

**U.S. Department of Education**  
**2017 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 Mrs. Soshana Bosley

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

Official School Name Villa Madonna Academy Elementary School

(As it should appear in the official records)

School Mailing Address 2500 Amsterdam Road

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

City Villa Hills      State KY      Zip Code+4 (9 digits total) 41017-3798

County Kenton

Telephone (859) 331-6333      Fax (859) 331-8615

Web site/URL http://www.villamadonna.org/      E-mail sbosley@villamadonna.net

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 Mrs. Mary Paula Schuh  
(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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1. 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. 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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	11	10	21
1	14	10	24
2	10	16	26
3	20	17	37
4	14	23	37
5	13	22	35
6	22	21	43
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	104	119	223

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 9 % Asian
  - 4 % Black or African American
  - 3 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 83 % White
  - 0 % 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 2015 – 2016 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, 2015 until the end of the 2015-2016 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2015	216
(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. Specify each non-English language represented in the school (separate languages by commas):

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

7. Students eligible for free/reduced-priced meals: 0 %  
 Total number students who qualify: 0

8. Students receiving special education services: 9 %  
21 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>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 10
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	1
Classroom teachers including those teaching high school specialty subjects	17
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	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 2016.

<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 X No

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

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

Villa Madonna Academy educates students in a Christ-centered community rooted in the Benedictine traditions of scholarship, service and hospitality.

## PART III – SUMMARY

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Villa Madonna Academy Elementary School is a private, Catholic school located in Villa Hills, Kentucky. Sponsored by the Benedictine Sisters of Saint Walburg, the school is one of 29 elementary schools in the Diocese of Covington, KY. The philosophy of Villa is rooted in the history and charisma of the Benedictine Sisters of St. Walburg Monastery who founded the school in 1904. Currently, the school has 223 students in grades K-6 with two classes of each grade. The facility has grown over the years to include a new gymnasium, theater and updated technology lab.

Villa Madonna Academy Elementary School has experienced many academic successes and achievements. Villa has performed very well on standardized tests including the Terra Nova Tests. Villa was recognized as a Blue Ribbon School during the 2006-2007 school year. The previous Blue Ribbon recognition helped further develop a culture of academic excellence among students, parents and faculty/staff. For the faculty, it also helped maintain and further increase a school culture committed to academic excellence. This has led to numerous improvements in curriculum over the past few years - the most important in language arts and mathematics. These programs are summarized later in this document. Perhaps the most powerful instructional development has been the implementation of a professional learning community where teachers work collaboratively to meet the needs of all students, align curriculum, and use data when making decisions.

Villa prides itself on the fact that we are a diverse, Catholic school. Forty percent of our students are from varied faiths. Students come from many different cultural backgrounds. Our parent community is well-educated and supports our school and its students. Volunteer groups including our Parent Teacher Administration Organization, Fine Arts Patrons, and Boosters generate financial support as well as many volunteers to support programs within the school.

There are many programs that contribute to Villa's success. These programs support students' academic, emotional and social development. Logic Block, Book of the Month, enrichment programs, artist in residence, video announcements, student buddies, student government, chess club, Destination Imagination, service learning, and robotics are some of the programs that contribute to students becoming active members of our school community.

Other programs such as our family Science-Technology-Engineering-Mathematics nights, scavenger hunts, Gallery Night, craft show, bingo nights, classroom volunteers, parent-teacher conferences, and cultural arts events, create opportunities for involvement. These types of programs build the community within our school, with our families, and connect the staff and parents.

Villa's faculty and staff are committed to serving students and work to demonstrate professional growth. The faculty operates as a Professional Learning Community by collaborating around student data, instructional practices, interventions, and assessment. The faculty spends time in staff meetings, grade level team meetings, school provided professional development, and district provided professional development. Teachers use classroom structures to support all students across different levels of learning and support struggling learners within their classrooms.

Teachers also work to support advanced learners to reach their fullest potential. At Villa, teachers have worked to create student driven learning environments. Technology has been implemented across the curriculum. Over the past few years, Villa has focused on the implementation of technology with Smart Boards, 1:1 iPads in the sixth grade, and 2:1 iPads in grades kindergarten to fifth grade. In addition our technology lab has been revamped into a maker's space or what we refer to as our 'Fab Lab'. Faculty members on the technology committee help to support the faculty and design professional development activities related to the addition of technology across the curriculum.

Villa Madonna Academy is accredited through AdvancED/Southern Association of Colleges and Schools. Through the accreditation process, the faculty continuously sets goals, strategies and assessments to monitor student growth. The staff has many members who serve in leadership positions and provide a shared

leadership approach. Teachers serve as team leaders, committee chairs, activity coordinators and many other positions. The staff culture is very positive and conducive for collaboration and professional learning.

The success of Villa Madonna Academy is credited to numerous programs that support student academic growth, social development, and emotional development. The strong support between teachers, students, parents and the community, along with a 112 year tradition of academic excellence, create a learning atmosphere that is challenging and stimulating.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Students enrolled at Villa Madonna Academy study a well-rounded standards-based curriculum that is age and stage appropriate and is based on the Diocesan Curriculum Framework which is aligned with national and state standards. The curriculum for all students from kindergarten through sixth grade includes: reading, writing, grammar, math, science, social studies, religion, Spanish or French, technology, art, physical education, health and music.

In keeping with the philosophy of differentiated instruction and the belief that strong readers are grounded in phonemic awareness, phonics, vocabulary, fluency, and comprehension, Villa's faculty focuses on phonics instruction, literature-based instruction and whole language instruction. These methods of instruction provide a balanced approach to teaching reading. Students learn to read and develop reading skills through teacher and student selected trade books and picture books combined with activities that teach and reinforce fundamental reading skills.

Reading achievement is measured by level of comprehension, fluency, the ability to decode unfamiliar text, use of vocabulary found in the text, and application of reading strategies to a variety of texts. Assessment results are used to generate further instruction and guide in the selection of text for the individual student. An educational specialist is available to assist those students who need intervention in reading instruction. This instruction takes place either as pull-out or collaborative model, depending on the needs of the student.

The math curriculum prepares all students to effectively apply acquired math knowledge and skills in our ever-changing society. It affords the students the skills and operational development beginning with simple number recognition through advanced courses. Students at every level are challenged through instruction that builds computational skills, deepens conceptual understanding, develops mathematical reasoning, develops problem-solving abilities and allows students to demonstrate understanding through a variety of assessments. Students engage in a variety of authentic activities that foster critical thinking, integrate math with science and literature, and provide authentic assessment and application of math concepts and skills. This spiral curriculum uses manipulatives, grouping games, projects and real-life vocabulary.

Beginning in the primary classrooms, students are pretested at the beginning of each math unit and are then placed in groups with children who have similar learning needs. Teachers work with students to take them from where they are to the necessary level of achievement for each unit of instruction. For example, in third grade some students are working on multiplication concepts on grade level while those who are ready to advance may be working on fourth grade skills. Those who test below grade level are provided with additional assistance from an instructional assistant.

The science curriculum challenges students to think critically about life science, physical science, conservation and space. Students are engaged in authentic, hands-on tasks that integrate math and language arts. Experimentation, data-gathering and analysis lead to real-world application. Students develop science concepts through tasks that require collaboration, communication, inquiry and problem solving. A culminating activity with the science curriculum is a sixth grade science fair project that allows students to demonstrate understanding of the scientific method.

The social studies curriculum gives students the opportunity to learn about themselves, their communities, local, national and world history, and geography through a variety of learning experiences that encourage students to think critically. Teachers create lessons that allow students to learn concepts such as the importance of rules and laws or the branches of government through real life experiences. Students participate in community events such as an annual Veteran's Day program and 9-11 Memorial program. Field trips to museums, historic sites and to our state capital provide additional experiences and opportunities for learning. The faculty, students and families at Villa strive to leave the world a better place and so have implemented a service learning program across grades K-6. Villa has been recognized as a

'School of Contribution' for the past ten years through Children's Inc. for the work that is being done in the community.

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

Students in kindergarten through sixth grade attend one art as well as one music class each week taught by dedicated professionals in their content areas. The study of art includes the study of line, shape, form, color and composition. Art history and appreciation are also part of the curriculum. Students often produce art in conjunction with another subject. The music curriculum is divided into singing, playing instruments, performing rhythms, moving to music, reading and writing music, as well as understanding music history and musical styles. Villa students participate in many local fine art events in the community and attend performances such as the Cincinnati Children's Theater, and the Cincinnati Symphony Orchestra thanks to the support of our Fine Arts Patrons.

Students in K-6 learn a variety of important life skills through the physical education program which focuses on movement, knowledge, and behavior/social skills. These include: locomotor, non-locomotor, team-building, social interaction skills and cognitive concepts linked to fitness, wellness, skill development, and social skills appropriate to each grade/developmental level. The acquisition of fundamental motor skills are essential to improving ones overall fitness and key in leading an enjoyable active lifestyle. Through the health program students learn the importance of healthy habits and gain an understanding of health promotion and disease prevention.

All K-6 students take Spanish or French classes two times a week and continue with the language they choose throughout their elementary schooling. Students have a strong introduction to the language and culture. The teachers focus on building and enhancing oral development and listening comprehension skills. Students continue to advance their writing and reading in the target language. Interdisciplinary connections are made in math, social studies, English, language arts and science. In the primary grades, an emphasis is placed on oral language development. Instruction includes engaging students in conversation, music activities, games, and hands-on projects. Basic skills and knowledge are taught and reinforced by the target language activities that address core content for assessment. In the intermediate grades, the communicative experience is strengthened through content-related topics, and thematic instruction. Students are taught beginning grammar and vocabulary with an emphasis on meaningful communication. A cultural component is also included in each unit which exposes students to the geography and cultures of many countries around the world. Students are assessed on performance-based tasks including oral, written, listening and comprehension activities in the classroom. Students also self-assess their language progression through 'I can' statements that are introduced at the beginning of each unit of study.

The technology curriculum, which is fully integrated with the core curriculum, prepares students to use a variety of technology tools and applications. Through the use of our technology lab, classroom iPads, Smartboards and wireless laptops, all students gain access to technology resources. Students are scheduled for weekly classes in our technology lab. Computer use is integrated with classroom lessons and activities, enabling students to develop the skills they need for junior high and high school. In the 2011-2012 school year students and teachers piloted the addition of iPads across the curriculum. In 2012-2013, iPads were given to every faculty member and class sets were provided for grades K-6. Students use iPads across the curriculum to enhance learning through a variety of ways including learning centers, completing projects and differentiating instruction. This summer, with the help of the faculty, our computer lab space was updated so that it could be better utilized for small group work with the new materials including Ozobots, Spheros, Dot and Dash, Ozmos, Little Bits, and Lego Kits. The faculty also created a framework for grades K-6 to ensure that students are exposed to various engineering, robotics, and coding skills at each grade level. The technology curriculum also includes important lessons on acceptable use, computer ethics, and the impact of technology on society.

The religion curriculum includes the study of the Catholic Church and all of its traditions and rituals, as well as the study of Benedictine values, history and traditions. Additionally, students attend weekly liturgies. A Benedictine sister visits each classroom on a monthly basis teaching Benedictine traditions, values and history.

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

The faculty believes that every child can become a successful learner. Learning styles are supported through the use of differentiated instruction. This instruction incorporates a variety of techniques including kinesthetic, auditory and visual. Instruction is planned in an effort to address multiple intelligences with the intent to teach to the strengths of each student. Methods of instruction include, but are not limited to: learning centers, fluid ability grouping, literature circles, writing workshops, science labs, student-directed activities, direct instruction and methods of questioning that encourage and foster critical thinking. The kinesthetic approach is manifested by teacher-designed learning centers. Daily lesson plans include manipulatives and hands-on techniques that enrich the understanding of concepts taught. Science labs encourage students to work together and learn from each other.

## PART V – SCHOOL SUPPORTS

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

Focused on the Benedictine traditions, Villa develops lifelong learners prepared for 21st century life. Villa's community is one that promotes spiritual development founded on love of God, hospitality and respect for others, service, and stewardship. When guests enter our school they comment on the hospitable, respectful atmosphere and engaged students whose love of learning is evident. Villa offers academic programs designed to foster the development of persons of integrity who use their gifts to participate in and serve the community. The academy partners with parents to provide a student-centered learning environment that encourages students to realize their fullest potential. Villa's dedicated faculty ignites a love of learning through a curriculum based upon the interdependence of all academic disciplines. Members of the faculty and staff work collaboratively to meet student needs through appropriate learning and teaching methods.

The success of Villa can be directly contributed to the strong Benedictine influence, the family-like atmosphere and to the dedicated and professional staff. Teachers strive to use best practices in instruction and assessment. Since 2008 teachers have participated in school-wide professional development that is helping them to build their instructional repertoire, use best practices, incorporate technology across the curriculum, and differentiate instruction. The teachers collaborate with one another to create a learning atmosphere that is challenging and stimulating. Villa teachers commit themselves to serving the students through numerous co-curricular activities and school-wide committees.

Villa is always striving for excellence. The school is a member of AdvanceEd -The Southern Association of Colleges and Schools, as well as The Kentucky Non-Public School Commission. The principal and faculty have served on site visit teams for each of the accreditation associations.

It is common for faculty members to present information about content area at local conferences and with other teachers. Teachers have presented at conferences such as the Kentucky Council of Teachers of English/Language Arts, the Kentucky World Language Association, the Kentucky Society for Technology in Education, and at the Initiative for Catholic Schools at Xavier University. Teachers present monthly at faculty meetings on topics such as using technology across the curriculum, formative and summative assessments, higher level questioning, and STEM activities. Each of these activities helps administration and faculty network with other schools and share experiences and knowledge with other professionals.

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

Villa is a strong community of students, parents and teachers. To keep all constituents informed of important school events, upcoming opportunities and achievements, the principal sends weekly emails. The school website provides a wealth of information including calendars and individual teacher web pages. Teacher webpages are updated weekly and communicate curricular information, classroom news, test dates, etc. Each teacher has a school email that provides a way for direct communication between home and school. Parent nights provide opportunities for families to become more involved in the school and have focused on a variety of topics including writing, science, technology, engineering, mathematics and art.

Parents volunteer to assist at school through the Parent-Teacher-Administration-Organization, Fine Arts Patrons, Athletic Boosters, and Parents' Advisory Committee. Parents at all grade levels are asked to volunteer to be room parents who assist teachers in organizing activities for the students. For example, the first grade room parents helped the teachers organize activities for a Native American unit that included students picking berries to use to tie-dye book marks. Students are able to experience a wide variety of extra-curricular programs including Chess Club, Destination Imagination, Girl Scouts, Boy Scouts, Drama Club, Math Counts, Running Club, Servers Program, Lego Robotics, Rosary Club, Student Council, Governor's Cup, Kentucky Youth Assembly and Athletic programs. Each of these programs are either run or assisted by parents and are extremely popular with our students. Without parent help in organizing and monitoring activities such as these, the children would not be able to have these experiences.

A Parent Advisory Committee is a group of elementary parents who represent each grade level of the school. The committee advises but does not set policy for the school and learns more about programs and curriculum in an effort to explain and share this information in a factual and positive manner to the school community.

Students at Villa Madonna Academy are given a focus for service learning at each grade level that allows students to work with our community through various organizations. The goals of the program include instilling a lifelong commitment to service by demonstrating a difference that we can make in the lives of others. Beginning in kindergarten, our students are learning the impact of helping others in the community.

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

The faculty participates in regular professional development that supports the strategic plan as well as the mission and vision of the school. Professional development is a key component in enabling teachers to bring new and innovative ideas to the students in a vibrant learning environment. Monthly faculty meetings, workshops, conferences and weekly collaborative planning meetings, as well as membership in professional associations, provide opportunities for the staff to participate in professional development.

Faculty meetings are a key place for learning and sharing. Since 2008, a team of teachers who form the Professional Development Committee meet with the principal to decide on a focus for the year for professional development during faculty meetings. Our teachers share what is going well in their classrooms with one another and frequently share ideas on how to differentiate instruction, iPad apps that have been successful with student projects, the latest brain research, and information about 21st learning skills.

Workshops on differentiated instruction, student engagement and assessments, provided by experienced teaching professionals, have been recurring themes presented during faculty meetings. The use of technology in instruction is another topic that has been visited over the past three years as we have introduced sets of iPads in each classroom. Representatives have presented information on a variety of apps including Edmodo and many project based apps that are used by teachers and students.

Faculty members have taken advantage of regional conferences offered by organizations such as the Kentucky World Language Association. Most recently, members have also attended the National Council for Teachers of Mathematics conference as well as math and science workshops sponsored by Northern Kentucky University. Members of the faculty are presenting sessions to our faculty on targeted topics including data analysis, using Google Docs, code.org, and integrating science, technology and engineering activities across the curriculum. The principal and five teachers are taking part in Xavier University's year long professional development for Catholic Schools that centers on Professional Learning Communities.

The availability of professional development and the professional dedication of the educators have resulted in standardized scores that remain consistently high. The students are being challenged to think critically in more authentic ways. Students are writing more, reading more effectively, learning math through a variety of methods, making choices about their learning and assessing their own progress. Teachers are executing more student-centered and student-directed activities.

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

School leadership is widely distributed and many people have different leadership roles at Villa Madonna Academy. In addition to the central leadership provided by the principal, the core instructional team spearheads academic and curricular initiatives. For example, alignment of the curriculum has been a task focus for the past five years by two key faculty members who are experts in their areas.

Professionals are trusted and empowered to create an environment for teaching and learning that is focused on student achievement. Team leaders from the primary, intermediate and special areas work together with the administrative staff to implement programs and recommend uses of available resources. Team leaders

meet monthly with the administration and weekly with their departments. With the deliberate schedule of grade level team meetings within the school day two to three times a week, vertical team meetings once a week, full faculty focused discussions each month and two or more faculty in-services each year, the faculty and staff maintains a focus on student achievement. Teachers and staff take ownership at Villa and assume a variety of roles by leading academic clubs, sports, as well as an aftercare program.

The principal works to support the faculty and remove any obstacles facing the educators. For example, when teachers realized the need for updated technology to improve 21st century learning, the principal worked to find resources to bring iPads into each classroom. In addition, all faculty members were provided with training on the iPads as well as training on how to implement the technology into student learning activities.

Because the needs of our students guide our decision making efforts, the end result is continued high achievement and students who are well-rounded citizens. Our faculty and staff have a high level of respect for one another and an appreciation for working in a school that truly cares about teaching and learning. There is a strong sense of community at Villa as is evident by the support the faculty and staff show toward one another as professionals and as colleagues so that all students at Villa Madonna Academy can be successful.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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The success of Villa Madonna Academy Elementary school is certainly attributed to the strong Catholic, Benedictine philosophy that permeates throughout the school. The Benedictine values of reverence and peace, scholarship, service and community are modeled by the faculty and staff to help students integrate the values into their own daily lives. Students write daily reflections that are read during morning announcements. School prayer services and Masses share information on living the values. People often comment that Villa is like a family because of the commitment between parents, students and the faculty/staff. Each day, students experience a stimulating, nurturing environment where their needs are met. Passionate teachers plan lessons that cultivate students' interests and help them grow through differentiated activities. Teachers model the Benedictine values and talk about living the values through morning meeting activities. Supportive parents ensure that their children are prepared for school and ready to learn each day. Because of the strong commitment to the school's mission and the Benedictine traditions of scholarship, service and hospitality, Villa Madonna Academy provides a student-centered learning environment that encourages students to realize their fullest potential.

## 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?      \$8345  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$380

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      21%

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

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Terra Nova 3

**Grade:** 3

**Edition/Publication Year:** N/A

**Publisher:** CTB McGraw Hill

**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	659
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
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:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** N/A

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw Hill

**Grade:** 4  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	662
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
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:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** N/A

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw Hill

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	673.2
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
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:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** N/A

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw Hill

**Grade:** 6  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	699.8
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
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:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** N/A

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw Hill

**Grade:** 3  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	659.9
Number of students tested	35
Percent of total students tested	100
Number of students alternatively assessed	0
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:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** N/A

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw Hill

**Grade:** 4  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	680.2
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
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:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** N/A

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw Hill

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	683.9
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
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:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** N/A

**Test:** Terra Nova 3  
**Publisher:** CTB McGraw Hill

**Grade:** 6  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	704.4
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
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:**