

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Paula Smith Ed.S.

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

Official School Name Christ the King School

(As it should appear in the official records)

School Mailing Address 412 Cochran Road

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

City Lexington State KY Zip Code+4 (9 digits total) 40502-2315

County Fayette

Telephone (859) 266-5641 Fax (859) 266-4547

Web site/URL http://www.ctkschool.net E-mail psmith@ckslex.org

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. James Conneely E-mail jconneely@cdlex.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Lexington Tel. (859) 253-1993

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. John Simms
(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

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

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	30	47	77
K	11	20	31
1	22	19	41
2	25	24	49
3	24	11	35
4	32	22	54
5	24	21	45
6	27	25	52
7	25	26	51
8	33	18	51
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	253	233	486

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % 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 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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2015	500
(5) Total transferred students in row (3) divided by total students in row (4)	0.020
(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: 1 %
 Total number students who qualify: 3

8. Students receiving special education services: 1 %
3 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects	23
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
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 21:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	97%	96%
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.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X No

If yes, select the year in which your school received the award. 2005

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

Christ the King School develops Character, Knowledge, and Spirit in its students and community by living the Catholic faith through sharing the sacraments, promoting academic excellence, and engaging in service.

PART III – SUMMARY

Christ the King School opened its doors to the community in 1951 and is the largest Catholic elementary school in Lexington, Kentucky, consisting of preschool (two-year-olds) through eighth grade. We gained Blue Ribbon status in 2005, and over the last several years have grown to an average of 500 students. Christ the King is located in the Lexington urban area within two miles of the University of Kentucky campus. Our school has less than one percent free and reduced lunch. Our population is 96% Catholic and 93% Caucasian. Christ the King School has grown in our preschool program.

Christ the King School is a parochial school in the Diocese of Lexington, which is led by Bishop John Stowe. The church rector, Father Paul Prabell, is head of the Christ the King Parish, which includes the Cathedral and the School. The Diocese of Lexington has an interim educational superintendent, Mr. George Pressey. Mrs. Paula Smith is the school principal, assisted by an administrative staff and a school council. The administration includes two assistant principals, which are identified as a Dean of Faculty and a Dean of Students. We also have a guidance counselor, two instructional specialists, one reading specialist, a part-time director of advancement, a business manager, an IT administrator, and an administrative assistant. Christ the King School employs thirty-three teachers, and has two homerooms per grade level. We have teaching assistants in preschool through third grade.

The Mission Statement of the school is “Christ the King School develops Character, Knowledge, and Spirit in its students and community by living the Catholic faith through sharing the sacraments, promoting academic excellence, and engaging in service.” The FAITH Guidelines help reinforce the teachings of the Catholic Church and support our student behavioral expectations. They are: Find Christ in others; Accept responsibility; Inspire integrity & honesty; Treat others with dignity & respect; Honor God, yourself & others.

The school puts great emphasis on the religious and moral education of its students. Teachers continually strive to integrate religion and stewardship in the daily lives of the students and in all areas of the curriculum. Guidance classes focus on healthy living, stewardship, and living out the Catholic faith. With over twenty local and international organizations a year impacted by our students’ stewardship activities, it is clear that we are a school focused on service. Our middle school House System supports this effort by providing a variety of stewardship opportunities.

Christ the King School is accredited through AdvancED, formerly known as SACS (South Association of Colleges and Schools), and the Kentucky Non-Public School Commission. The school’s strengths identified during the AdvancED review in 2010 were Catholic identity, leadership, and instruction. The commendations of our 2015 accreditation review were our comprehensive student support system, which includes a formal advising structure so that each middle school student has an adult advocate; our engagement of families in their children’s education by communicating their children’s learning progress; and our technology infrastructure and support of teaching and learning.

The school has grown greatly in its use of technology. For faculty, staff and students, we have a virtual desktop infrastructure. Particularly for faculty, this has allowed easy access to all files and programs at school and from home. Centralized management of the virtual desktops allows our IT administrator to accomplish more technology wise. We launched a 1:1 iPad program for middle school in 2012. The middle school received new iPads last school year (2015-16), allowing reallocation of our original iPads among the elementary grades, which are now at a 1:1 ratio in grades three through five. Second grade is at a 2:1 ratio, and all other elementary classrooms, including preschool, having five or more iPads to use in classroom centers. Almost all other classrooms have Smartboards and/or projectors, as well as voice enhancement systems for the teachers.

Strategic plans of the school take direction from the AdvancED accreditation recommendations, which were to develop a stronger vision statement and to vertically align the curriculum. The CKS leadership team and school council have worked to develop the vision statement: “Living the Catholic faith in a global society.”

The school has also been working on curriculum development. Our alignment began with the Common Core Standards and the Archdiocese of Louisville curriculum, which includes religious education. The social studies and math curriculum have been vertically aligned. We are reviewing language arts and science at this time.

The school surveys faculty, parents, and students regularly, and on a variety of topics. As a result of the surveys and talks with parents, additional goals were established, including the continuing development of our gifted program, the creation of a 1:1 technology program for grades four through eight, and the strengthening of our math program. The ACE gifted program started in the fourth and fifth grades, and has now been expanded into the middle school grades. We have additional teachers to assist with our math program in order to provide differentiation of instruction. Grades four through eight now have three sections of math, and geometry is offered to our eighth grade students. This allows us to provide more individualized instruction.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Christ the King School uses the Common Core State Standards as its framework for standards in math and ELA. Those standards are embedded within our core curricular classes. Students acquire foundational skills through instruction driven by those standards and other beneficial resources to promote successful student achievement. CKS believes a student learns to proficiency and beyond when instruction takes a multi-sensory approach.

The overall benefits of preschool have been well-documented, but the Christ the King preschool teachers agree that having a preschool program within our school allows for a smooth transition into kindergarten; a sense of community where students can interact with various age levels; and the development of a strong faith-based education. The primary focus of our preschool is to teach emerging and early readiness skills necessary for success in kindergarten.

Preschool students are introduced to upper- and lower-case letters. They work on letter recognition, letter formation, and letter sounds. Language arts centers, games, and stories are used to facilitate learning. Preschool students work on math skills, such as making patterns, identifying shapes, number recognition, and making one-to-one correspondence. In addition, preschool students work on fine and gross motor skills.

Within primary grades, CKS uses Phonics Dance as its foundation for teaching phonics. Students are taught letter/sound recognition, phonetic word blending skills, digraphs, blends, and short and long vowel sounds. Teachers use the Journey series for teaching reading standards, pulling in other resources to supplement where necessary. As students enter first grade, they begin to participate in guided, shared, and self-selected reading blocks. Teachers use literacy centers and stations whose purpose is skill reinforcement. Within these centers, you will find students working on class iPads either to reinforce skills or to prepare projects using a variety of apps.

As students enter intermediate and middle school grades, they begin to work within flexible groups to further individualize language arts instruction. They are paired with other students with a similar Lexile level. This allows every student the opportunity to read fluently in order to excel in comprehension and other grade-level standards. At times, students read high-interest novels as a class. Writing, spelling, and vocabulary instruction are embedded within units of literature, with separate instruction occurring to satisfy other required standards. For example, students use Wordly Wise to assist with vocabulary development. The Six Traits of Writing is used to produce proficient writers and offer consistency among grade levels. You will observe students writing expository, narrative, persuasive or argumentative pieces as an extension of a literature unit.

Our math curriculum in both primary and intermediate follows a spiraling approach through the use of the Everyday Math program. Instruction is driven by Common Core math standards with concepts being introduced and taught to mastery by consistently practicing skills and reteaching. In addition, students in all grade levels use a daily homework program, Simple Solutions, to review skills taught. Beginning at grade four, an additional math section is offered to allow for further differentiation. Students are not assigned to one specific math group, but are offered instruction based on their pre-assessment data. This allows teachers to instruct for mastery and beyond, meeting students at their readiness levels. At the middle school level, students are grouped into math classes based on a predetermined set of criteria focused on criterion-based assessments, standardized assessments, formative assessments, grades, and teacher recommendations.

The CKS science curriculum within the primary grades is standards-driven. Both the elementary and middle school science curriculum are driven by the Next Generation Science Standards (NGSS). Students experience hands-on opportunities using FOSS kits and other teacher-developed lessons to supplement their instruction. These kits offer a multi-sensory approach to learning concepts. Middle school students also use a hands-on approach, utilizing resources from CPO Science, FOSS kits, Vernier and Prentice-Hall Science Explorer. They are provided with lab experiences to reinforce the concepts taught. Fifth and eighth grade

students participate in the Science Fair to allow them the opportunity to apply content knowledge via the scientific method.

The social studies/history curriculum framework is aligned to the Kentucky Academic Expectations and Core Content Standards. Students are taught how to be productive, caring citizens who have an obligation to serve others. This is achieved through the use of service projects adopted by each grade level. In addition, teachers use the Harcourt Brace series to support their instruction. Students are engaged in role-playing and project-based learning to apply concepts. For example, a recent second grade class “boarded” the Mayflower to experience the conditions much like those of the Pilgrims. Middle school students are introduced to The History Alive! materials which are designed to deal with topics objectively, respectfully, and in accordance with set standards.

CKS students receive Religious instruction on a daily basis and attend Mass once per week. We teach Religion through example, weekly adoration time, sacramental preparation, and a curriculum infused with faith. We offer a climate and approach to discipline based on the Ten Commandments and the virtues, and our own FAITH guidelines.

Most recently, CKS has sought to align its curriculum vertically with the implementation of a pacing guide which will serve to develop a larger curriculum map. Currently, teachers are working to complete a year-long writing plan to ensure that students are offered a variety of narrative, expository, and persuasive writing opportunities. The multi-sensory approach to learning in core content subjects offers an individualized learning experience for each student. The intent is that diverse student learners will be more successful with the utilization of this approach.

2. Other Curriculum Areas:

Students are offered a variety of special and elective opportunities at each grade level. The goal of specials classes is to serve as an extension of the regular curriculum and/or offer additional support for the development of all students. Christ the King School’s mission is to develop well-rounded students who become productive, critical-thinking citizens who can participate in a global society.

We have most recently implemented a program called Minds-In-Motion developed by Candace Meyer. Beginning in preschool and continuing throughout early primary grades, students visit our Minds-In-Motion maze which focuses on stimulating the brain through sensory processing activities. Meyer’s research indicates that students will reach their full potential when all sensory systems are working together. The vestibular system lies at the core of this development; therefore, students are offered a variety of activities to develop that system, allowing them to be in a balanced state, which increases academic achievement.

Physical education is offered to every student on a bi-weekly basis. Weaved into this curriculum is the further development of the sensory system, including fine and gross motor skills. The physical education curriculum meets the National and State Standards of Physical Education Instruction and NASPE content standards, and follows Christ the King’s FAITH guidelines.

In primary grades, art students become aware that all of their talents are a gift from God. They learn to use the art room and its equipment and supplies in a safe manner. They are introduced to the Elements of Art in a simple context to start the building process. Intermediate art classes continue to build on the elements and principles of design. Students in middle school are offered an art class to continue to build their skills while incorporating the elements and principles of design in their work; craftsmanship is improved upon, and multiple mediums are used. Students continue to study both past and present artists to allow for the appreciation of varying styles. Student artwork is displayed so that the talent of our students may be appreciated by the entire school.

Christ the King School is in compliance with the program’s foreign language requirements. Spanish is offered as a foreign language to students beginning in preschool, and our middle school students (grades 6-8) receive forty-five minutes of Spanish instruction three times per week throughout the school year. The Spanish program is created with a two-year, alternating curriculum. Students also learn about Spanish-

speaking countries and their cultures. The language is introduced through songs, games, and multi-sensory and hands-on activities to reach different types of learning styles.

Christ the King School understands the importance of introducing children to music at an early age. Students begin their music education in preschool. As students continue their educational path, they embark upon expressing themselves through a wide array of musical activities to ensure a holistic music education, as set forth by the National Standards for Music Education. Preschool students meet once per week with primary and intermediate meeting twice. Middle school students are offered a Music Exploration class, which is a three-tier course with an emphasis on Music History. Sixth graders begin an in-depth study of music of Ancient Greece, the Middle Ages, and the Renaissance. Seventh grade students continue with the Baroque and Classical periods, and eighth graders complete the timeline with music of the Romantic and Twentieth Century. The study of each time-period is linked to significant historical events that correspond to our musical studies. Using guided questions and notes, students use inference skills to aid them in their understanding of the progression of music throughout history.

The Christ the King band and chorus programs begin in fifth grade and include four ensembles grouped by grade level. The middle school bands and chorus have four performance opportunities each year. Students in the band programs are learning the skills necessary to play and perform on their chosen instruments. They are introduced to a wide variety of musical styles and genres through the varied music literature studied and performed in class. Students also are pursuing musical opportunities outside of the classroom, including district and collegiate honor bands and the annual KMEA Solo and Ensemble festivals.

Students attend a technology class beginning in kindergarten. The curriculum begins with the basics of utilizing available equipment, then moves toward keyboarding techniques. As they progress through intermediate grades, students begin to develop presentations with software such as Word and PowerPoint. Beginning in fifth grade, they dive into film editing to prepare them for the 1:1 iPad initiative at the middle school level. This ensures that instruction is focused on the development of content using previously mastered skills.

Catechesis of the Good Shepherd is a religious education experience inspired by the philosophy of Dr. Maria Montessori. Children in preschool through first grade take part in this class regularly to learn stories of the Bible and parts of the Mass.

3. Instructional Methods, Interventions, and Assessments:

Christ the King School offers a rigorous curriculum to prepare 21st century learners. Teachers use a standards-based approach when planning, and utilize the Common Core Standards as a framework. A variety of instructional strategies are implemented to provide for all types of learners. Teachers offer differentiated instruction using visual, auditory, kinesthetic, and tactile experiences. This opportunity allows students a multi-sensory approach to learning. In addition, students are grouped based on pre-assessment, standardized, and normed data in order to meet individual student needs.

the data to make instructional decisions. MAP assesses each student on a specific, skills-based continuum, which allows for grouping them based on readiness. In addition, MAP is used to target students for intervention and other academic placements.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The students of Christ the King School are engaged and motivated in a variety of ways. Visitors to our school comment on the hands-on experiences they see as they travel through the building. From children participating in Minds in Motion, to writing their spelling words in chocolate syrup, to decorating the sidewalk with science concepts, to traveling through their “Exploration Stations,” engagement is high and learning is fun.

As a preschool through eighth grade school, the older students work in various ways to motivate their younger peers. For example, the fourth graders visit the preschool students and sing Spanish Christmas carols to them. Preschoolers who are learning basic Spanish phrases can see how proficient they can become in just a few years. When our younger students visit the 5th and 8th grade science fair, they see older students putting into action the scientific method that they are beginning to learn. Our preschool and kindergarten students are each paired with a “buddy” in fourth or fifth grade. Their buddies sit with them at Mass, modeling decorum and reverence. As the need arises, the school counselor calls in older students to speak with younger ones struggling with issues ranging from poor sportsmanship to peer conflict. All of these experiences likewise motivate the older students, who begin to see that they are role models for the younger children.

Our environment also supports, engages, and motivates students by meeting their academic needs, whether they are high achievers or otherwise. For those with learning differences in reading, we have our Raising the Bar program offered both during school and as a service after school. Individual teachers offer study hall and after-school help sessions. Our Learning Strategies class provides the support necessary for intermediate and middle school students who need more individualized instruction. Students who are advanced in math have the opportunity to take both algebra and geometry as middle school students. Language arts teachers meet the needs of both advanced and below grade-level readers by utilizing literature circles for students of varying Lexile levels. Gifted middle school students participate in the ACE (Accelerated Curriculum Enrichment) program, and are encouraged to join the Math Team and/or the Academic Team. Students with leadership qualities may develop those skills by serving as House leaders (our House system is described below).

The socio-emotional needs of our students are very important to us. We have a full-time school counselor who visits every class every week to present lessons on peer pressure, kindness, gratitude, forgiveness, tolerance, and related topics appropriate to students’ ages. Our counselor also facilitates group sessions for various issues. Individual counseling is provided for students struggling with a variety of personal issues.

We make a special effort to focus on the socio-emotional needs of our young adolescents. Our House system provides middle school students with the opportunity to work together on service projects, to pray together, and to engage in friendly competition with each other. Each House is composed of students in sixth, seventh, and eighth grades. This allows the students to build an identity as middle schoolers, and to develop friendships with students in other grades in a team/familial environment. They build camaraderie in the House in various ways.

Each House is assigned an organization to serve throughout the year, such as The Salvation Army, The Ronald McDonald House, The Catholic Action Center, Refugee Ministries, Christ the King Parish, or a local nursing home. Each month, the Houses work on a project to benefit their assigned organization.

Once a month, Houses also compete against each other in various competitions. These allow the students to practice good sportsmanship while getting to play with students they don’t typically spend time with on a given school day.

The teachers assigned to each House serve as advisors to small groups of students within the House. Each month, these advisors review grades with their advisees, discuss academic problems, and help them prepare

for upcoming student-led conferences.

Our Houses are not the only groups engaging in service projects. The service projects the students engage in within their grade levels -- preschool through eighth grade -- are many and varied, including work with local refugee families, nursing homes, homeless shelters, missionaries, domestic violence shelters, needy local schools, food banks, and many others. All are designed to allow our students to gain a larger worldview, advance our mission of Catholic identity, and help students to grow into caring and thoughtful citizens.

Christ the King School is blessed to have a strong and committed faculty with a wide range of experiences and interests. Working with students long after the school day has ended, meeting weekly to collaborate and plan, or grading late into the evenings, our teachers are dedicated. Students and parents hold the CKS faculty in high regard, often seeking advice, volunteering in the classrooms, and providing meals during parent conferences or the annual open house. In the fall of 2015, the principal planned the beginning-of-the-year staff professional development as a bonding experience, taking the staff on an excursion for several days following a historical trail of Catholics in Kentucky. This trip was a financial investment that paid dividends in building relationships between colleagues and a general feeling of school pride. Teachers share in leadership by serving on committees that drive school decisions; administration and faculty collaborate in long-range planning, instructional and curriculum development, and faith-based stewardship opportunities, to name a few. This ensures we are meeting the academic, social, and emotional needs of our students. There is a strong feeling of job satisfaction at CKS.

2. Engaging Families and Community:

Christ the King School focuses on developing strong family, school, and community relationships. We begin the school year with our Back to School Blast, which includes Sunday Mass, a meet-and-greet in the classrooms, and a cookout for our families. In addition, CKS offers a special morning for identified students (third and sixth grade) and families in an effort to ease the transition, accompanied at these grade levels. A couple of weeks into the school year, we have our elementary and middle school Back to School Nights, during which parents spend more time getting familiar with their children's teachers and daily schedule.

Our Grandparents Day event is enormously popular and growing every year. During Catholic Schools Week, we have our Arts Fair, which draws a crowd of families to view the children's artwork and hear our band and choir. Another Catholic Schools week event celebrates our parents by honoring them with a special blessing at Mass and a reception. Our monthly speaker series focuses on our school theme, Living the Faith, and students are educated on how to become more involved within their community, and how to live their faith in their chosen vocation. We have reached out to various ethnic groups in our city in order to host guest speakers who educate our students about their country, religion, and culture.

This year we will have our second annual Career Day for our eighth graders. Each eighth grader researches a career of interest to him or her. The school counselor then finds a parent, grandparent, former parent, friend, community member or parishioner working in each field. These individuals then come to our Career Day to be interviewed by the eighth grader interested in their career. The students and faculty are very grateful for the time these community members take to speak with our students, and the community members feel a sense of satisfaction in passing on their knowledge.

In an effort to give back to our community and engage our children in stewardship, Christ the King School provides the opportunity to develop servant leaders. Based on the Corporal Works of Mercy, each grade level has a specific stewardship focus. This allows our students to engage with members of our community, to learn from them, and to serve them. Our students can be found visiting residents of nursing homes; helping with landscaping at a local domestic violence shelter; working with needy elementary schools; stocking shelves at God's Net Food Pantry, serving lunch to the homeless at The Catholic Action Center; cooking food at The Ronald McDonald House; and collecting clothing and money for various other causes throughout the year.

As the Cathedral School of the Diocese of Lexington, we have a special responsibility to train our young people well in the Catholic faith and to form Christian leaders who will impact society in a positive way. Ours is not merely a faith-based community; it is a community of faith. Our students attend and serve alongside Parishioners each week, during Mass, making us one in Christ.

What makes us somewhat unique among the other parochial schools in the diocese is our commitment to serve students with learning differences. As a private school, resources are often limited. However, with the support of the larger community, dedicated staff members, parents, and the parish, CKS has created a safety net for our students. We also partner with outside agencies and our LEA (local education agency) to provide additional services for students.

We receive much needed funds from local businesses through sponsorships for our two main fundraising events, Oktoberfest and Big Blue Fling, as well as our middle school House system. Without their support, we would not be able to keep tuition affordable for young, growing families. Our parents support us in so many ways including, but not limited to: volunteering in the areas of fundraising, assisting teachers, PTO activities, and the new family mentoring program.

3. Professional Development:

As a result of our accreditation and Advanced Ed. report, we tailored a Professional Development plan for our school. The plan focuses on areas for identified growth. Those areas are as follows: formative assessment, student discipline, collaboration, writing skills, differentiation, and curriculum alignment and development. The administrative team has written a goal for each area with evidence to support. Specific school and Title 1 funds have been earmarked for professional development. A specific plan has been submitted to our LEA (local education agency) in order to meet its guidelines for the release of those additional funds.

Teachers have participated in continual MAP professional development in order to analyze data effectively. For example, a team of four teachers traveled to the FUSION conference last summer, with a focus on data analysis. This is of importance, as it allows teachers to individualize and differentiate instruction, which supports student achievement. In addition, a group of faculty members attended a two-day conference on the Six Traits of Writing. Upon return, the Dean of Faculty held a session on the Six Traits, with continuing sessions and support, to equip teachers with the necessary knowledge to produce more proficient writers. Teachers are aligning their writing instruction to Common Core State Standards, focusing on interdisciplinary opportunities. Our goal is that each student understands the language and Six Traits of effective writing. Teachers are also working on a year-long writing plan to launch the Writer's Workshop with a specific focus on each mode of writing.

In the fall of 2016, the entire CKS faculty hosted and took part in a whole-day training on differentiation of instruction. This training was provided by Kim Geddie, a national speaker in the area of student achievement and differentiation. CKS expanded this opportunity to the larger community including other Diocesan schools and local public school districts.

Vertical alignment has been deemed an area of importance to ensure that teachers are teaching grade-level standards. Just as important is the knowledge of standards above and below the identified grade levels. Monthly level meetings continue to allow for collaboration among administration and teachers. During this time, teachers have established a more thorough understanding of standards, and they have begun work on pacing guides for both ELA and math. The pacing guide is a prerequisite to a curriculum map that will contain standards, assessments, and resources. The curriculum map will allow for further proficiency in planning effective, differentiated instruction.

Our Professional Learning Teams are an important component of our faculty's ongoing development. For the 2016-17 year, we have four teams with the following topics: formative assessment, writing instruction, collaboration, and discipline. These teams meet monthly and submit their minutes to the administration.

The professional development plan is evaluated through a staff survey and by analyzing student assessment data. Using the results from these sources, we monitor the plan and make adjustments where necessary.

4. School Leadership:

The administration of Christ the King School is made up of a school principal and two assistant principals. The principal is the educational, spiritual, managerial, and community leader of the school. She is accountable to the rector of the Cathedral of Christ the King and the Diocese of Lexington's school superintendent. The principal meets with the other diocesan principals and the superintendent at least four times a year and is evaluated annually.

The principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional programs conducive to student learning and to staff professional growth. By interpreting and using research to guide action plans, she identifies and leads needed change to ensure student achievement, and communicates this to all stakeholders regularly. Most importantly, she facilitates the development, articulation, and implementation of a vision of Catholic education.

Assessment data guides the principal's instructional leadership practice. By focusing on this data, the principal effectively leads the faculty in curriculum development and instructional improvement. Once curricular development and instructional goals are established, she identifies and employs resources to support programs. Two examples include the implementation of Minds in Motion and our dyslexia programs.

As the head of the school, she is a spiritual leader who promotes the faith development of students and faculty, facilitates the building of a Christian community, and exhibits moral and ethical leadership. She develops, communicates, and implements statements of school philosophy and mission that reflect the Catholic character of the school. The principal facilitates moral development of students and staff and integrates Gospel values throughout curriculum and policies. The principal participates with the faculty in faith formation trainings and small group sessions on growing our faith.

The principal is a managerial leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment. She provides for an orderly and safe school environment, and involves stakeholders, such as the school council and faculty, in decisions involving the school. As an effective school leader, she recognizes, that by establishing relationships with stakeholders, the community becomes stronger and gains valuable resources for the school. This is evident through our relationship with a local orthodontic practice that supports our House system and athletics.

The Dean of Faculty assists in applying a Catholic educational vision to daily activities of the school. She assists with accreditation and the continuous improvement process, and with implementing the school's Professional Development Plan. She plans and organizes professional development for faculty, and supports KTIP requirements. She also assists the principal with observing and evaluating teachers. The Dean of Faculty collaborates with administration and faculty to align curriculum.

The Dean of Students also assists in applying a Catholic educational vision to daily activities of the school. The Dean of Students manages MAP testing administration, analysis, and support. She collaborates with support staff to develop student academic intervention programs. The Dean of Students oversees student discipline and our Crisis Management Plan. She also oversees gifted education, and manages the fulfillment of requirements for the Duke TIP program. She organizes summer programs and camps that take place at the school, and assists the Guidance Counselor with the House system.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Christ the King School is committed to best practices and continued school improvement. The one practice that makes Christ the King so successful is utilizing assessment literacy to guide differentiated instruction. Assessment literacy is the ability to obtain, analyze, and interpret data with the intention of informing instructional practices for improved student learning outcomes (Fullan, 2001). The tiered instructional process is what occurs as a function of the outcomes of the assessments. Tiered instruction represents a model in which the instruction delivered to students varies, and is based on an individual student's academic strengths and weaknesses and growth as measured by a series of formative and summative assessments.

PART VII – NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$8240
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2458

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? 6%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Measurement of Academic Progress (MAP)

Grade: 3

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	218.1
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Measurement of Academic Progress (MAP)

Grade: 4

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	228
Number of students tested	47
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Measurement of Academic Progress (MAP)

Grade: 5

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	237.9
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Measurement of Academic Progress (MAP)

Grade: 6

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	238.7
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Measurement of Academic Progress (MAP)

Grade: 7

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	242.9
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Measurement of Academic Progress (MAP)

Grade: 8

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	249.7
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Measurement of Academic Progress (MAP)

Grade: 3

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	213
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Measurement of Academic Progress (MAP)

Grade: 4

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	220.6
Number of students tested	47
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Measurement of Academic Progress (MAP)

Grade: 5

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	227.8
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Measurement of Academic Progress (MAP)

Grade: 6

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	224.9
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Measurement of Academic Progress (MAP)

Grade: 7

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	228.8
Number of students tested	51
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Measurement of Academic Progress (MAP)

Grade: 8

Edition/Publication Year: 2014

Publisher: NWEA

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	234
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: