

**U.S. Department of Education**  
**2018 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. Jennifer Barz

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

Official School Name Our Lady Of Lourdes School

(As it should appear in the official records)

School Mailing Address 510 Breckenridge Lane

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

Louisville KY 40207-3898  
City State Zip Code+4 (9 digits total)

County Kentucky

Telephone (502) 895-5122

Fax

Web site/URL http://www.ourlourdes.org/school

E-mail jeffb@ourlourdes.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\*Mrs. Leisa Schulz E-mail lschulz@archlou.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. (502) 585-3291

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. Elena Marquette

(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	9	9	18
<b>K</b>	22	19	41
<b>1</b>	22	20	42
<b>2</b>	19	28	47
<b>3</b>	27	26	53
<b>4</b>	14	25	39
<b>5</b>	26	27	53
<b>6</b>	24	22	46
<b>7</b>	28	22	50
<b>8</b>	22	29	51
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	213	227	440

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 0 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 97 % White
  - 3 % 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 2016 – 2017 school year: <01%

If the mobility rate is above 15%, please explain.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2016	440
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

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: 5

8. Students receiving special education services: 12 %  
52 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>2</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>43</u> Other Health Impaired                |
| <u>1</u> Developmentally Delayed | <u>13</u> Specific Learning Disability         |
| <u>21</u> Emotional Disturbance  | <u>4</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

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	5
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
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 23:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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

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

Yes  No

If yes, select the year in which your school received the award. 2008

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

Our Lady of Lourdes School is a parish ministry providing excellent education grounded in Catholic faith and Christian values, emphasizing students' intellectual, spiritual, and physical development.

## PART III – SUMMARY

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Located in Louisville, Kentucky, Our Lady of Lourdes provides excellent education grounded in Catholic faith and Christian values, emphasizing students' intellectual, spiritual, and physical development. Serving the middle-class working families in Saint Matthews since 1950, Our Lady of Lourdes is a fully accredited pre-kindergarten-eighth school, with a rich tradition of Catholic education shared with 440 students. Our Lady of Lourdes parish members, staff, and parents create a caring community of faith and hold high expectations for the education of students, nurturing each child's spiritual, social, and academic growth.

Through the hard work and dedication of past leaders, and the continued support of the parish, Our Lady of Lourdes has undergone major renovation projects. Currently, the school is dedicated to integrating technology to transform the teaching and learning of students to use 21st century skills of critical thinking, communicating, creating, and collaborating. With the addition of interactive whiteboards, Chromebooks, iPads, computer labs, and a 3D printer, the school adopts the best teaching and learning tools to support skill mastery.

With an involved pastor, a dedicated School Advisory Committee, and an energetic PTO, Our Lady of Lourdes has effective leadership. The school is led by an innovative principal supported by a strong administrative team consisting of the assistant principal, counselor, learning coordinator, media specialist, technology coordinator, reading specialist, two preschool directors, and one administrative assistant. The staff includes 19 teachers, seven instructional assistants, and nine special area teachers. All of these are full-time with the exception of the computer teacher. There are full cafeteria and custodial staffs as well.

Our Lady of Lourdes offers challenging academic courses aligned by the curriculum framework of the Archdiocese of Louisville. Classes in religion, technology, art, music, Spanish, library, and physical education are attended by all. Middle school math and science students benefit from single-gender classes meeting their social and intellectual needs. Core subject departmentalization in grades three through eight foster authentic learning from expert teachers. In the primary grades, language arts focuses on phonics, utilizing the reading specialist. Alternative seating options offer differentiated seating for improved learning. Research-based instructional techniques are complemented by unique programs in order to embrace the whole child.

The Wellness Program allows students to experience the benefits of meditation. The Random Acts of Kindness Program builds character, as each class adopts a Heart Project as an act of stewardship. The Kindness Club offers fourth graders opportunity to spread acts of kindness schoolwide. Fine Arts Block (FAB) for fifth and sixth grades gives students the choice to participate in art, drama, creative writing, wellness, coding, or music such as hand bells or strings. The media specialist collaborates with the 5-6 reading teacher to complete literature circles combined with STEM studies. Math Lab provides remediation to students in middle school. Eighth grade peer tutors help younger students reach mastery. Qualifying students in grades five through eight, along with a faculty representative, have the opportunity to participate in Gifted and Talented Education Seminars (GATES). Students in middle school attend the Kentucky Youth Assembly (KYA), and this past year, Our Lady of Lourdes sent its largest delegation. The Quick Recall teams are open to fifth-eighth grades and consistently perform well, placing second in the Governor's Cup competition last year. Book Bee, available to students in fourth through eighth grade, have teams place regularly as finalists. Student Council offers opportunities for students to take leadership on school projects, like the Choose Love campaign, a food donation program. The community is enriched by the unique programs offered for whole child development.

Our Lady of Lourdes has high-quality resources for specific student needs. The counselor offers both individual and small group counseling to support children experiencing difficulties. The learning coordinator implements programs that are beneficial to both teachers and students, like the "Tutoring Brigade." This group of retired teachers works with the learning coordinator to provide for "pull-outs." The computer teacher and media specialist collaborate to promote 21st century learning through encouraging a growth mindset while using various forms of technology, incorporating real-life connections into lessons. All teachers use technology resources to support differentiation and collaboration between teacher and

student. Web-based applications offer individualized instruction for students to improve skill mastery.

A commitment to stewardship engages all teachers, staff, and students regularly in community-building activities. The school adopts numerous service projects each year, planned and facilitated by homerooms or as “family” activities. School “families” are groups composed of one student from each grade, kindergarten through eighth grade, led by the eighth grade student. A steward’s pledge of giving time, talent, and treasure is always the focus of school service projects.

Our Lady of Lourdes remains committed to achievement, having earned the Blue Ribbon designation in 2008 by maintaining a reputation of academic excellence dedicated to whole child development.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

The Our Lady of Lourdes program of studies is based upon the Curriculum Framework established by the Archdiocese of Louisville. The Archdiocese adopted the Common Core State Standards and adapted it to ensure the integration of faith. A curriculum review cycle ensures continuous renewal of best practices, as recently Our Lady of Lourdes implemented new curriculum in Science, Social Studies, Physical Education, and Technology.

Anchoring core instruction with authentic, rigorous text, Our Lady of Lourdes language arts curriculum integrates the varied skills of close reading thus giving students opportunity to analyze complex text. Amidst language-rich environments, students acquire word-decoding strategies, applying phonetic rules, structural analysis, and context clues. Both reading and media specialists are vital to the language arts program, tailoring small group instructional units and teaching important library research skills. As a result of using the web based literacy program, Lexia, 75% of our kindergarten through fifth grade students work at or above grade level. Those below grade level are able to reach skill mastery with additional support. Additionally, the Accelerated Reader program motivates students to read within their lexile range, established by the STAR Reading diagnostic. Membean and Simple Solutions, web-based applications for language and word analysis, are used in 7th and 8th grade to support preparedness for the Terra Nova and High School Placement tests.

The goal of the Our Lady of Lourdes mathematics curriculum is to ensure that students (1) are exposed to early algebraic concepts, problem-solving and computation in kindergarten through third grade; (2) master increasingly complex concepts through intermediate school, and (3) complete a full Algebra I course, prior to graduation from eighth grade. The effectiveness of the mathematics curriculum is evidenced by the graduate's high school placement into Geometry and Algebra II. Recognizing that no two students learn alike, math is supplemented to incorporate differentiated instruction, collaborative learning, and technology into lessons regularly. Primary grade students use the Eureka Math series engaging students through math centers, and the web-based application, Zearn. Third through sixth grade students use Simple Solutions and Moby Max to increase math fluency. Seventh and eighth grade students take Pre-Algebra and Algebra I in single-gender classes. Acuity internet-based testing drives future instruction. Technology experiences on Desmos, Geo Gebra, and Quizizz provide opportunity for practicing math applications. Remediation through after-school math labs is offered daily. The Math Counts academic team offers a competitive learning environment.

The Our Lady of Lourdes science curriculum combines the process skills of inquiry with substantive content knowledge, resulting in an appreciation for science, its application to modern life, and its value as a problem-solving tool. The science curriculum is embedded within the reading program in the primary grades, which enables students to begin learning foundational skills in kindergarten. Teachers provide hands-on learning experiences that correlate with the skills being taught. Instruction for science is departmentalized in grades three through eight. Seventh and eighth grade science students learn in single-gender classes. An on-site science lab provides opportunities for completing experiments and dissections. An emphasis on STEM/STEAM learning has been incorporated to include a STEM/STEAM showcase. Fifth graders do a mini-science fair to test an original hypothesis. Sixth and eighth graders complete a science fair presentation demonstrating the scientific method. Each student completes research, performs a series of experiments, and documents his/her findings. Additionally, computer science is emphasized as the entire school participates in the Hour of Code.

The social studies curriculum is designed to help students understand themselves, their values, and the world around them. Particular emphasis is given to multicultural awareness, current events, and an appreciation of world culture. The curriculum is interwoven with allied disciplines of anthropology, economics, political science, and sociology. The social studies curriculum is also embedded within the reading program in the primary grades. One highlight of the curriculum is the fifth and seventh grade history fair where students demonstrate their knowledge of a major historical event or person in a unique way.

Our Lady of Lourdes offers a full-day preschool program that is licensed by the state of Kentucky. Pre-Kindergarten employs an administrator, an assistant administrator, a full-time teacher, and a staff of part-time assistants. The Learning Box curriculum is followed to meet the guidelines for the National Association of Education for Young Children and the National Head Start program. Based on the most recent assessment given by the reading specialist at the beginning of kindergarten, 92% of students who completed Our Lady of Lourdes preschool program displayed kindergarten readiness. Students in preschool are also exposed to the Special Area curricula once a week.

Our Lady of Lourdes core curriculum aims to develop and support exemplary Catholic education and faith formation through application of best practices in the teaching and learning process for all learners.

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

Our Lady of Lourdes offers a variety of other curriculum areas to support students' acquisition of essential skills and knowledge. Teachers in these areas, guided by the Archdiocesan Curriculum Framework, collaborate as a team to create optimal learning experiences for students. This is integral to the school's total educational program, and its commitment to the development of the whole child.

Special area classes are held on a rotating basis. Students in kindergarten through second grade take Spanish, art, music, and physical education once per week. In grades three through eight, students attend the same special area class multiple days per week for a complete quarter. Classes continue to rotate through different special area classes as the year progresses. This schedule allows for more concentrated instruction throughout a quarter. Students in kindergarten through fourth grade receive instruction in computer and library science through the Media Center. Students in grades five through eight, under the direction of the classroom and computer teacher, experience the Media Center through flexible scheduling, allowing for meaningful practice in composition and research. A notable feature of this schedule is the ability to incorporate gamification through the Breakout Edu experiences that reinforce the 21st century skills of collaboration and critical thinking.

The music curriculum integrates Catholic values and content knowledge within the context of singing, playing instruments, listening, moving, and dancing. Students also perform and evaluate music, as well as study music history, musical styles, and cultural differences. Lessons frequently incorporate the core skills of reading and writing. As a result of the music program, the school's Cantor Club and Church Choir are extremely popular. The drama program at Lourdes is designed to demonstrate basic acting skills through improvisation, theater games, literature, published plays, and student-generated skits. This past year, junior high students performed the musical High School Musical.

The art curriculum offers every student opportunities for creative thinking, expression, and problem-solving. Cross-curricular, differentiated lessons, such as making god and goddess masks within the seventh grade Mythology unit, are developed to promote student learning. Art history, cultural art, and religious art are studied. Multi-media applications, as well as technology are used to facilitate the learning benchmarks. From using iPads to observing owls in the wild during a John James Audubon unit, to recreating Edvard Munch's a three dimensional reproduction of Edvard Munch's The Scream using Model Magic clay, students are given ample opportunity to experience art.

Our Lady of Lourdes is in compliance with the National Blue Ribbon Schools Program foreign language requirement. The curriculum encompasses listening, speaking, reading, and writing. Students from kindergarten through eighth grade receive Spanish instruction, with an increase in instruction frequency occurring for seventh and eighth grades. Students are invited to join the Spanish Club upon entering fifth grade for additional language development and cultural experiences.

Physical education is an important part of educating the whole child, providing learning experiences consistent with the student's age and development. Students are prepared with fundamental motor, movement, and skill development. They experience activities, including nutrition and health lessons, which build a foundation of knowledge for lifetime fitness. Students enjoy competitions with soccer shootouts and

free throw contests. Training from professionals is also included, as students learn from golf professionals and coaching experts in other areas including rugby and field hockey. The school extends what is learned in physical education classes to its athletics' program, offering sports' clinics for grades kindergarten-second grades and full sports' programs for third through eighth grades. Many students participate in one or more of the sports' programs offered including: football, soccer, cross country, volleyball, basketball, track and field, golf, field hockey, cheerleading, and tennis.

Technology is a vital and ever-developing curricular component. With two state-of-the-art computer labs, three mobile Chromebook labs, a mobile iPad lab, and classrooms equipped with interactive whiteboards and document cameras, Our Lady of Lourdes has made a priority of supporting student learning with the newest technologies. Within the school curriculum, the school has become a Google Apps for Education school, allowing students in fifth through eighth grades access to email and the series of Google applications that support student learning in a cloud-based environment. The 3D printer adds to STEM opportunities.

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

Our Lady of Lourdes administration, faculty, and staff hold themselves to the high standards and expectations associated with an exceptional Catholic School. Teachers work diligently to prepare innovative and engaging lessons that promote critical thinking and 21st century learning. Expectations set for students are realistic but challenging, and are followed by a balanced range of instructional strategies to maximize success.

Student-centered instruction, facilitated by the teacher with clear daily objectives, is often supported by technology. Practice may vary from the use of digital textbooks to applications on the iPads or Chromebooks. Students may be seen working independently, with a teacher, with a partner, or in small cooperative groups.

The school's master schedule allows instructors to teach to their strengths. Classes in grades three through eight are departmentalized. Students in kindergarten through second grade receive tailored reading instruction as they rotate in leveled groups of six to eight students among the classroom teacher, reading specialist, and the computer lab.

The school embeds technology into instruction to enhance differentiation. In addition to two computer labs, iPads are available for mobile use in any classroom. Internet-based apps foster differentiation, with programs like Lexia, Membean, Front Row Math, and Journeys Reading allowing students to work at their own pace and skill level while keeping the teacher informed of important data benchmarks. Chromebooks and Google Apps for Education in classrooms promote skills such as critical thinking, creativity, collaboration, and communication.

Tier-1 strategies are facilitated by the Learning Coordinator. For example, a "Reading Ranger" pull-out group with high-achieving first grade readers meets regularly. This is one way that the Learning Coordinator works with both students and teachers to differentiate learning.

While the Our Lady of Lourdes community is proud of the dedication shown by its faculty and staff, it is understood that hard work does not, in itself, drive achievement. Sources of data, in the form of assessments, provide the information necessary for sound instructional decisions. From an eighth grader's electronic response to an algebra question, to the third grade's aggregate Terra Nova scores, Our Lady of Lourdes uses a variety of assessments to monitor, strengthen, and celebrate student learning.

