often manage clubs or teach classes such as the Running Club, Lego Club, Archery, and Financial Literacy. With deliberate intent, parents are involved daily and however their individual talents allow. There are engaging opportunities outside of school, too. The parish festival, fundraisers, and weekly Bingo offer opportunities for the adults to work together. Athletics, dances, and seasonal festivities provide fun for all ages of children. The teachers volunteer monthly at a local soup kitchen. Lastly, all students participate in some type of community service project to “give back” to others less fortunate than themselves.

St. Henry has established relationships with many community entities. An affiliation with Thomas More College offers student teachers a place to learn their craft. In turn, Thomas More professors have conducted professional development for the staff. The D.A.R.E. program teaches substance abuse avoidance strategies. Students have managed their own bank account weekly when a local bank visits the school. The Junior Achievement Program is conducted in each grade, offering a progressive curriculum teaching life skills. Lastly, the 4-H program features volunteers and mentors to facilitate learning and confidence as students prepare written and oral projects for local and state competitions.

3. Professional Development:

Teachers and administrators take part in ongoing professional development to stay abreast of research-based best practices and knowledge that improves student learning. St. Henry administration works to provide programs that intentionally align with the school’s strategic goals. Teachers are encouraged to attend outside conferences and workshops and are given financial support to do so.

Several years ago, when gaps in reading skills were detected, the staff participated in a book study and monthly in-house workshops to learn how to effectively execute Response to Intervention (RtI). The Diocesan liaison for inclusive education was also consulted and helped to define specific goals and action steps. When completed, RtI was gradually implemented across all grade levels in an effort to fill skill gaps in reading and math. This has directly resulted in an improvement in scores on the Iowa Tests in both subject areas.

Monthly staff meetings are often comprised of guest speakers from outside the school, including local universities, to present various topics in technology, safety, and teaching strategies. St. Henry teachers also present new ideas to each other. Teachers embrace new ideas and are enthusiastic about trying out what they have learned. The most exciting effect is that the enthusiasm spreads and therefore, a culture of learning presides among the staff members.

All staff members are required to create yearly professional growth plans. The principal and individual teachers work in tandem to create these plans. Once all the plans are determined they are shared with the entire staff in a Google document. This helps to ensure accountability and support for each person. It’s not unusual for teachers to give each other suggestions or make each other aware of professional development opportunities that would help others reach their goals. Progress towards goals is reviewed with partners at faculty meetings and updates are posted on the shared Google document.

The Kentucky Teacher Internship Program is diligently followed for first year teachers. The process includes professional growth plans, formal observations, and scheduled follow up meetings. Teachers new to St. Henry are matched with a mentor teacher. The mentor offers support through observations, formal and informal meetings, and the sharing of ideas.

4. School Leadership:

Leadership at St. Henry School means teamwork with a focus on fostering academic achievement, developing positive relationships and embracing diversity and respect for one another. Mutual decision making and collaboration is encouraged through open communication and participatory leadership in an

organization with few layers. St. Henry School is adaptable and efforts for continual improvement are implemented quickly and with high quality allowing the principal, Parish Education Commission, parents, teachers and staff members to work together for the success of all students. In a time when Catholic school enrollment is generally declining, St. Henry School enrollment has increased 6% over the past five years.

In order to communicate a clear vision to stakeholders, an annual “Vision Night” is held to allow administration, staff, and parents to gather together to frame the school’s goals. All are invited to elaborate on the vision further in classroom led meetings conducted by teachers. As the school year ensues, the decision making process is viewed as a team effort and encompasses all stakeholders: pastoral leadership, teachers, parent organizations and the Parish Education Commission. All opinions are valued in this connected vision and an open-door policy is in place so that concerns and continual improvement are always on the forefront.

The decision to implement one-to-one technology in grades six to eight is an example of the effectiveness of the leadership philosophy on continual improvement. Over a four month period, investigative meetings involving administration, the technology coordinator and parents working in technology fields gathered data and reached a decision on a program that best met the long range needs of teachers and students. Teachers were able to share ideas to encourage “buy in” to the ultimate implementation at the classroom level. Training programs, including “Chromebook Boot Camp” class for students were designed and implemented. Increased student engagement and student learning through use of technology enhancements to textbook curriculum were realized through evaluation of the program and the following year it was extended to additional grade levels.

Teachers and staff take ownership in the school and want to participate and express their desires in continual improvement efforts. Teachers assume an array of roles and share their talents by leading academic clubs, sports, homework centers, and special interest groups on their own time. The administration and teacher leaders make sure that every aspect of the school supports student learning in a positive school climate so that all students can be successful.

PART VI * INDICATORS OF ACADEMIC SUCESS

St. Henry School stakeholders would agree that the single practice that has contributed to student success is the deliberate creation of a positive learning atmosphere for every student. A variety of action steps have been taken to support the formation of this culture. Knowing that students' physical and emotional needs must be met before learning can take place, students are happily greeted each morning by the principal and staff members. When students reach their classrooms, they are welcomed by teachers who show enthusiasm for teaching each day. In class, students are given planned opportunities to reach his or her own abilities through differentiated instruction which completely engages every student. Teachers are purposeful in planning so that individuals feel safe to participate. St. Henry students are used to setting goals, reflecting on their progress and then adjusting their goals to make them achievable. It's not unusual to find a student conferencing with a teacher about academic or social goals. This builds self-efficacy which helps students grow in confidence.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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 No

3. What is the educational cost per student? \$5796
(School budget divided by enrollment)

4. What is the average financial aid per student? \$74

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>The Iowa Tests</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	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	71
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>The Iowa Tests</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	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	75
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>The Iowa Tests</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	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	72
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>The Iowa Tests</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	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	74
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>The Iowa Tests</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	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	71
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>The Iowa Tests</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	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	73
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>The Iowa Tests</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	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	80
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>The Iowa Tests</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	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	69
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>The Iowa Tests</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	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	70
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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>The Iowa Tests</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	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	80
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: