

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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	27	40	67
10	32	34	66
11	42	23	65
12 or higher	24	30	54
Total Students	125	127	252

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 2%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	3
(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	254
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

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

7. Students eligible for free/reduced-priced meals: 6 %
 Total number students who qualify: 16

8. Students receiving special education services: 9 %
23 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>1</u> Developmentally Delayed | <u>7</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>0</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: 4

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
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.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
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 13:1

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	96%	96%	95%	96%	96%
High school graduation rate	100%	100%	100%	100%	100%

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	65
Enrolled in a 4-year college or university	96%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	3%
Joined the military or other public service	1%
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.

Bishop Bossart encourages students to embrace the Gospel Message of Jesus Christ; to mature spiritually, advance academically, develop physically, fostering the spirit of Charity First.

PART III – SUMMARY

Bishop Brossart High School, a small parochial school in Alexandria, Kentucky, is one of nine Catholic high schools in the Diocese of Covington. The region it serves is a combination of rural and suburban areas. Sixty three years ago, the school began as St. Mary's High School. In 1962, to pay homage to a Catholic Bishop from one of the district parishes, the school was renamed Bishop Brossart. At the school's core is a sense of community as family; this philosophy is reinforced by a commitment to the motto "Charity First." The focus is educating the whole person by which students evolve academically, socially, physically and spiritually. Faculty and staff are committed to providing enriching experiences for each student to ensure each child receives a holistic education.

Spiritual growth is at the center of all Catholic education. Faith development is encouraged through daily religion classes and electives, like Service Learning and Campus Ministry. The school community attends monthly all school Mass, weekly services during Advent and Lent, Adoration, and Reconciliation. There is a weekly rosary before school in the chapel, along with first Friday community Mass and weekly class Mass. Students are offered school sponsored opportunities like March for Life and National Catholic Youth Conference. At the core of Bishop Brossart's faith community is a belief in charity – every student in the school does service within the community through service days and service projects. Students are also incredibly generous with their yearly contributions to the Crosstown Food Out, Change for Change and the Turkey Bowl – events that provide local and global support to those in need through monetary and food donations. In the last five years, students have donated more than \$15,000.00 through Change for Change alone. Through these experiences and many more, students continue developing their faith, one that will instill the value of service to others as they mature and that will sustain them throughout their lives.

A premium is placed on academic excellence. With a variety of core and elective courses offered, students are able to meet their academic needs. Twenty percent of students are currently taking an online or dual credit course, fulfilling unique interests and learning styles. Nine Advanced Placement courses and eight honors courses along with courses taught in conjunction with local universities provide students with college preparatory experience. Typically, 60% of the student body take at least one Advanced Placement course before they graduate, and 51% take two or more. These high academic standards have resulted in a trend of increasing ACT scores the past five years.

In addition to spiritual growth and academic excellence, physical health and development are enhanced through participation in numerous activities. Eighty three percent of students participate in one or more of the 17 varsity sports offered. These teams are highly successful, having accrued 28 state championships. In addition to these sports, there are intramural offerings such as futsal, volleyball, basketball and tennis.

A variety of clubs and other extracurricular offerings at Bishop Brossart help foster a sense of community within the school. Almost every student is involved in at least one sport or a club. Student Council, BETA, NHS, Drama Club, Robotics, Academic Team, and Book Club are only a few of the options available to students. These groups aid in social development, better the school in various ways, and create a sense of belonging among the students and staff.

Bishop Brossart strives to provide students with a quality, faith-based education meeting their spiritual, academic, physical and social needs. In the fall of 2014, the Wilfred H. Neltner Center was dedicated. It includes a state of the art theater, art and music rooms, an updated library and media center, a chapel, and new administrative offices. Excavation of a new outdoor sports complex has begun which will provide additional resources and opportunities for students.

Spiritual growth, academic excellence and physical development are at the core of what Bishop Brossart provides. The mission statement is carried out daily through the work of dedicated administrators and faculty, along with an empowered student body, sustaining the long standing tradition and legacy that the Bishop Brossart community cherishes.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Bishop Brossart offers a college preparatory curriculum, as 96% of graduates attend a four year college or university. Students are required to earn a minimum of 26 credits, with requirements in eight different categories, including the following core content areas: four credits in English, four credits in mathematics, three credits in science, and three credits in social studies. Courses are taught at one or more of the following levels: College Preparatory, Honors, and Advanced Placement (AP). Multiple dual credit options are available through partnerships with Northern Kentucky University and Thomas More College.

This is the third year of the One-to-World initiative, where students bring their own devices for use and integration into their daily classes. Teachers use a variety of tools, such as educational software and web-based programs, to prepare students for a digital world. A science, technology, engineering and math (STEM) infused curriculum encourages collaboration among teachers.

The primary assessment instrument is ACT and all juniors take this test each Spring. These test results provide data to inform and guide teacher instruction. Courses are aligned within each department based on ACT College and Career Readiness Standards.

The course offerings of the English department include: Introduction to Literature, World Literature, American Literature, British Literature, AP Literature and AP Language. The English curriculum fosters students' abilities to read, comprehend and dissect literature, employ Higher Order Thinking through analysis, and write in a cogent style. Within each course is a focus on reading from various genres, vocabulary, writing and grammar.

Students are enrolled in a math course each year. Mathematics for grades 9-11 is divided into two tracts. Students in the honors tract take Honors Algebra II in 9th grade, Geometry in 10th grade and Honors Precalculus in 11th grade. All other students take Algebra I, Geometry and Algebra II during their first three years. Five math courses are offered for the senior math elective, three of which are available for each tract: Advanced Topics, Discrete Mathematics, Honors Precalculus, Honors Calculus Fundamentals, and AP Calculus. Emphasis on placement in mathematics courses is based on ability and career goals of each student with regard to the rigor and difficulty of each course. The math department focuses on analysis, graphical behavior, abstract thought, logic, problem solving, and application of mathematics across all disciplines. All ACT College and Career Readiness Standards are met in at least one, and in some cases, many of the nine math courses offered, with the vast majority being covered by the end of junior year. Alternate college algebra readiness is offered through KYOTE (Kentucky Online Testing) in the Advanced Topics class.

Biology and Chemistry are prerequisite courses for all other science courses and both are offered at either the college preparatory or honors level. Upon completion of these two required science courses, students may choose from at least one of the following based on aptitude, interests, and career goals: Agricultural Science, Forensics, Astronomy/Geology, Environmental Science, Honors Anatomy, Honors Physics, and AP Biology. All courses are designed to develop students' abilities to think logically and to strengthen problem solving and observational skills.

The core social studies curriculum includes World History or AP World History and US History or AP US History. The additional required credit is fulfilled by one or more of the following: Government, Geography, Psychology, Global Issues, Economics, and AP European History. The social studies curriculum begins with the examination of early civilizations and concludes in the late 1900's. A key component within the social studies department is an appreciation of a diverse education by offering a variety of electives.

The core curriculum is designed to address all of the ACT College and Career Readiness Standards. College preparatory courses are designed to appropriately challenge and provide each student with an individualized

and diverse education. Approximately 96% of graduates move on to a four year institution. In surveys conducted with the alumni, they continuously praise the rigors of their high school education and how well prepared they were for college-level writing, mathematics and other college coursework. Additionally, the College and Career Counseling Center incorporates online and classroom college and career readiness programs into each grade level. Students at all grade levels research and align their knowledge and skills to college majors and careers.

2. Other Curriculum Areas:

World Language

Bishop Brossart is in compliance with the program's foreign language requirements. As part of a college preparatory curriculum, students are required to earn a minimum of two foreign language credits. At the freshman level, students choose between three languages: American Sign Language (ASL), French and Spanish. ASL is a two-year program which teaches the language and introduces students to the American deaf culture and community. Students who enroll in French or Spanish are able to expand their knowledge and fluency of the language, history, literature, and customs. The third year of French and Spanish are honors level courses with emphasis on the Francophone and Hispanophone world, making students better informed global citizens. As seniors, students have the opportunity to further develop language mastery and expand their global perspectives in AP French or AP Spanish.

Instrumental Music

Instrumental Music is offered to students in grades 9-12. Students learn technique, theory, listening skills, and stage performance culminating with two concerts each year, demonstrating the skills needed to work together as a group. Students learn the techniques used in modern music, as well as works from the past. While learning to play, students also learn about musical theory. The focus of musical theory covers rhythm, composition, and musical notation. Students apply the theory they have learned to their instrument.

Technology

Technology is an elective offered to freshmen covering essential technology skills needed for success in the classroom. Advanced Technology is an elective offered to seniors. Digital Media is an elective for juniors and seniors who design, film, edit, and produce a weekly video news broadcast for the school. They are also tasked with creating the yearbook and filming a variety of special events throughout the school year. All courses focus on building technological competency of students.

Art

One credit of Fine Art is required for graduation and students have the option to take additional fine art elective classes all four years of high school. The emphasis for fine arts students is to create a strong foundation in drawing and painting. More varied drawing and painting media are included as students grow in their understanding of technique and style. Elements of Art History are included each semester to enhance the students creative and artistic background. Students learn 8 principles of art: color, line, movement, shape, space, texture, value and volume.

Business

Juniors and seniors may choose Accounting I, Accounting II and Financial Literacy as electives. Financial Literacy is designed to empower students with knowledge and application of basic financial principles allowing them to make sound financial decisions. Objectives in Accounting I and Accounting II are to teach skills and present application concepts through a project-based, hands-on approach while correlating to the National Standard for Business Education.

Religion

Students are required to take four years of Religious Education and Formation in Catholic Doctrine based on the standards of the United States Conference of Catholic Bishops. Topics include: Old and New Testament, Church History, Morality and Catholic Social Teachings as well as, Sacraments, Christian Lifestyles, and Theology of the Body. These courses explore the roots of Catholicism and challenge students to be engaged in their faith while applying it to personal and social choices. Students have the opportunity to be involved with Campus Ministry and Liturgical Music classes organizing service days,

retreats, liturgies and many other religious aspects of the the school. Service Learning is a senior elective which combines community service with research and learning about social concerns. Seniors complete a senior service project that requires 16 hours of service at a non-profit.

Health and Physical Education

Freshman students must earn a credit in health and physical education. The Physical Education program promotes an understanding of the importance of fitness as it applies to the enhancement of one's physical, emotional, social and spiritual well-being. This course is designed to allow the student to experience and practice skills that are essential to lifelong fitness, leadership and group interaction. The health education program familiarizes students with current health topics and how these topics will affect their level of wellness.

Theatre

Theatre is an elective offered to juniors and seniors. Students learn how to stage and block scenes, create set designs, improvise, perform, develop a character, choreograph a musical number, direct other students and perform choreographed material. When finished with the course, students are able to speak with poise and confidence in front of an audience, analyze and interpret texts, and create original performance material.

3. Instructional Methods, Interventions, and Assessments:

Bishop Brossart strives to meet the educational needs of each student. All students, teachers, and administrators are actively involved in the learning and teaching process. The curriculum is designed to offer an extensive course selection that utilizes many community resources. Differentiated and modified instructional methods provide a classroom environment that creates a variety of learning experiences to meet the diverse and individual needs of all students.

Teacher led and student led collaboration provides an engaging atmosphere that meets the needs of auditory, kinesthetic, and visual learners. Teachers utilize lab instruction, hands-on learning, community speakers, field trips, and more to enhance the learning process. Technology in the classroom is a key component of the curriculum. Each student is equipped with their own technology device which provides them opportunities to enhance student learning with a variety of websites, videos and a multitude of educational applications.

All incoming students take the High School Placement Test (HSPT) during the Fall of their 8th grade year. The principal and school counselor meet with each of the grade school principals and teachers to analyze the test results. During these meetings, each 8th grader is discussed to learn more about their learning style, work-ethic, family support, and other factors that may affect their learning process. In addition to identifying at risk students, the test identifies students who perform above grade level. An algebra placement test is administered in the spring which identifies students who excel in this area. This process helps place students appropriately based on proficiency. Some students may require additional support methods such as our Academic Enhancement Program (AEP).

Bishop Brossart employs an intentional testing protocol that informs classroom learning, identifies test taking strategies, and provides students with the opportunity to become more adept at taking standardized tests. Freshmen students take the College Equipped Readiness Tool (CERT) three times per year in preparation for the ACT. The test results help students identify their strengths and deficiencies in regard to standards in English, mathematics, reading, and science. All sophomores take the Pre ACT. Similar to the CERT, students are able to use the testing environment and results to help them identify strengths and deficiencies. Juniors, and some sophomores, take the PSAT each October. The data is used to determine eligibility for National Merit Semi-Finalist as well as Kentucky's Governor's Scholars Program. All Juniors continue preparation for the school administered February ACT by taking the practice ACT in the Fall through partnership with TorchPrep. All test results are analyzed by administrators and faculty to identify potential gaps in instruction and content alignment.

Eligible students may further challenge themselves by taking additional rigorous level coursework through the School Based Scholars Program at Northern Kentucky University and the Gemini Program at Thomas

More College. These programs allow students to expand their individual curriculum beyond the traditional course offerings at Bishop Brossart.

Instructional methods include the use of technology in the classrooms providing students with a diverse variety of content. Students utilize Google Classroom, Sycamore Student System, Pear Deck and additional learning management technology that enhances students experiences both in and out of the classroom. Teachers also provide technology lab time for students to conduct research and work in a collaborative environment.

Each week, the Dean of Academics runs a grade report to determine eligibility for students participating in extracurricular activities. The grade report is then reviewed by the Student Success Plan (SSP) team, consisting of administrators, counselors, and faculty. The SSP team, which meets biweekly, identifies deterrents that are hindering a student's ability to make adequate progress. Each student is assigned to a "coach," who works with teachers accordingly, meets with the student, and contacts the parents to set up a line of communication. Strategies such as peer tutoring, teacher-to-student tutoring, personal counseling, and modified assignments, are put in place to meet these students needs and progress is monitored and reviewed by the SSP team.

Developing the whole person includes providing an appropriately challenging and student driven education. This is accomplished by elevating those students who are capable of achieving above grade level to providing intervention strategies for those students performing below grade level. Bishop Brossart uses these strategies and instructional methods to meet each student at his or her individual educational needs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

“Charity First” is the school’s motto. The faculty and students strive to embrace the motto daily. The school climate promotes an atmosphere of collegiality, conducive to spiritual, intellectual, and physical growth. All stakeholders are instrumental in creating and providing activities, enhancing the family like culture at Bishop Brossart.

Bishop Brossart has a reputation in the greater community for its family like culture which welcomes, supports and challenges every member to live as an authentic Christian in all circumstances. This culture impacts those who encounter the students, staff and stakeholders of Bishop Brossart High School.

Spiritually, a culture of Catholicism is nurtured, reinforcing students understanding that they are each created intentionally by a loving God. The culture at Bishop Brossart also emphasizes this truth daily through prayer, Religion classes, and participation in the life of the Church through frequent reception of the Sacraments, service and faith/community building. Bishop Brossart supports each individual's desire to live out their faith publicly through participation in the National Catholic Youth Conference and March for Life in Washington D.C.

Academically, Bishop Brossart prepares students for postsecondary education and career aspirations. A clear emphasis on academic engagement is evident by the outstanding graduation rates, exceptional ACT and AP scores, dual credit course offerings, and continual participation in the state's Governor's Scholars Program. The Academic Enhancement Program offers assistance for students in need, providing the motivation for students to obtain the skills and disposition necessary for college and career readiness.

Physically, the school provides 17 KHSAA sanctioned athletic teams. Coaches promote excellence on the field, court, and classroom as well as encouraging personal growth, fellowship and sportsmanship. In 2016 and 2017, the school received the statewide KHSAA award for exemplary sportsmanship. In addition, five intramural sports are available for both students and faculty, providing friendly competition, applied sportsmanship and teacher/student collaboration.

Bishop Brossart supports teachers in their mission to educate the whole person. Departmental and faculty meetings provide teachers a voice in decision making and discerning school policy. Faculty members assume leadership roles by participation in one of four teams that continually evaluate and formulate how Bishop Brossart will best meet the spiritual, academic, and physical needs of students.

The combination of these programs sustains Bishop Brossart's culture of family and spirit. This collaboration keeps students and faculty motivated and engaged to continue the tradition of excellence.

2. Engaging Families and Community:

Bishop Brossart plays a vital role in the community. Parents become a committed part of the community when they make the decision to send their child to Bishop Brossart. Parents and teachers become acquainted during a parent-teacher mini-class night when teachers introduce their vision for the year. Communication continues throughout the year with parent teacher conferences, class level parent meetings, regular updates through the Sycamore Education student system and the Student Success Plan (SSP). Additionally, regular interaction with students and parents occurs through: email, all calls, and monthly newsletters. These regular interactions help keep students on track for academic success and parents well-informed.

Parents are invaluable to the success of Bishop Brossart. They are involved in the Parent Teacher United (PTU) and the school board while they also serve on special event committees. Parents work in an engaging partnership with school leaders sponsoring social activities and raising additional revenue.

Communication with alumni is critical to the success of the school. All forms of social media are utilized to keep alumni updated and informed. Alumni are invited to be involved through many school functions such as Career Day, the Bishop Brossart Athletic Hall of Fame, alumni sporting events and other special activities.

It is important to engage the community as well. All are welcome at the annual drama and musical productions, religious celebrations and Christmas nativity display. Grade school involvement is encouraged by hosting academic competitions, summer sports and drama camps, robotics, dance programs, and kindergarten graduation on campus.

Bishop Brossart exemplifies the motto "Charity First" by collecting donations during November for non-profit partners and Change for Change to support missions in Uganda. The National Beta Club serves community partners at Echo soup kitchen, Housing Opportunities of Northern Kentucky, Active Day Adult Day Care, and Urban Education Center monthly. Beta provides thousands of hours of service annually to 4H camps, church functions, and other Alexandria events. On annual service days, Bishop Brossart students volunteer at non-profits in Northern Kentucky and the Greater Cincinnati areas.

Students and staff impact the community by engaging in all of the activities listed. Student's lives are enriched by connecting school, families and community partners. Bishop Brossart creates a community where all can succeed, all gifts are utilized where everyone agrees that students and faculty are more than a school - they are family.

3. Professional Development:

Bishop Brossart faculty and staff receive professional development training on a regular basis in order to meet students needs. Faculty and staff must be comprehensively trained in a variety of professional learning approaches.

Annually, faculty and staff receive information and necessary training on severe allergic reactions, chronic health problems, and chronic diseases such as diabetes and epilepsy that impact our student population. To address concerns centered on social issues faculty and students have gone through ALICE (Alert, Lockdown, Inform, Counter, Evacuate) active shooter response training. With the increasing statistics indicating youth mental illnesses, presentations on mental health issues such as suicide, anxiety, depression, and bullying prevention are part of the ongoing professional development plan. CPR and STOP the Bleed training allows faculty and staff to be prepared to respond to unexpected circumstances. These trainings are additionally important because more than 60% of faculty also serve as coaches or moderators of at least one sport or extracurricular activity.

Faculty attend national conferences like National Council of Teachers of Mathematics (NCTM) and Google for Education; state conferences such as Kentucky Society for Technology in Education (KySTE); and Diocesan-wide conferences like Inclusive Education, the Principals Leadership Conference and Sycamore for Education student management system. These professional learning opportunities have provided faculty and staff the ability to collaborate with other professionals and learn a variety of pedagogy style, strategies, and classroom management techniques involving technology.

By embracing the One-to-World initiative, faculty and students must receive continued training to keep pace with the ever changing world of technology. Those faculty who attend conferences provide training to their colleagues. This collaboration enables all faculty to use new educational software and web applications that enhance student learning outcomes. As faculty learn to better use technology and programs available to them, they are able to differentiate instruction and incorporate supplemental learning mediums. As faculty competency increases through use of technology, they are better equipped to extend the classroom, utilizing a more global perspective.

Peer observation is also part of the professional development plan. Each faculty member observes two colleagues per year and shares feedback. This has led to greater understanding and learning, and has promoted collegial collaborations which provide more diverse learning opportunities for students.

An all encompassing approach to professional development is necessary to align faculty objectives with student learning outcomes. Faculty incorporates the best practices learned through all their professional development, with innovative educational techniques and an expanded knowledge for more effective classroom learning.

4. School Leadership:

Bishop Brossart High School's leadership is committed to holding all stakeholders accountable for living out the Mission Statement. The principal is responsible for ensuring a productive school culture that allows teachers the flexibility to challenge students with engaging curricula, and students the latitude to pursue their interests with a variety of course offerings. The assistant principal supports the principal in this capacity, and is also responsible for envisioning how Bishop Brossart might adapt and evolve to better serve its students and meet the educational landscape of the 21st century. Currently, the assistant principal is spearheading a campaign to build a new multi-sport athletic facility that will greatly enhance the opportunities available to Bishop Brossart students and the community at-large.

Further assisting the principals are the dean of students and dean of academics, who work to provide a mutually respectful learning environment and rigorous standards for student achievement. The counseling staff at Bishop Brossart helps connect students with higher education and vocational opportunities, and cultivates a spirit of wellness that supports students' mental health. Leading the school's implementation of the One-to-World initiative is our technology coordinator, who provides regular trainings to students. This training allows students to responsibly and efficiently make use of the benefits of technology to advance their academic and creative objectives. The director of athletics ensures that Bishop Brossart sports teams are provided with the facilities and equipment they need to succeed, and that they represent the school well by exhibiting a spirit of sportsmanship and camaraderie. Broad oversight of the school is provided by the Bishop of the Diocese of Covington and the Superintendent of Schools. Furthermore, a Pastoral Administrator leads the board of education which serves as an advisory board to the principal.

On a more granular level, department chairs lead teams of subject-specific teachers to research enriching curricula and stimulating teaching practices. Student leadership is particularly noteworthy at Bishop Brossart: Student Council helps organize and oversee many major events such as school dances, fundraisers, etc. Students are empowered to pursue their interests by creating clubs and other organizations. Three such organizations, The Kindness Club, The Robotics Club, and The Book Club have been established in the past two years due to student leadership efforts. Supporting all of these groups are chaplains who provide invaluable spiritual guidance to students; the Parent Teacher United which provides activities and fundraising mechanisms to enhance the school budget as well as being a voice for community stakeholders; and the campus ministers who design and lead engaging worship services. The administrative staff meets on a weekly basis, and the teaching staff meets on a biweekly basis to review policies, share best-practices, and ensure that Bishop Brossart remains a dynamic and thriving educational institution.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Bishop Brossart’s academic success spans decades and is attributed to a multitude of factors. The one overriding vision that guides everything is the commitment to educating the whole person. The belief that there is much more to education than standards, curriculum, and scores is the guiding principle for all administrators and faculty.

Commitment to educating the whole person is reflected in many of the guiding documents, decision making processes, and daily practices. The mission statement states, “...to embrace the Gospel message of Jesus Christ in order to mature spiritually, advance academically, develop physically, and foster the spirit of Charity First.” A student cannot be at his or her best academically unless all aspects of their being are healthy, happy, and in harmony. Students don’t just go to school, they are the school.

“Charity First,” the school motto, demonstrates that students and faculty serve others in the community and around the world. Education isn’t just an individual action, it involves collaboration and outreach with community stakeholders. These activities reinforce the development of the whole person through stewardship, leadership and service.

The strategic plan, made up of four tenets, guides students to be (or “B” for Brossart): B...Engaged, B...Bold, B...Leaders, B...Ready, B...Brossart. Students are empowered to lead, to conquer challenges, to be involved, and to be equipped with the skills needed to succeed in the 21st century. Students stay engaged by participating in clubs and organizations within the school and also by providing service in the community. Creating clubs and initiating new policies through student council is an opportunity for students to be bold. Students grow as leaders by becoming officers in organizations such as Student Council, National Honor Society and BETA. They become ready to succeed by performing well academically and maturing during high school. The whole person philosophy is manifested through these actions. In these ways students become Brossart.

While here, students are offered experiences both in and out of the classroom, to continue to develop the whole person as they grow and mature. The administrative structure is divided into four pillars or TEAMS. TEAM Academically continues to evaluate and revise policies and curriculum to keep up with the ever changing academic environment. TEAM Physically ensures that all students are actively participating in activities that help them develop both physically and emotionally. TEAM Spiritually oversees all faith based activities offered and TEAM Community continues investing in activities involving Bishop Brossart and the community through mutually rewarding service.

When students graduate, they are equipped with the necessary tools to succeed. By educating the whole person, students are empowered to become lifelong learners who will be engaged, be bold, be leaders, and be ready for whatever comes next.

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? \$7701
(School budget divided by enrollment)

4. What is the average financial aid per student? \$3638

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 16%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT
Publisher: ACT

Grade: 12
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Jun
SCHOOL SCORES	
Average Score	24.6
Number of students tested	65
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: The ACT scores being submitted are the highest subscores for each student, taken during various National/State test dates.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT
Publisher: ACT

Grade: 12
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Jun
SCHOOL SCORES	
Average Score	26.4
Number of students tested	65
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: The ACT scores being submitted are the highest subscores for each student, taken during various National/State test dates.