At the classroom level, teachers utilize a wealth of formative and summative assessments to gain insight into student mastery of curricular concepts. While traditional evaluations like chapter tests and Mad Minute quizzes are still part of the instructional cycle, technology has allowed for more timely assessment. Computer applications such as Plickers and Socrative allow immediate feedback, as student responses to direct questions are aggregated and delivered to the teacher's device. The pace and scope of instruction may then be adjusted to better meet student needs.

Realizing that high achievement today is no guarantee of continued success tomorrow, Our Lady of Lourdes is attentive to patterns of performance on standardized assessments such as the Acuity, Terra Nova or the High School Placement tests. A rolling five-year tracking of results enables trends to emerge indicating any areas of relative weakness that should be addressed. For example, low achievement scores on the geometry strand of the Acuity Algebra Proficiency Test in 2014 prompted changes in the seventh and eighth grade math curriculum to bolster related skills. While scores have improved in the last two years, results will continue to be monitored to ensure the curriculum is giving students the opportunity to achieve at a consistently high level.

Assessment results are communicated to parents and students purposefully. At the end of each school week, folders are sent home with students' work. Performance results in all subject areas may be accessed online through the Sycamore Student Management System. Each student's efforts in programs like the web-based Lexia Core 5 reading program or Membean vocabulary building system can be viewed at any time via personal internet account. Two Parent-Student-Teacher conferences per year allow time to cheer students who have worked to potential in the previous grading period, or challenge those who have not. With all assessment types, the teaching and administrative team provide ongoing explanatory communication, both in person and online, to parents and students who seek to use that information to maximize future performance.

## PART V – SCHOOL SUPPORTS

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

Our Lady of Lourdes welcomes each student as the school day begins. Staff members and student patrols greet students as they enter the building. The principal, the resource teacher, and the librarian greet all students by name as they enter the hallways. Teachers stand at classroom doors to meet students as they come into the classroom. The school day begins with prayer, the Pledge of Allegiance, and the Our Lady of Lourdes Honor Code, followed by morning announcements, including birthday shout outs.

Because the school provides a positive environment that supports the academic, social, and emotional growth of the whole child, Our Lady of Lourdes maintains quality academics with strong social and emotional supports in place for the advancement of all students. Student support services, offered through the Counseling Department, uphold the social and emotional health of all who are part of the community.

Classes offered at Our Lady of Lourdes present students with multiple opportunities to develop critical thinking skills, creativity, collaboration, communication, and compassion. The Fine Arts Block (FAB) of art, drama, coding, music, creative writing, and the wellness program, ensures that students at Our Lady of Lourdes are exposed to dynamic learning situations allowing each learner to engage in independent interests.

Enrichment programs offer academic competitions by participation in Quick Recall, Book Bee, Kentucky Youth Assembly, and Governor's Cup. Students work with the school, parents, and parish to participate in acts of stewardship that are spiritually and emotionally engaging. The Middle School Buddy Program, the school-wide Family Program, and Random Acts of Kindness Program are partnerships that engage students in character building. Student service projects, including the 5th and 6th grade school-wide Recycling Program and the Student Council Service Leader Projects, motivate students to act and give to significant social causes supporting Catholic social teachings.

The Our Lady of Lourdes' staff acts as a family, working with the school's mission to maintain a strong Catholic identity embodied by the community of stewardship. By contributing to the stewardship environment, teachers' participation and commitment are a testament of pride in the community. They are respected by the community as leaders who develop engaging curriculum and who use technology and enrichment as strong curriculum resources.

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

Our Lady of Lourdes engages families within the community through Stewardship. Family is the core of Stewardship; and stewardship exists in order to support the family; where one is in need, another provides. In keeping with the philosophy of Stewardship, stakeholder support ensures the continued success of the school and its ability to offer an excellent education.

Our Lady of Lourdes offers a variety of volunteer opportunities. Parents choose to be involved through PTO, School Advisory Committee (SAC), athletics and academic teams, Scouts, enrichment activities, FAB, as chaperones on field trips, and as assistants throughout the building. Parents and grandparents of kindergarten and first grade students volunteer as "mystery readers" regularly. Retired teachers from the parish volunteer for the "Tutoring Brigade" providing support for struggling students. Professionals from the community volunteer to speak about their careers. For example, a pilot visits fifth and sixth grade classrooms each year through the "Adopt a Pilot" program. Other speakers include doctors, dentists, veterinarians, attorneys, firefighters, police officers, authors, and wellness presenters.

As a full Stewardship parish, Our Lady of Lourdes actively identifies opportunities to exhibit compassion and kindness to others. Schoolwide projects include donations and contributions to these charities: Dare to Care, Blanket Louisville, Sister Visitor, The Diaper Bank, Home of the Innocents, Kosair Children's Hospital, and the Lion's Club. Compassion projects are chosen by each grade level for yearlong

involvement. Included in these class projects are My Dog Eats First, Fed With Faith and outreach to Military and First Responders. Parish outreach is tremendous. Our most notable event is our participation in the yearly Saint Baldrick's fundraiser, where thousands of dollars are raised to combat childhood cancer.

Communication with all stakeholders is vital, and Our Lady of Lourdes uses various methods effectively. A newly designed website is maintained by the parish featuring all organizations, including the school. Both the school and PTO manage a Facebook page. Our Lady of Lourdes uses Sycamore as the school's student information system, keeping parents informed through news posts, instant messages, batch emails and texts. Class and school news pages are updated frequently. Students take home a weekly folder highlighting their work. Grades are posted regularly with Parent/Student/Teacher conferences being held for all students twice each year. Additional conferences may be arranged at the request of teacher or parent.

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

The Archdiocese of Louisville offers Professional Development opportunities all year, and the principal encourages participation in the Summer Institute each June. This past year, teachers focused on training in Google Apps for Education. Currently, one teacher is Google Certified. Others attended the Kentucky Society for Technology in Education (Kyste) and Imagining the Future of Learning (IFL) to grow their knowledge of technology integration. Teachers may also choose classes relating to an area of interest. Teachers of religious education are required to obtain associate catechist certification, followed by advanced catechist certification. Each year teachers from Our Lady of Lourdes assist in curriculum adoption through the archdiocese, and most recently supported the adoption of new Science and Social Studies curricula.

Primary goals at Our Lady of Lourdes School are to have both differentiated and 21st century learning embedded throughout the curriculum. A number of years ago the administration at Our Lady of Lourdes rearranged school hours by adding time to all days except Thursdays, which changed to a dismissal time of 1 PM. All state-mandated hours of instruction remain the same. This change has proven to be beneficial for teachers, parents, and students. For parents and students, the change provided time for appointments, extracurricular activities, and school-supported programs to extend classroom learning. For staff, this change provided time to discuss primary school goals. Administrative Team meetings, faculty meetings, and professional learning community meetings are held, assuring time each week for collaboration, planning, and professional development. Teachers' daily schedules are structured for common planning, collaboration, and curriculum mapping.

During faculty meetings all standardized test results are disaggregated, charted, and referenced to plan instruction based on the curriculum framework. Students in need of assistance, as well as those performing above expected levels, are identified and differentiated instruction is planned. The success of programs used at all grade levels is discussed and, if needed, adjustments are made.

The principal utilizes the computer lab, library, or professional team room for Professional Development opportunities. The learning coordinator and counselor frequently share knowledge based on Our Lady of Lourdes' goal of educating the whole child. Teachers often share knowledge with the faculty. Many volunteers from the community have presented at meetings, sharing expertise and resources in Occupational Therapy and Reading Recovery. This type of collaboration empowers the staff, enhances student learning environments, and exemplifies the Our Lady of Lourdes commitment to stewardship.

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

Our Lady of Lourdes provides governance and leadership promoting student learning in an environment fostering whole child development. Strong leadership begins with the parish priest and school principal and extends to the faculty and staff. Students are provided opportunities to develop self-discipline and leadership skills too. Overall, the school's leadership ensures that policies, programs, relationships, and resources are student-centered and focused on student achievement.

Our Lady of Lourdes school leadership is responsive, supporting strong policies with regard to student development. The principal is resourceful; maintaining innovative best practices throughout the building and navigating new strategies in technology and assessment. The school adopted alternate seating arrangements in the primary classrooms, allowing for a student-centered focused environment. An online learning policy for school closings, due to inclement weather, was implemented allowing for consistent instruction. Professional learning communities examine content and levels. Meetings of these teams encourage faculty leadership and are an excellent conduit for input into subsequent faculty meetings. Leadership favors curriculum decisions by consensus, in order to meet the unique needs of Our Lady of Lourdes students. Curriculum management is consistently reflected upon through curriculum maps and lesson plans.

Student and classroom support services are led by the assistant principal, counselor, resource teacher, and reading specialist. Meetings are held regularly with the classroom teachers to assure quality learning environments for high-level engagement by all students.

The School Advisory Committee meets monthly to advise the pastor and principal concerning needs expressed by stakeholders. The Parent Teacher Organization (PTO) meets monthly to support a positive school climate and discuss future school needs.

The school has a Student Council moderated by a member of the faculty. Council members meet to address issues of interest to the school at large, and often lead initiatives such as the Haunted Hallway during the PTO sponsored Fall Family Night or school wide community service opportunities like the Dare to Care food drive.

Individual classrooms assist with the planning and participation of weekly school Masses and prayer services. Sixth, seventh, and eighth grade students offer leadership to their little buddies in kindergarten-second grades. The entire student body is organized into a system of school families. Each family is made up of one student from each grade, and is led by the eighth grade student.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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Understanding that a strong foundation in reading offers academic benefits across all subjects and far into the future, Our Lady of Lourdes implemented its Primary Reading Program into the kindergarten, first, and second grade curricula. The ongoing commitment to this program is credited with the outstanding performance of students on annual standardized reading assessments.

The program is robust in both structure and staff requirements. Three times weekly for kindergarten students and twice weekly for first and second graders, students rotate in small groups to each of three distinct classroom environments, where specific reading skills are practiced. To support instruction tailored to each student's reading level, the groups are created after diagnostic testing, but are fluid in the makeup of their rosters, as skills indicate.

In the most traditional of the three rotations, students remain in their homeroom with their teacher. Working individually, with partners, or as a group, students practice fluency and comprehension skills. The teacher works with individuals as needed and monitors overall progress.

In the second rotation, students practice phonological awareness with the school's certified reading specialist. Instruction is differentiated in this environment with videos, interactive white-board instruction, cooperative groupings, games, and small group reading. Students eagerly practice reading with expression, using whimsical blue pointers to keep their place as they master phonics patterns found in words like "seem" and "stream."

The final spoke in the wheel is found in a computer lab dedicated to this program. From web-based programs like Essential Skills Super Phonics, Lexia, and Raz-Kids, students practice with fun activities that emphasize learning. Because students move at their own pace, at any given time, some students may be recording themselves reading aloud for later review by the reading specialist, while others may be playing games with goals like finding all words with the long "a" sound. Students in this rotation are directly supervised by a full-time teacher's assistant.

The deep commitment to the Our Lady of Lourdes Primary Reading Program has helped produce consistently high Terra Nova scores over the years. This strength, developed in the primary grades, continues as students move forward. It is not unusual for the school's national percentile of the mean normal curve equivalent to exceed the Blue Ribbon cut scores in Reading by 10 to 15 percentage points in any given year, at all grade levels.

## 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?      \$5700  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$0

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

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



**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

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

**Grade:** 5  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	69
Number of students tested	43
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:** 2017

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

**Grade:** 7  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	81
Number of students tested	50
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:** 2017

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

**Grade:** 3  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	84
Number of students tested	42
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:** 2017

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

**Grade:** 5  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	75
Number of students tested	43
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:** 2017

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

**Grade:** 7  
**Scores are reported here as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	50
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:**