

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Mr. Chad Evans

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

Official School Name Prince of Peace Catholic School

(As it should appear in the official records)

School Mailing Address 5100 West Plano Parkway

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

City Plano State TX Zip Code+4 (9 digits total) 75093-5007

County Collin

Telephone (972) 380-5505 Fax (972) 380-2570

Web site/URL http://popschool.net E-mail cevans@popschool.net

Twitter Handle https://twitter.com/POPSchoolNews Facebook Page https://www.facebook.com/popschoolplano Google+ \_\_\_\_\_

YouTube/URL http://youtube.com/POPCatholicSchool 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\*Dr. Anne Poore E-mail apoore@cathdal.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Dallas Tel. (214) 379-2800

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. Robert Thoele  
(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

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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

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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	55	52	107
K	45	31	76
1	36	35	71
2	32	38	70
3	32	49	81
4	33	49	82
5	39	45	84
6	32	51	83
7	34	41	75
8	38	37	75
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	376	428	804

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 5 % Asian
  - 2 % Black or African American
  - 15 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 76 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 0%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2014	820
(5) Total transferred students in row (3) divided by total students in row (4)	0.005
(6) Amount in row (5) multiplied by 100	0

6. English Language Learners (ELL) in the school: 10 %  
82 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Slavic, Portuguese, Tagalog, Chinese

7. Students eligible for free/reduced-priced meals: 2 %  
Total number students who qualify: 18

8. Students receiving special education services: 9 %  
69 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>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>37</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>26</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment        |
| <u>3</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers	37
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	15
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

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

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	96%	96%	97%	97%
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.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes  No

If yes, select the year in which your school received the award. 2006

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

Prince of Peace Catholic School is devoted to instilling strong Catholic values, fostering a life of faith and servant leadership, providing a challenging academic environment, and inspiring each student to shine to the fullest extent of his or her God-given potential.

## PART III – SUMMARY

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Prince of Peace Catholic School (POPCS), a parochial school located in Plano, Texas, serves as one of the newest and largest elementary schools in the Diocese of Dallas. POPCS was founded in 1991 to serve the needs of the west Plano Catholic community. POPCS opened in the fall of 1991 with 39 students and now educates over 800 students in Pre K 3 - grade 8. The entire POP Catholic Community adheres to and promotes the mission of instilling strong Catholic values, fostering lives of faith and servant leadership, providing a challenging academic environment, and inspiring each student to shine to the fullest extent of his or her God-given potential.

service, leadership, and intellectual, spiritual, and moral growth.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

POPCS follows the standards-based curriculum of the Catholic Diocese of Dallas. The curriculum complies with and exceeds the requirements of the Texas Catholic Conference Education Department, as evidenced by the exemplary status earned in all domains during the school's accreditation in October 2015. In 2015, POPCS also earned the AdvancED accreditation further confirming the school's compliance and excellence. The goal of the school's curriculum is to build a strong foundation of academic excellence in an environment that promotes personal, social, and moral values and inspires each student to reach his or her God-given potential. When adopting resources, teachers and administration pay special consideration to the content of the resource and how it can enhance Catholic identity in the classroom.

**Reading/ELA:** The language arts curriculum includes reading/literature, phonics/spelling, vocabulary, written and oral language, handwriting, and study skills. Students who demonstrate strengths in these areas engage in differentiated learning through challenging activities, flexible and leveled small groups, and various enrichment opportunities. In the lower school, students are assessed using Fountas and Pinnell to determine their reading level. Guided reading groups meet according to individual needs. If students are diagnosed with dyslexia, they receive Take Flight instruction from the academic language therapist during this time. All grade levels incorporate research-based practices so students learn to read, think, communicate, and listen critically. Part of the critical thinking experience is making connections between literature and faith. In grades 6-8, ELA is differentiated within the classroom for honors students. Novel studies vary based on students' ability levels. In the upper school, students use EasyCBM benchmarking to monitor growth. Within the ELA block, all students also visit the library once a week where students learn research skills.

**Mathematics:** With an emphasis on hands-on, multisensory learning, the mathematics curriculum guides teachers in facilitating individual student's development of basic skills and proficiency, as well as becoming problem solvers through increased levels of critical thinking and problem-based learning experiences. Real world application of mathematics is the focus after basic skills are mastered. Teachers have access to a Hand2Mind math manipulatives closet to help students grasp numerical concepts through a hands-on experience. Students in grades 6-8 may qualify for honors classes, enabling them to complete Algebra I before beginning high school. All grade levels are exposed to differentiated instruction and flexible groupings to ensure student success. Technology is integrated throughout mathematics instruction in order to facilitate skills. For example, Reflex Math is utilized to help students master math facts and First in Math is used to practice computation skills.

**Science:** The science curriculum is lab-based and hands-on with an emphasis on exploratory learning and being good stewards of the Earth. In grades K-5, students have the opportunity to participate in a science lab once a week. Students are able to explore science concepts while becoming familiar with lab etiquette. Students in grades 6-8 receive daily science instruction in the lab. Chemistry road shows, trips to the Dallas Zoo, the Dallas Arboretum, and The Trinity River Audubon Center, as well as in-house presentations by High Touch High Tech Science make the world a classroom. Robotics is offered as an after school club along with science club. There is an emphasis on relating science to students' daily experiences so they have a greater understanding of the world around them and are prepared to be successful contributors to society. Technology is integrated through the use of Gizmos which are online simulations that introduce or reinforce new concepts.

**Social Studies:** The social studies curriculum focuses on four main strands: history, geography, civics, and economics. Depth is achieved when students go beyond knowledge based instruction to mastery of material. Breadth is achieved through the cross-curricular approach to integrating multiple content areas into project-based learning experiences. For example, in grade 3, students take a field trip to the Bureau of Engraving in Fort Worth while studying economics and working with money in mathematics. In grades 6-8, social studies focuses on an integration of literature, religion, social justice, current events, and the arts. Communication skills are fostered through presentations and debate. All students participate in the observance of national

holidays. On Veterans' Day, students enter a poster contest and meet outside to honor the sacrifice of veterans with the playing of Taps.

Preschool: The Childhood Learning Center (CLC) follows the standards-based diocesan curriculum. The goal is to provide a foundation that nurtures the whole child with a focus on faith and social/emotional development. Learning environments develop the student's ability to problem solve, question, and use mathematical reasoning with developmentally appropriate materials. The language arts curriculum involves activities such as phonological awareness, writing centers, and reading which align skills for lower grades. The science curriculum fosters a love of science through exploration. In social studies students gain an understanding of culture, family, and the world around them. This foundation enables preschoolers to be successful beyond the CLC.

## **2. Other Curriculum Areas:**

All areas of curriculum at POPCS focus on 21st century skills. Cross curricular projects and opportunities for collaboration and innovation help students make connections to life experiences. Non-core teachers are an integral part of the planning and collaboration among faculty to help link several content areas together.

Music, Visual and Performing Arts: Pre K 3 – Grade 4 students participate in art class weekly. Grades K – 4 students participate in music classes weekly. Grades 6 – 8 students participate in music twice a week. Grades 5 – 7 students participate in art twice a week. These classes support the music and visual arts incorporated throughout the curriculum while promoting creativity, aesthetic awareness, and an understanding of history. Students are exposed to a variety of mediums, artists, and techniques in the visual art classes. In music classes, students explore different musicians, styles, and instruments. The students engage in cross-curricular projects, through which they connect art to their lives. Music brings the community together for performances and Masses. The student choir leads the weekly Mass with student cantors. The annual musical also allows students to explore music. Students rehearse for months for this musical and are involved in all aspects of the production. Along with this, field trips support studies in art, music, and theatre through visits to the symphony, plays, museums, and galleries.

Physical Education/ Health/ Nutrition: The focus on the mission and the best interest of the students at POPCS helps clarify the importance of PE, health, and nutrition. Pre K 3 – Grade 8 students participate in PE classes two to three times per week. PE classes emphasize team and individual sports, personal goals for endurance and health, proper form and kinesthetic skills, and healthy lifestyle choices. The science curriculum has a health and wellness component at every grade level that ties into the PE and religion curriculum. Speakers, programs, and PALS from the local high school are brought in to enhance the health and wellness aspect of the curriculum through guidance on drug and alcohol awareness, relationships, and healthy living. Students have the opportunity to expand their physical education through participation in numerous sports through the Dallas Parochial League.

Foreign Language: POPCS is in compliance with the program's foreign language requirements. All students in grades K-8 participate in Spanish classes. The Spanish program presents students with opportunities to engage in various experiences throughout the school year, which include exposure to cultural customs, traditions, and art appreciation. Students participate in Spanish classes once a week in grades K-4, twice a week in grades 5-6, and three times a week in grades 7-8. Spanish is integrated across the curriculum through Spanish prayers, music, art, history, and culture.

Technology: Technology is infused throughout curriculum, planning, and communication at POPCS. For example, in music class students create a music video with pop-up text to inform the viewer of different information related to specific music genres. One-to-one devices are in place for students in grades 5-8. Each K-4 classroom has 5 iPads and 4 student desktop workstations. In addition, there is a netbook cart available for check-out. Students are taught keyboarding, coding and programming, digital citizenship, and design. Parental partnerships are key in educating students on digital citizenship, social media, and internet safety and therefore parents are included in this aspect of education. Technology in the classroom provides opportunities for differentiated instruction while enhancing collaboration, communication, creativity, and

critical thinking skills. Students in grades K-6 participate in computer class weekly. Core teachers partner with the computer lab teacher and network administrators for ideas in integrating computer skills into the curriculum.

Religion - As a Catholic School, religion class is at the heart of the mission. All students participate in religion classes which are scheduled as a core subject. These classes help students focus on development of their personal faith and servant leadership. Social justice, service, and faith provide a framework for students to process and discuss current events and personal choices. Religion classes incorporate cultural awareness, health, music, art, history, and literature because it is at the heart of POPCS and its mission. All students in grades 5-8 participate in a multi-day retreat.

### **3. Instructional Methods and Interventions:**

Striving for academic excellence and inspiring each student to shine to the fullest extent of his or her God-given potential guides decisions on instructional methods and interventions. Whether teachers are helping students interact with new knowledge or having them practice and deepen that knowledge, a variety of research-based strategies, pedagogies, and methodologies are used. For example, the Thinking Maps program is used school-wide to help students organize information to create connections. Also, the Fountas and Pinnell Benchmarking System for guided reading is used throughout the lower school to meet each student at his or her individual reading level.

Students are taught to take responsibility for their learning through learning appropriate study skills. Students use self-evaluation scales based on Marzano research to help indicate their level of understanding of a topic. Students take ownership of their learning when they chart their personal growth while teachers use student responses to guide and refine instruction.

Leading the school with the POPCS mission in mind has also led to the addition of several resource teachers and supplementary programs. The Star Center is a multipurpose learning resource lab that provides services to help meet the academic needs of students with learning differences. Currently, 9% of students in Pre K 3-grade 8 use the Star Center. The Star Center coordinator facilitates communication between classroom teachers, parents, and students. Student accommodation plans are prepared to meet each student's individual needs. As one of only a few schools in the diocese to have a designated lab and resource staff, the program has grown as the community has seen the progress made with individual students.

Supplementary instruction in language arts is also delivered for students through the Take Flight program, developed at the Scottish Rite Hospital in Dallas. Take Flight is implemented by a certified academic language therapist with a variety of instructional techniques. POPCS utilizes independently employed therapists to meet the needs of students with speech, language, fine motor, or gross motor deficits.

To continue the pursuit of upholding the POPCS mission, QUEST is the gifted and talented pull-out program that services 15% of the students in grades 3-7. QUEST provides identified students with a challenging and creative learning experience. Students in the QUEST program will participate in stimulating activities that help to foster critical thinking in an authentic learning environment. The social and emotional growth of each child is central to this QUEST curriculum.

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

In order for POPCS to maintain its high level of academic success, multiple assessment measures are used to identify performance gaps and areas for enrichment. The school administration and teachers monitor academic excellence by collecting data from the Iowa Assessments, CogAT, Fountas and Pinnell (F&P) reading benchmarks, EasyCBM, Slosson (SIT-R3), Bracken (BSRA), ACRE, and informal and formal classroom assessments.

The Iowa Assessments and CogAT are administered annually. The goal is for students to earn a score on the

Iowa Assessments that is at or above the level predicted by the CogAT. Grade level teams meet with the administration to discuss the data. Results are analyzed to inform instructional and curriculum/programming decisions and modifications. Students who score in the superior range are further evaluated using the SIT-R3 for QUEST, the gifted and talented program.

Additional data is collected through EasyCBM and F&P Benchmark Assessments to inform and differentiate instruction. Using benchmark data, teachers identify students requiring intervention and enrichment. Classroom interventions are done through EasyCBM progress monitoring along with guided reading to ensure students achieve their potential. Teachers reconcile gaps by using available resources for instructional adjustments. The on-campus academic language therapist and the Star Center coordinator intervene when students need additional help due to diagnosed learning differences.

EasyCBM screening measures are used three times per year. The progress monitoring measures are designed for more frequent use. The F&P Benchmarking System is used in grades K-4 to determine student reading ability. Teachers individually assess students to determine flexible reading groups. F&P benchmarking allows teachers to find the weak areas of students' reading progress so instruction can be tailored to students' needs. Teachers also communicate Lexile levels to parents to help them in guiding students to choose appropriate books.

Additionally, the BSRA test is used to assess kindergarten readiness. The ACRE is administered in grades 5 and 8 to inform and guide religious education curriculum and instructional decisions.

In addition to standardized testing, POPCS teachers use a variety of innovative formal and informal classroom assessments to measure student understanding. Along with this, parent/teacher conferences are conducted to communicate student progress, and student grades are available online for parents to view. Students are taught to use self-evaluation scales based on the Marzano framework. Students are able to give themselves a rating of 1-4 that determines their level of understanding of a concept. These scales help students chart personal growth, fostering intrinsic motivation to continue to strive to reach their God-given potential.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Student engagement and motivation are essential to the learning process. At POPCS, teachers are trained on engagement strategies and techniques based on Marzano research. Instructional decisions are based on Catholic values and teachings. Teacher schedules account for a common grade-level planning time that allows teachers to create well-written, engaging lessons for each day of instruction. Blocked scheduling allows students to remain focused on a content area for a longer period of time, allowing them to critically analyze the content and gain a greater understanding of the material. With the programs and planning in place, students have the opportunity to remain motivated and engaged at their level which leads to more creativity and furthering of the POPCS mission.

POPCS has an upper school and a lower school counselor who help to support the academic, social, and emotional growth of the students. Although the counselors work together and help with all students, the upper and lower school structure allows the counselors to focus on a specific age range. Individual, whole class groups, and small groups are the types of guidance available. The goal of the guidance program is to nurture self-awareness and self-esteem. Topics are presented in a positive, solutions-based format to encourage development of moral values, mutual respect, and responsible decision-making. The scope and diversity of the guidance program offers many ways for students to be supported in their academic, social, and emotional growth.

The incorporation of Virtue Based Restorative Discipline (VBRD) has provided POPCS with a framework to create a positive environment that supports the academic, social, and emotional growth of students. FOCUS circles offer a time for students to engage in conversations about using virtues to strengthen and restore relationships. All grade levels and faculty members participate in these FOCUS circles.

The fact that there are three schools—upper, lower, and CLC—allow teachers the opportunity to feel more valued and supported in their growth and development. Each school has an assistant principal who provides feedback through classroom observations and one-on-one individual sessions with the teachers. The one-on-one approach is designed to focus on the teacher’s growth and individual needs. Open dialogue is encouraged in these sessions. Teachers also support each other through peer teaching reviews and through the professional learning community (PLC) in which they participate.

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

Family and community involvement are all vital components that assist in the formation of students at POPCS. Successful partnerships often begin with open communication combined with a variety of meaningful opportunities for parents to become involved. Parents have opportunities to assist in the classroom, parish and school projects, and events. Specific groups that assist the school include the Parent Volunteer Committee (PVO), New Student Mentor Family Committee, School Advisory Council (SAC), Athletic Advisory Council, and the POP Moms and Dads Clubs. All the parents in these groups take an active role promoting POPCS both at school and within the community.

Developing students who understand the importance of servant leadership is a key component of our mission. Grade levels and student organizations sponsor various outreach activities throughout the year reflecting Catholic social teaching. POPCS has found these to be successful strategies for student success and school improvement. Through these service learning projects, students and parents work together for the greater community. For example, grades 7-8 math students celebrate Pi Day and hold a canned food drive for the Parish food pantry in conjunction with their celebration. POPCS has a school-wide project that creates gift-boxes of personal goods for the Dallas Stewpot Ministry for the homeless. Students participate in diocesan-wide activities such as the Walk for Life. Students serve in the POP Service Club and earn community service hours.

POPCS works with local community fire and police departments groups to teach safety and drug awareness. POPCS has partnered with local officers, attorneys, and therapists to present parent education programs on topics such as internet safety, social media, ADHD, and learning differences. These partnerships allow a consistent message at home and school.

Positive on-going communication delivered across a variety of formats is essential to an effective school program. Teachers regularly correspond with parents through parent meetings, RenWeb (online learning management system), email, and phone calls. In the lower school, parents receive weekly classroom newsletters which highlight the week's learning objectives and provide suggestions for extending learning outside of school. In the upper school, learning objectives are communicated in course outlines, lessons on RenWeb, Edmodo, and through the student planners. Both expectations and progress are communicated through these formats. Effective communication and opportunities for parents to partner in the formation of the child help keep families and the community successfully engaged in the POPCS mission.

### **3. Professional Development:**

Professional development enhances academic excellence, spiritual formation, incorporation of 21st century skills, and focus on the POPCS mission. Teachers are exposed to teaching methods using data-driven conclusions on the effectiveness of different teaching strategies. This approach to pedagogy is accomplished in regularly scheduled teacher training sessions, individual off-site professional development opportunities, and continued education. Several faculty members are currently pursuing advanced degrees and certifications in Catholic School Leadership or education. In addition, the POPCS library houses a growing and varied collection of professional development material.

Administrators and lead teachers guide faculty members in opportunities for professional growth. At the onset of each school year, a week of staff development begins with a day of community-centered spiritual reflection. All teachers are trained in Thinking Maps. In the fall of 2015 the upper school began training in Thinking Maps writing to implement a common writing process. The lower school will begin this training in the fall of 2016. The lower school is trained in guided reading. Curriculum-based professional development is ongoing and addresses the needs of the students, classrooms, and staff in a manner that encourages consistency in both language and implementation.

All teachers have studied the research of Robert Marzano and have incorporated many aspects into the classroom. The inclusion of learning goals and scales has helped students and teachers focus on academic growth. The Marzano observation system gives teachers immediate feedback and helps administrators focus on specific instructional practices when visiting classrooms.

The Virtue Based Restorative Discipline (VBRD) initiative was instituted in 2014 to encourage staff, students, and parents to cultivate virtues in the community. This program incorporates staff development which promotes open sharing and communication in FOCUS circles. Each year a group of faculty members attend the national training for VBRD. The initiative has given the school a common language to guide students in behavior, relationships, spiritual formation, and social struggles. The principal leads a weekly Bible study to bring faculty together as they gain confidence in their role as spiritual leaders.

Teachers actively participate in Professional Learning Communities (PLCs) throughout the school year. The purpose of the PLC is to increase understanding and collaborate on highly effective teaching strategies. Collaboration is essential in PLCs, grade level teams, and academic departments.

This varied approach to professional development enables POPCS to impact the capacity of all teachers and administrators. Marzano's evaluation system guides decisions on priorities in professional development.

#### **4. School Leadership:**

The leadership philosophy at POPCS is to focus on the mission and the best interest of all students. Every decision is governed by the mission of the school. The administrative team models servant leadership through guidance in instructional practices, and the organization of faculty faith formation and service opportunities.

POPCS is a diocesan school under the direction of the Bishop and Superintendent. The Pastor, as the chief administrator of the parish, is spiritually and fiscally responsible for the school. The day-to-day operations of the school are delegated to the Principal by the Pastor.

POPCS recently reorganized the administrative structure to include:

The Principal who is responsible for the spiritual, moral, intellectual, aesthetic, social, and physical needs of the children. It is his duty to work with the Pastor, SAC, administrative team, and faculty to achieve a climate that fosters Christian growth and formation within the school community.

Three assistant principals, upper school, lower school, and CLC, support the Principal in administering the objectives of POPCS. They focus on the specific academic, spiritual, emotional, social, and physical needs of students and teachers.

Two counselors, upper school and lower school/CLC support the Principal and assistant principals to ensure the social, emotional, and intellectual being of each student is met.

This team approach provides an efficient means of communication with staff, students, and parents. The team works together on curriculum development, staff development, spiritual formation, and well-being of the school.

This model also enables administrators, teachers, and staff to respond to the needs of the school community. Recently, the assistant principals presented to both the faculty and parents the methods used at POPCS to incorporate 21st century skills. The groups discussed rigor and inclusion of critical thinking in the classroom and how the strategic planning process ties into the academic success of the school. This is one example of how the administration partners with faculty and parents in ensuring POPCS continues to focus on academic excellence.

The SAC acts in an advisory role to the Principal and Pastor in the areas of policy, finance, strategic planning, operational effectiveness, and advancement and development planning. The SAC committees focus on specific needs of the school through strategic planning and providing resources in areas of expertise. The strategic plan is revised annually to maintain positive growth in the POPCS community.

The administrative team, faculty and SAC collaborate to create a cohesive team of professionals working to further student achievement.

## PART VI \* INDICATORS OF ACADEMIC SUCESS

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POPCS has implemented the Marzano framework for the past three years. The framework provides a common language for teaching and a guide for instructional planning. Through this framework, two components have had a great impact on the academic success of POPCS students, learning goals and scales. Since the implementation of the Marzano learning goals and scales, POPCS has seen an increase in standardized test scores and student achievement.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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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 is the educational cost per student?      \$8446  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$3064

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      2%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      7%

**PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	193.2
Number of students tested	81
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Hispanic or Latino</b>	
Average Score	198.8
Number of students tested	11
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	209.4
Number of students tested	82
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Hispanic or Latino</b>	
Average Score	214.1
Number of students tested	17
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	226.3
Number of students tested	84
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessment, Form E</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	241.1
Number of students tested	83
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Hispanic or Latino</b>	
Average Score	241.8
Number of students tested	20
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	262.8
Number of students tested	75
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Hispanic or Latino</b>	
Average Score	256.1
Number of students tested	12
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	283.4
Number of students tested	75
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	195.1
Number of students tested	81
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Hispanic or Latino</b>	
Average Score	201.5
Number of students tested	11
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	215.9
Number of students tested	82
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Hispanic or Latino</b>	
Average Score	217.6
Number of students tested	17
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	233.4
Number of students tested	84
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	243.9
Number of students tested	83
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Hispanic or Latino</b>	
Average Score	237.4
Number of students tested	20
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	264.1
Number of students tested	75
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Hispanic or Latino</b>	
Average Score	252.8
Number of students tested	12
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments, Form E</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>Riverside</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Oct
<b>SCHOOL SCORES</b>	
Average Score	278.2
Number of students tested	75
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Test was administered in October, 2015