

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 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

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
PreK	25	24	49
K	14	13	27
1	16	14	30
2	17	10	27
3	13	16	29
4	9	16	25
5	10	13	23
6	13	12	25
7	8	14	22
8	12	11	23
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	137	143	280

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % 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: 1%

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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2016	287
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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: 5 %
 Total number students who qualify: 14

8. Students receiving special education services: 11 %
30 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>24</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 16:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	98%	98%	98%	99%	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.

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

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

Yes No

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

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

St. Cecilia School prepares students for life by providing an engaging, high-quality education, guided by the teachings of our Catholic Faith.

PART III – SUMMARY

St. Cecilia School is a member school of the Roman Catholic Diocese of Covington, Kentucky. The school serves the suburban community of Independence, Kentucky, which is located thirteen miles south of Cincinnati, Ohio. The mission of the school is: “To prepare the students for life by providing an engaging, high-quality education, guided by the teachings of the Catholic faith, where students live out the Gospel message of Jesus Christ.” The school’s motto is “Educating Minds, Nurturing Souls.” St. Cecilia School provides a safe, welcoming environment for students, teachers, and parents and strives to meet every student’s spiritual, academic, and social needs and goals.

St. Cecilia School was established by Fr. Heringhaus and the Sisters of Divine Providence in 1921 with 41 students in the rectory on the church property. A separate school building was constructed in 1923. By 1957, enrollment continued to increase and additional classrooms were added to the original structure. The Sisters of Divine Providence continued to teach and serve the students until 1994. In 2000, the most recent addition to the building was constructed. This addition enabled St. Cecilia to add its daycare, preschool, and kindergarten programs, as well as the middle-school wing. The school is currently in the construction phase of a second building which will house a full-size gymnasium, media center, and additional classrooms that are expected to be completed in January 2019.

The principal is in his second year of leadership at St. Cecilia School. The office staff includes a full-time administrative assistant and two part-time receptionists. In addition to 15 full-time homeroom teachers, the instructional staff includes a full-time art, library, and computer teacher for grades K-5 and a full-time aide for first and second grades. The preschool has two additional aides for its classes. There are six part-time specialists teaching Spanish, library, computer, physical education, music, reading intervention, and speech. A retired school counselor volunteers weekly. Support staff includes two cafeteria employees and two part-time custodians.

St. Cecilia has seen an increase in enrollment in recent years. The current enrollment is 231 students in grades K-8, and 49 in the preschool program, which is a 12% increase over the last seven years. The school offers a daycare, a three and a four-year-old preschool, a pre-kindergarten program, as well as grades K-8. St. Cecilia School teachers provide a variety of experiences outside of the classroom to enrich students’ learning. Some of the activities include Academic Team, Future Problem Solving, Chess Club, Creative Crafters, Drama, Imagination Builders, 4-H, Girls’ Running Club, Pokemon Club, and Student Government. St. Cecilia also provides athletic opportunities in basketball, soccer, and cheerleading. Ninety percent of the students participate in at least one extracurricular activity and 73% participate in two or more activities.

St. Cecilia School provides a rigorous academic experience for its students. Reading skills are emphasized through programs such as Accelerated Reader, Xavier Reading, and summer reading programs. Every student reads monthly with an assigned reading buddy from another grade level. Math and science classes in grades 6-8 are separated by achievement level in order to provide the best learning environment for the students. The students have demonstrated consistent improvement in their performance on standardized tests such as Terra Nova, the American College Testing Explore test, Assessment of Catechesis/Religious Education test, Measures of Academic Progress Growth and Skills test, and high school placement tests. Quality instruction from experienced teachers is evident throughout the school in the use of educational technology, best practices, project-based learning, hands-on manipulatives, Science Technology Engineering Math (STEM), service learning, cross-curriculum projects, Response to Intervention, and differentiation practices. Teachers provide additional academic support to students through after school office hours. The average years of experience for the teachers at St. Cecilia is 17 years. All of the teachers are state certified and 16 hold advanced degrees. The school’s commitment to education is further fostered by the clergy. In 2015, the school’s pastor received the National Catholic Educational Association’s Distinguished Pastor Award.

St. Cecilia has made a concerted effort to increase its use of educational technology. All classroom teachers in grades K-8 are proficient in using SMART Boards for instruction. Students in grades 5-8 have one-to-one access to Chromebooks. Carts of 30 Chromebooks each are shared between first and second grades and third

and fourth grades. All of the textbooks have digital access for use at school or at home.

Service learning has been an integral part of the school's Catholic identity as well as its educational program since 2009. All students participate in at least one service learning project yearly. The school has been honored as a School of Contribution each year as well as having earned the Jefferson Award in recognition of outstanding public service multiple times since implementing service learning.

St. Cecilia School is truly honored to be considered for National Blue Ribbon status.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Cecilia School follows the curriculum guidelines established by the Diocese of Covington in connection with the Common Core Curriculum. The school uses rigor, relevance, and engagement throughout the curriculum to ensure student growth and to develop critical skills in the areas of language arts, math, science, and social studies. Through collaboration, the faculty and staff teach the students skills, concepts, and attitudes necessary to achieve success in the classroom and in life.

Reading/English Language Arts

The reading/English language arts curriculum includes reading, vocabulary, phonics, spelling, grammar, and writing. St. Cecilia School makes use of a diverse set of learning tools including textbooks, leveled readers, periodicals, novels, trade books, workbooks, and technology. Primary grade teachers ensure the curriculum is vertically aligned so that by the end of second grade, students are transitioning from learning to read to reading to learn. The Orton-Gillingham approach is implemented in the primary grades.

Intermediate and middle-grade teachers make use of a wide variety of teaching strategies, such as literature circles and interactive notebooks. Literature choices include classic and modern selections which involve several genres that are linked in a cross-curricular manner. The novels are used as a means of understanding plot elements, figurative language, genre, theme, tone, conflict, point of view, and text structure. Teaching strategies include whole group instruction, differentiated small groups, and Tier 2 Response To Intervention (RTI). The Accelerated Reader and summer reading programs are used to motivate students to read independently.

The local public librarian visits preschool through fifth-grade classrooms. Students are taught the mechanics of writing, including sentence structure and punctuation. Students are taught to write informally and formally using the writing process. Writing modes include informative, opinion, and narrative writing. Daily language arts lessons include parts of speech, vocabulary development, and spelling components. Students learn speaking and listening skills through small and large group discussions and project presentations.

Math

The school's math curriculum builds on concepts and skills from one grade level to the next. All grade levels use a multi-faceted learning approach to learn and master skills. These approaches include hands-on activities, manipulatives, computer programs, and spiral review. In primary grades, the students focus on number sense, counting, basic addition and subtraction relationships, measurement, place value, geometry, time, and money. Grades 3-5 build upon the skills of the primary grades while delving further into these concepts. These grades introduce challenging concepts in multiplication, division, fractions, decimals, and interpreting data. Grades 6-8 are formatted to accommodate the needs of different learners by offering advanced math classes (including Algebra I) and on-level math classes. These classes focus on extending students' understanding of previously learned concepts while also integrating the middle school math curriculum. As with all subjects, differentiated instruction is facilitated in a number of ways in math. St. Cecilia School uses small groups, tiered instruction, and computer programs such as XtraMath, MobyMax, and Khan Academy. An optional enrichment activity provided at St. Cecilia is the Mathcounts team.

Science

The science curriculum correlates with the Next Generation Science Standards. Through whole group instruction, hands-on experiences, virtual labs, and field trips, students investigate life, earth, and physical science concepts, as well as health and engineering. Grades 6-8 benefit from small teacher-to-student ratios to maximize learning during experimentation in the science lab. Middle school students participate each year in a science fair in which they exhibit a research-based science experiment to a panel of judges. St. Cecilia School partners with the sanitation district and a regional nature academy to implement environmental education programs. Students in grades 4-8 participate in a 4-H program as part of the science curriculum.

Social Studies/History/Civic Learning and Engagement

The social studies curriculum at St. Cecilia School includes geography, Kentucky history, American history, world history, culture, civics, and government. Teachers follow the Kentucky Common Core Standards and the Diocesan curriculum guidelines while supplementing those standards with a rich exploration of skills. Guest speakers and field trips to the historic Dinsmore Homestead, Cincinnati Museum Center, and our state capital are used to enrich learning. To keep students up-to-date on current events, St. Cecilia School uses TIME For Kids magazine and online databases such as Newsela. All students participate in service learning projects which assist in developing civic responsibility.

Preschool

St. Cecilia Preschool prepares three and four-year-old students to become confident, caring, and thoughtful individuals. The Kentucky Early Childhood Standards are incorporated into daily lessons. Teachers focus on cognitive, social, physical, and emotional development. Students learn through exploration, music, movement, and hands-on experiences. The preschool staff collaborates with the kindergarten teachers to ease the transition to kindergarten. Each student is assessed throughout the year to measure individual growth. The assessment results allow teachers to address each child's individual needs. Students that attend preschool are equipped with critical skills that provide an important foundation for academic success.

2. Other Curriculum Areas:

St. Cecilia School strives to achieve a well-rounded education for all students. To meet the diverse needs of the students, St. Cecilia provides classes in Spanish, library, art, music, technology, physical education, and religion. In addition to these classes, students also have the opportunity to participate in a variety of extracurricular activities pertaining to the arts. Students attend the Cincinnati Children's Theatre, the Kentucky Symphony concerts, and music theater events at Northern Kentucky University. Students are also provided the opportunity to participate in the school musical productions, children's choir, and the annual school talent show.

Art

Art classes are provided once a week for 45 minutes for all students in grades K-8. Art encourages students to look within themselves to promote creative ability and develop the confidence to produce personal works of art. Students are introduced to the elements of art, multiple mediums, and a study of past and present artists. Students create their own artwork using a variety of techniques and tools which are taught during class.

Music

Music classes are taught in grades K-8 once a week for 45 minutes. Students demonstrate musical learning through percussion instruments, recorders, and their voices. Classes also gain exposure to music theory, composers, and diverse genres. The Orff method and a specialized kinesthetic approach are used to maximize participation and enthusiasm. All students perform in the Christmas and Veterans Day programs.

Physical Education

Physical education classes at St. Cecilia School enable students to learn fine and gross motor skills, develop fitness, and gain knowledge that will foster physical activity. Students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe and satisfying physical activity into their lives. Physical Education is taught once a week for 45 minutes for grades K-8.

Foreign Language

St. Cecilia School is in compliance with the Nation Blue Ribbon program's foreign language requirements. All students in grades 1-8 receive Spanish class. Grades 4-8 have Spanish class once a week for 45 minutes and grades 1-3 have Spanish class for 30 minutes once a week, every third week. The curriculum offers both language and culture instruction. Instructional methods include hands-on activities, speaking and listening practice in whole class and small group settings, instructional songs and videos, worksheets, and various types of differentiated assessments. The curriculum consists of basic vocabulary through complete sentences, grammar skills, and conversation. All grades participate in cultural activities throughout the year

and activities that coincide with various holidays and seasons.

Technology

St. Cecilia School offers a weekly 45-minute computer class for all students in grades K-8. Students learn digital citizenship through the use of Common Sense Media and Isafe. Students also practice typing skills, research skills, and participate in cross-curricular learning, all which prepare students for 21st-century learning. Students in grades 1-8 have a Google Drive account which allows for the use of Google Classroom, Gmail, and all other Google applications. Students also learn to use a variety of other online and software programs to enhance their learning experience. St. Cecilia technology consists of SMART Boards, wifi, Chromebooks for each student in grades 5-8, Chromebook carts for grades 1-4, and EdRedi tablets for all students in kindergarten. Chromebooks in the classrooms allow technology to be readily available to all students at any time throughout the school day.

Library

Library classes are held once a week for grades K-8 for 45 minutes. Students select age and grade level appropriate books based on their Accelerated Reader goals and reading level. Students also learn about the Dewey Decimal System, proper care of books, author studies, note-taking strategies, and use of the Kenton County Public Library online system. As an extension of library class, all students participate in the Reading Buddy Program in which students in different grade levels are paired to practice reading skills and engage in book discussions.

Religion

At St. Cecilia School, the Catholic faith is not just a class that the students have each day. The school strives to live the faith and ensure that it is part of the Catholic identity. In addition to daily religion classes, students explore scripture, creed, prayers, Adoration, and the meaning of Mass and the seven sacraments.

3. Instructional Methods, Interventions, and Assessments:

St. Cecilia School has a diverse student population, and the teachers understand the importance of utilizing traditional learning in combination with 21st-century skills. Teachers provide weekly lesson plans aligned with the Common Core Curriculum. The instructional approach in each classroom incorporates the use of multi-sensory instruction. This is accomplished through direct instruction, cooperative learning, accountable talk, differentiated small groups, student-led learning, revisiting skills, collaboration with other teachers, and the daily use of technology.

Spiral and tiered instruction are tailored to the specific needs of students. Higher level thinking approaches are incorporated into daily lessons to ensure each child achieves success. Grouping students in pairs or small groups is often used to strengthen both social and academic skills. Teachers at each grade level collaborate weekly to ensure that all students are performing to their full potential.

Differentiated instruction remains imperative at each grade level. Intermediate and middle school classes provide regular and accelerated math classes based on pre-assessments and teacher recommendations. In reading, pre-assessment strategies, teacher recommendations, and formative assessments are administered, and students with identified gaps are placed into groups that provide more tailored instruction. Students that are on target for reading receive reinforcement practice. Students that are identified to be at the mastery level are assigned enrichment activities. Students that are identified as struggling learners work with a reading specialist who provides additional help in decoding, comprehension, and developing reading strategies. Orton-Gillingham strategies are also used during this time. Students who need accommodations receive an Alternative Learning Plan (ALP). The ALP specifically states any accommodations or modifications that need to be made in the regular classroom. Response to Intervention (RTI) is employed across the middle school grades daily. The primary and intermediate teachers use RTI time on an as-needed basis to help struggling learners.

Technology is a major component of learning at St. Cecilia School. All students receive computer classes weekly. SMART Boards are utilized in every classroom and provide teachers with the ability to share on-screen interactive technology with their students. Chromebooks are available to all students in grades 1-8.

With the use of Gmail accounts, Google Classroom, and online lessons, students complete and share work with teachers and classmates. Students have access to the curriculum through online student portals. Teachers can assign differentiated and enrichment assignments through an online program called MobyMax, and students are able to take online reading comprehension tests through Accelerated Reader.

Teachers employ the use of many forms of summative and formative assessments. These assessments are used to design and enhance instruction. Assessments include math placement tests, informal observations, and teacher-made assessments. Children entering kindergarten complete the Kindergarten Readiness Test. Benchmark assessments are used to help determine placement and progression. Curriculum based assessments are used in the classroom as students progress through their lessons. Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) testing takes place in the fall, winter, and spring. Teachers use this data to determine if students are performing at, below, or above grade level. The Terra Nova assessment is used to assess students across all academic subjects for grades 2, 3, 5, and 7. All students in grade 8 complete a high school placement test, the American College Testing (ACT) Explore test, and the Assessment of Catechesis/Religious Education (ACRE) test, which measures the level of students' knowledge of faith learning.

Teachers produce weekly objectives that are made available to the principal and the parents through a data tracking system program called The Sycamore Education Program. This program acts as a communication highway for the school community. Sycamore also allows teachers to provide parents and guardians with timely information about grades and success rates of completed lessons. To supplement this, paper copies of the NWEA's MAP scores and Terra Nova test scores are sent home for the parents to review.

St. Cecilia School's focus on data-based curriculum and collaborative methods promotes high achievement and prepares its students for future success as they continue their pursuit of higher education. By using successful teaching strategies, formative and summative assessments, teacher collaboration, and data analysis, St. Cecilia School provides its students with a challenging and rigorous curriculum. This curriculum promotes academic growth throughout all grade levels, leading to maximized classroom performance.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

When someone enters through the doors of St. Cecilia School, they immediately experience a welcoming sense of family and community. The principal welcomes each student every day in the parking lot, and teachers and staff greet the students as they enter their classrooms. St. Cecilia School is proud to be a generational school, which helps foster the unique family atmosphere. Many generations of the same families have attended St. Cecilia since it was opened in 1921.

The teachers use many different strategies and techniques to keep the students engaged and motivated. Teachers also lead after-school activities to enhance the learning experience and provide a well-rounded program. Students from the upper grades are partnered with students from the lower grades to serve as mentors and to ensure that the positive culture that has been established will continue to be cultivated. Each trimester, the school holds an awards assembly which recognizes students for extraordinary effort, exemplifying Christian qualities, and academic achievements.

To help build emotional and spiritual growth, the entire school community gathers for Mass twice per week and prays together multiple times during the day. School spirit is fostered through annual family-oriented events such as Family Day, Field Day, Grandparents' Day, pep rallies, and service learning projects. To support a positive environment and emotional growth, students provide Christmas programs for the residents of a local nursing facility, donate items to local charities, and write letters to honor local veterans, policemen, and firemen.

The faculty and staff also benefit from the safe, positive environment that has been established and cultivated. Several times a year, the Saint Cecilia Parent Teacher Organization volunteers in the classrooms and provides meals and opportunities for the staff to gather together. To foster spirituality, the faculty and staff meet once per week to pray together. The Principal's Committee meets once a month to discuss opportunities to improve morale and school spirit. Faculty meetings are held monthly to inform faculty of essential topics and events.

St. Cecilia School believes that a successful school is one that allows its students, parents, and staff to feel safe and valued. Having a positive school climate and culture is a moral imperative that needs to be cultivated by all of its stakeholders. The school community encourages its members to model the life and teachings of Jesus Christ and to be respectful, loving, and kind to one another.

2. Engaging Families and Community:

Engaging families and the community is a key component for having a successful and high-achieving school. Strong parental involvement and community support are essential for the formation of a strong school climate and its continued growth. St. Cecilia School works hard to foster its relationship with the parents and the community and uses a variety of techniques to achieve this goal.

Communication is an essential tool for engaging the families and community of St. Cecilia School. News and events are accessible through the school's social media outlets, website, weekly newsletter, and parish bulletins. Parents can access the Sycamore Communication Program which provides them with the means to view their child's grades, assignments, attendance, and communicate with the faculty and staff. The Principal publishes a school report card twice a year to update the community on the school's progress. The communication between the school and its community is essential for building a positive partnership that fosters respect and growth for both entities.

Parents, grandparents, and community volunteers continually share their time and talents with St. Cecilia School. Family Day and Grandparents Day are planned events that allow family members to share and witness the positive learning environment of the school. Many other opportunities for community involvement and fellowship are offered throughout the year. The school's Open House, Veteran's Day

celebration, annual drama production, and Labor Day Festival are all popular events that engage the community as a whole.

Giving back to the community is a way of life for the students at St. Cecilia School. The school has been a Service Learning School of Contribution for ongoing excellence in community service since 2010. Teachers collaborate with agency members to assess and meet the needs of the community through service learning projects. Additionally, the school community raises funds annually for the Rice Bowl Program, St. Vincent de Paul Society, and other local, national, and international charitable organizations.

St. Cecilia School recognizes the importance of engaging families and the community. The school offers many opportunities and programs that connect the school with these two groups. These opportunities and programs forge a bond between the groups that allows them to serve the unified purpose of making St. Cecilia the best school that it can be. Through strong communication, mutual interaction, and service to the community, St. Cecilia School excels in engaging its families and community.

3. Professional Development:

St. Cecilia School positions its teachers for success in the classroom by sustaining a well-built teacher professional development program. This program is a strategic and on-going educational plan that helps enrich the practices of the teachers and supports the students in the classroom. Teachers are required to complete 36 hours of professional development each year. Through the improvement of instructional skills and knowledge, assessment and accountability, and personal character development, St. Cecilia School has created a professional development plan for ongoing success.

The continued improvement of the instructional skills of the teachers and their knowledge base is a vital component to the success of the professional development plan. With the implementation of the one-to-one Chromebook technology, the teachers received instruction from certified Google professionals. Two different days were dedicated to instructing the teachers on how to effectively incorporate Google technology into the curriculum. Similarly, when the primary grades purchased a new reading series, in-service was provided to assist the teachers with differentiating instruction, navigation of the online resources, and the use of supplemental materials. With the continual growth of the instructional skills and knowledge base of the teachers, St. Cecilia School ensures that the goals of its students are being met by its teachers.

Staff learning goals are driven by the needs of the students. The faculty and staff have been trained extensively on interpreting data from standardized tests such as NWEA's MAP and Terra Nova. Based on these assessments, teachers and administrators identify student strengths and challenges by pinpointing skill levels as well as evaluating student growth. The faculty was also trained on how to use the MobyMax program, which is utilized throughout the school to strengthen areas of weakness that have been identified through testing.

In addition to the professional development of academic needs, the development of character and spiritual growth of the staff is an important aspect of the school's vision. Since the Catholic faith is an important aspect of the school's mission, the faculty and staff are provided with programs and opportunities for spiritual and character building within the school and at the Diocesan level. Team building and spiritual growth activities are incorporated to help the teachers build morale in order to work cohesively.

Successful professional development is a regular and ongoing activity. St. Cecilia School's professional development plan is a process which actively identifies and works towards meeting the needs of its teachers and students.

4. School Leadership:

Leadership at St. Cecilia is based on the premise of teamwork and collaboration. Everyone has a role in the leadership of the school with the goal of advancing the academic, spiritual, physical, and social growth of the students and staff alike.

The principal is the chief administrator of the school and works in consultation with the pastor, the Principal's Committee, and the Board of Total Catholic Education in making decisions that are school related. The principal ensures that the school is in compliance with the policies established by the Diocese of Covington and is also responsible for overseeing professional development, public relations, marketing, curriculum alignment, teacher assessments, and student achievement. These are all done with the objective of strengthening the students' minds and stimulating their spiritual growth.

With the education and spiritual growth of the students at stake, it is paramount that every stakeholder in the school share in the leadership responsibilities to strongly shape the conditions that provide for a high-quality education. The collaboration in leadership is possible due to the constant and open communication that takes place between the different leaders, staff, organizations, parents, and students. All opinions are greatly valued and taken into consideration when a decision must be made.

The decision to implement Chromebook technology into the school is an example of the efficiency and effectiveness of the leadership philosophy of St. Cecilia. The principal and pastor, along with several school organizations, were able to quickly agree on a plan and execute it within the school. With these organizations working together to lead this endeavor, the Chromebooks were purchased and professional development was completed to train the teachers on how to implement this technology into the curriculum. This process was completed in just three months from start to finish and the results have been amazing!

The Parish Finance Council, the Parent Teacher Organization, and Student Government all contribute to the leadership model of St. Cecilia. From preparing budgets, raising funds, to organizing student events, each organization provides vital leadership that enables the school to function at its highest level.

The leadership model of St. Cecilia School is one that is based on teamwork and collaboration. All groups and individuals work together to help maximize the impact they have on student learning and achievement. This model serves as an example to our students, so they can prepare to be the leaders of tomorrow.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

A school cannot be functional and successful without a guiding principle. St. Cecilia School's implementation of its mission statement into the curriculum, culture, and its service to the community is the most instrumental practice to the school's success. The mission states, "St. Cecilia School prepares students for life by providing an engaging, high-quality education, guided by the teachings of our Catholic faith where students live out the Gospel message of Jesus Christ."

The mission statement plays an important role in the formation of the curriculum. The curriculum is built to provide a solid foundation that will enable the students to be successful in the classroom and throughout their lives. St. Cecilia continuously updates technology to prepare students for success. As part of the curriculum, the staff guides students to be followers of Christ. By developing a strong knowledge base, critical reasoning processes, and cooperative learning skills, students achieve high academic success and learn how to be contributing citizens both now and in the future.

The mission statement sets the tone for the culture of St. Cecilia School. The school sets high expectations for its students and staff. The students enjoy a safe and friendly learning environment that provides them the opportunity to reach their maximum potential. The time and effort devoted to strong faith formation allows for character development that is founded upon the teachings of Christ. This character development enables the students of St. Cecilia to develop respect for themselves, their studies, and their community.

St. Cecilia honors its mission statement by identifying needs in the community and addressing those needs through action. Service learning projects are comprised of learning opportunities that are presented throughout the year. These projects focus on the needs of others in the community and throughout the nation. This year there was a student-driven project to collect needed items for the hurricane victims in the southern United States. Just as Christ served others, the students of St. Cecilia School show their faith by helping those in need.

The success of St. Cecilia School is due to the dedication of the staff and students putting into practice the words of its mission statement. By having the mission statement visible throughout the school, the staff and students are reminded of the importance of living out the Gospel message of Jesus Christ. Through the curriculum, culture, and service to the community, St. Cecilia puts its faith into action.

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? \$6035
(School budget divided by enrollment)

4. What is the average financial aid per student? \$114

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? 15%

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	25
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	24
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 3
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	29
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 5
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	25
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	24
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: