

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mr. Christopher Kelly

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

Official School Name Blessed Sacrament Elementary School

(As it should appear in the official records)

School Mailing Address 5841 Chevy Chase Parkway NW

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

Washington DC 20015-2564
City State Zip Code+4 (9 digits total)

County DC

Telephone (202) 966-6682

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E-mail ckelly@blessedsacramentdc.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*Mr William Ryan E-mail RyanW@adw.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington School District Tel. (301) 853-4500

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. Ann McAllister
(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

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.

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2018-2019) 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	17	25	42
1	24	32	56
2	19	28	47
3	26	28	54
4	38	24	62
5	26	33	59
6	27	33	60
7	24	31	55
8	26	29	55
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	227	263	490

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 9 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % 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 2017 – 2018 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, 2017 until the end of the 2017-2018 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2017	508
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

7. Students eligible for free/reduced-priced meals: 7 %
Total number students who qualify: 36

8. Students receiving special education services: 16 %
77 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>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>38</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>36</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>2</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: 11

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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	37
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school 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	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	96%	97%	96%	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 2018.

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. 2012

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

Blessed Sacrament is a parish based school providing a quality Catholic education within a caring community that promotes academic excellence and a life of service.

PART III – SUMMARY

I am a Bulldog who cares.
I pledge to treat others as I would like to be treated.
I pledge to give my best effort in all that I do today.
I pledge to live and act as a disciple of Jesus.
(Blessed Sacrament Student Pledge)

Located in the Washington, DC neighborhood of Chevy Chase, Blessed Sacrament School has kept a faithful tradition of academic excellence since 1923. This tradition includes an emphasis on the development of the whole child, addressing spiritual, intellectual, moral, emotional and physical growth. The primary goal is to direct the child toward a mature Christian life: a life of full participation within the Christian community.

Begun as a parish school by the Sisters of the Holy Cross, Blessed Sacrament School still continues to serve primarily students who live in the parish. Generally, 90% or more of the students attending the school belong to the parish. As space permits, the school welcomes the opportunity to enroll non-parishioners and non-Catholics.

Blessed Sacrament was recognized as a National Blue Ribbon School in 2012 and the recognition was important and was celebrated. The Blue Ribbon process also spurred a desire to improve even more. In 2015, the School Advisory Board began a two year planning process to create a five year strategic plan. The strategic plan was completed in 2017 and was implemented in the 2017-2018 school year. While the mission of the school continues to focus on the whole child and the success of every child, the strategic plan provides a structured guide for continual improvement.

One essential component of the Blessed Sacrament mission is rooted in service to others. As a result, the Blessed Sacrament community has traditionally been an exceptional model for works of charity. The Greg Gannon Food Drive, having just completed its 30th year, provides a compelling example of the service focus; the school community joins with the parish in late fall to collect donations of more than 50,000 cans of food from the surrounding neighborhoods. The collected food is then distributed to the Washington area's poor and homeless. The school year is replete with additional opportunities for students to contribute, to donate, and to raise awareness for meaningful causes including, but not limited to, Thrive DC, the Moreau School (founded by the Holy Cross sisters) in Uganda, the Gabriel Network and the Spanish Catholic Center.

A significant characteristic of Blessed Sacrament School is the comprehensive focus on 'community' within the individual classrooms and within the school as a whole. Helping to maintain this on-going cooperative spirit is the school C.A.R.E. Theme: Courtesy, Acceptance and Respect for Everyone. This acronym is used as one of the community themes and is celebrated both in the liturgies and in the everyday classroom environment. The middle school grades continue to use the C.A.R.E. acronym with a new direction, emphasizing specific virtues necessary for healthy adolescent moral and academic development: Courage, Altruism, Responsibility, and Excellence.

Kindergarten through fifth grade classrooms use the Responsive Classroom model to build relationships within the classroom and to provide students with methods to hone social skills and to strengthen interpersonal skills. Morning meetings, classroom message boards, and scheduled sharing times promote a joyful, unified and respectful learning atmosphere. Having been specifically trained in the Responsive Classroom techniques, the teachers model the desired manners and language skills, and as a result, the students incorporate these same skills into their everyday exchanges. The enthusiastic dedication to this program by the faculty and the children promotes a student body that often cares for every member as if it were a family.

Blessed Sacrament's middle school upholds the lower grades' community-building effort with the implementation of the advisory program and incorporates aspects of Developmental Design. Adapting best practices from the National Middle School Association, each student in sixth through eighth grades is

assigned to an advisor who advocates for his/her academic and social well-being. In the advisories students discuss school events, share personal achievements, participate in service projects, and manage academic responsibilities. This daily presence of an adult advocate markedly increases the students' school participation and overall enthusiasm for learning.

Meeting individual needs and accommodating various learning styles serve as key principles in the school's teaching philosophy. Therefore, when a student requires additional classroom support, a member of the school resource team, in partnership with the classroom teacher, identifies individual academic needs. This work includes researching alternative assessments and selecting the appropriate classroom accommodations for the student to ensure that his/her full potential is realized.

Blessed Sacrament students are aware that they belong to an extraordinary community with a generous supply of resources and support. Blessed Sacrament School aims to foster a learning environment in which students will welcome responsibility and will become faithful, intelligent, global citizens committed to making the world a better place.

1. Core Curriculum:

1a. Reading/English language arts:

For language arts instruction, Blessed Sacrament follows the academic standards developed by the Archdiocese of Washington. Blessed Sacrament uses a blended learning approach for the acquisition of reading skills. While some of the children enter kindergarten with pre-reading skills, not every child does. Whole language and phonics instruction are both used to instruct the youngest students. In addition, Handwriting Without Tears is used to help language acquisition through a multi-sensory approach. There is direct intervention in a pullout Resource model, beginning in first grade, to address those students who may need intensified instruction. By the end of second grade, every child is assumed to be an independent reader. In the second through eighth grades, students take Scantron testing in the fall and spring to assess progress. Results from this testing are immediately available for the teachers to use to refine instructional goals for classes and individual students. IXL is used as an online resource to supplement work during the school year and reinforce concepts over the summer. As students progress through the third through fifth grades, strategies for understanding text and capturing important concepts are taught in a deliberate study skills program that focuses on strategies such as two column note-taking. When students reach middle school, the goal is to help them become more independent learners. Classes are grouped by ability and each group is taught at an appropriate challenge level. In addition to language arts skills like comprehension and grammar, our reading curriculum focuses on Catholic social teaching themes like empathy and tolerance. Every child graduates with a capacity to analyze literature and to respond critically. Each student is prepared for a successful high school experience and our Honors students have tackled substantial works of literature like the *Odyssey* and *Fahrenheit 451*.

1b. Mathematics:

For mathematics instruction, Blessed Sacrament follows the academic standards developed by the Archdiocese of Washington. In kindergarten through fifth grade the Saxon math program is used to teach and reinforce fundamental math skills. At each level the Saxon curriculum is supplemented with additional hands on (manipulatives) resources and technology. In the second through eighth grades, students take Scantron testing in the fall and spring to assess progress. Results from this testing are immediately available for the teachers to use to refine instructional goals for classes and individual students. IXL is used as an online resource to supplement work during the school year and to reinforce concepts over the summer. While Saxon is the foundation of the mathematics program, the results from the assessments inform the types and intensity of supplemental instruction that occurs. In the earlier grades this may include more intensive use of manipulatives to support slower learners or groups. It may also include additional challenge work for students who have already mastered grade level objectives. Blessed Sacrament strives to be flexible, student by student, class by class and grade level by grade level. In middle school, students are grouped by ability and the curriculum materials are chosen to give each student the appropriate level of challenge. By eighth grade one third of the class takes Honors Algebra, one third takes Algebra and one third takes Pre-Algebra. Students are also offered opportunities to develop math skills in real life applications (sixth grade students participate in the Biztown simulation) and the top students participate in competitions at local high schools.

1c. Science:

For science instruction, Blessed Sacrament follows the academic standards developed by the Archdiocese of Washington. While much of the curriculum is covered using books and lectures and web resources, Blessed Sacrament incorporates a hands-on approach to science starting in kindergarten. In addition to the regular classroom instruction, the students have an in-class, hands-on experience once a week. The science specialist visits each class on a weekly basis until fifth grade. Each year, the activities build on previous year's experiences and support the standards of the archdiocese. In kindergarten, the students study matter and do liquid races. In first grade, the students study the solar system and the sun and build 'monster shelters'

to protect creatures in space. In second grade, students study bats and penguins and complete a shadowbox project on their favorite animal. In third grade, students spend a special unit on the life cycle of mealworms, monitoring their growth and diet with the mealworms in their classroom. In fourth grade, the students study biomes that culminates in a trip to Smithsonian Environmental Research Center to study a wetland biome. In fifth grade, students investigate space and build a solar oven. In middle school, students have access to the full science lab and two full time teachers who incorporate technology, lectures and hands-on experiences to give the students a full exposure to science. These experiences require the students to use an assortment of scientific equipment, from a simple Newton's cradle to modern microscopes, which are used in daily classes on earth, life, and physical science. Middle school hands-on activities include the incubation and hatching of chicks, the construction and launching of basic rockets and simple dissections.

As an extension of the science program, there are more focused, hands-on activities offered through our after school Science Club.

1d. Social studies/history/civic learning and engagement

For social studies instruction, Blessed Sacrament follows the academic standards developed by the Archdiocese of Washington. The kindergarten classes take a walk around the neighborhood and visit the nearby shopping strip to reinforce the concepts of neighborhood and community and learn about maps. Their annual Thanksgiving banquet takes place after a lesson on Native Americans and the Pilgrims. The first grade extends the study from local maps to world maps and the second grade further extends this with a study of 'Christmas around the World'. Third grade does a special unit on landforms and creates a scaled replica of a famous landmark or natural feature. In addition to the core curriculum presented in daily classes from kindergarten through eighth grade, Blessed Sacrament prides itself on the use of community resources. For example, the third grade class takes an annual guided bus tour of historic downtown Washington, D.C., and the seventh grade visits Ford's Theater at Christmas every year. This tradition includes a trip to see A Christmas Carol, combined with a teacher-led tour and history lesson on the Lincoln assassination. Throughout the school year, middle school students participate in an after school Debate Team that competes in six competitions a year. Additionally, middle school students regularly compete in the National Geography Bee and National History Bee. Blessed Sacrament is proud that it has had repeat winners of the DC region of the National Geography Bee. During the annual Week of Arts, each grade in kindergarten through fourth grade studies the details of a particular part of the world. Kindergarten studies Asia, first grade studies Mexico, second grade studies rainforests, third grade studies Africa and fourth grade takes a 'road trip' across the United States. In addition to art projects that represent these regions of the world, grade levels celebrate with music and food and other activities. In addition, this year as a result of the strategic plan, the foreign language department is organizing an International Day to celebrate the various cultures represented in the school.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

For all subject areas, Blessed Sacrament follows the academic standards developed by the Archdiocese of Washington. Blessed Sacrament offers Art and Music programs that are cross-curricular and support the mission of the school. One tradition that incorporates this cross-curricular approach is making ceramic crosses in Art with the second grade as a part of the first Holy Eucharist preparation. The third grade makes pioneer dolls in Art that supports our Pioneer Days musical celebration which, in turn, supports our social studies activities on the pioneers. In addition to Pioneer Days, each grade level from kindergarten through fifth does a musical performance for the school. Examples include a 'Grumpy Shepherd' Christmas performance by the first grade and a Recorder Karate performance (in which students demonstrate their

'mastery' of the recorder) in fourth grade. The Art program is enriched each year with a 'Week of the Arts' that includes grade level projects for kindergarten through fourth grade and small workshops on crafts for the older students.

Blessed Sacrament offers both French and Spanish. Children are exposed to both languages for half a year in Kindergarten through second grade. In third grade students decide on one language and stay with it through eighth grade. Students regularly place out of first and (sometimes) second year of high school foreign language. This year, to enhance the foreign language program, an International Day is being planned to celebrate all of the nationalities represented at the school.

As students move into older grades, the amount of time that is dedicated each week to Physical Education is increased. Younger grades have free time to play every day (snack and lunch recess) and two Physical Education classes per week. In middle school, the students have a morning break every day for fifteen minutes (twice a week they go outside for this time) and three Physical Education periods each week, each lasting 45 minutes. To help support good health and nutrition, every day the school offers a hot lunch with a salad bar that includes fresh fruits and vegetables.

Regarding technology, the middle school has a computer lab and the school library has a laptop lab available in the library. All students (kindergarten through eighth grade) have class at least once a week in one of the labs. In addition, two years ago a one-to-one Chromebook program was implemented with the students in the middle school. Technology is used as an educational tool and screen time is carefully monitored.

Blessed Sacrament is known as a place where the students are happy to come to school and happy to be at school. The Responsive Classroom model (and Developmental Design) is used to help address the social/emotional needs of the students. Great effort is made to connect with each child, through morning meetings in kindergarten through fifth grade and an advisory model (promoted by the National Middle School Association) in the middle school. These programs develop and enhance the sense of community that is evident at Blessed Sacrament.

Central to all that occurs at Blessed Sacrament is a commitment to serving others, both locally and on a broader scale. The message of Jesus to serve others is taught to every child and modeled by every adult. Traditions include: collecting toiletries and stuffing a stocking for the homeless at Christmas, annual food collection for the Spanish Catholic Center at Thanksgiving, the Gabriel Baby Bottle Project to support women in crisis pregnancies and the annual Mission Fair to support the Holy Cross sisters and their efforts to build the Moreau School in Uganda. The Christ Care Corps is a group of eighth graders that frequently leads the school on service efforts but also takes on additional projects on their own. In addition to participating in the 30th Annual Greg Gannon Canned food Drive (the school alone collected almost 7,000 cans this year on a single Friday, the school and parish community collected tens of thousands the following day), Blessed Sacrament looks for new ways to help the community. This year, every other Monday, a group of three or four eighth graders serve breakfast at Thrive, DC. They miss the first two class periods, but they get a message about serving others that cannot be taught from a lecture or a text book.

3. Special Populations:

Blessed Sacrament School strives to meet the educational needs of all of its students. The Resource program was established in the late 1980's and has grown from one part time teacher to four and ½ teachers, serving approximately 80 students this school year. The Resource teachers help students with learning differences develop strategies for learning, using their identified strengths to circumvent their weaknesses. The students develop an awareness of their individual learning profile and are able to build a repertoire of learning strategies, specific to their needs. Students also learn self-advocacy skills, which transition with them to higher learning institutions.

Classroom teachers meet monthly with a Resource teacher to discuss students of concern. Problems are identified, support is given, and progress is monitored. Parents also are included in the discussion of prevailing issues and in determining solution oriented strategies. When strategies used in the classroom are ineffective, parents and classroom teachers meet to evaluate the potential need for and value of a formal assessment. All referrals for an outside educational evaluation stem from the Resource department. After an outside assessment, the findings and recommendations are documented, including any diagnosis, strengths,

weaknesses, accommodations, and next steps, and are followed by a parent/school team meeting to finalize an appropriate and reasonable intervention plan.

While some students in kindergarten through fourth grade receive Resource support as a result of a formal diagnosis of a learning deficit, many students are identified with learning struggles and are given Resource support diagnostically. Resource teachers work with these students to develop basic reading, writing, and math skills and collaborate with classroom teachers in the implementation of Resource strategies within the classroom. Based on need, some students take classroom assessments in a quiet setting with a Resource teacher to ensure that they are able to demonstrate their knowledge on tested material.

The Resource program shifts its emphasis in fifth through eighth grade, working with students who have diagnosed learning differences on the process of learning. Students are taught the “how to” of applying reading and writing skills in the content areas. It includes learning how to read and interpret textbook information, take notes in multiple ways, and study and take tests. Students practice answering text questions and writing different types of essays. Math resource reinforces skills and concepts taught in the general classroom, helping students to successfully apply learned strategies. Classes in executive functioning help students learn and utilize organizational and time management skills.

Academic programs may be altered for students with noted intellectual challenges who are unable to access the regular curriculum. This may include a Resource teacher functioning as the primary teacher for a particular subject and include modified goals and assessments. The Resource and classroom teachers, along with parents and any outside professionals, work together to help students grow to maximize their individual capabilities.

Additionally, Blessed Sacrament offers classes and activities to students who function at the higher end of learning. Honors classes are offered in middle school in language arts, math and foreign language. After school activities help students to further develop their interests and talents, including STEM, art, choir, and band. As a school, we are committed to meeting the diverse needs of all our students in order to help them strengthen their particular abilities and realize their potential.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As referenced previously in this document, students are happy to come to school at Blessed Sacrament. This can only occur in a place where children not only feel safe and successful but also feel free to make mistakes.

Feeling safe comes from the knowledge that the adult members of the school community care about them and support them. It comes from teachers who take personal interest in their lives outside of school and from parents who regularly volunteer to help at the school or to coach teams. It comes from an overall feeling that this school community is on their side. Responsive Classroom helps with this approach but it is only a starting point. True commitment to each child can only be experienced in the thousands of random encounters in the hallways and classrooms each day.

Our Catholic faith commands us to serve each other. One particular way that this mandate is embodied is through the 'buddy program'. In the buddy program, older students are paired with younger students each year and they act as mentors throughout the year, sitting at Mass together and completing projects together. Our faith also commands us to look outside of the school and participate in the many service projects that are central to the Blessed Sacrament school community.

Implicit in this model is the ability of the teachers to identify the best way to serve the children and then being granted the flexibility to identify and implement solutions. It is reflected in the first grade teacher who recognizes that a particularly challenging student needs additional opportunities to burn off his energy. It is reflected in the middle school language arts teacher who turns her classroom into a reading 'cafe' to motivate the students to become more critical readers. It is also reflected in the fourth grade student who feels empowered to request a meeting with the principal to identify ways to improve the recycling program in the lunch room. By creating an environment where everyone has a voice and each voice is respected, every child is supported.

2. Engaging Families and Community:

Blessed Sacrament has long been recognized as a linchpin of the community and an important piece of the cultural fabric of Chevy Chase. To keep that reputation, planning for the future has always been a trademark. Blessed Sacrament is in the second year of implementing a five year strategic plan that was developed by the School Advisory Board. While Blessed Sacrament is proud that it was recognized as a Blue Ribbon School in 2012, a belief in continual improvement suggested a strategic planning process. The process of creating and implementing this plan illustrates the interaction between the school and the broader community. The plan took 20 months to complete. During the process (after identifying areas of concern/interest), nine committees were formed. Committee members included teachers, parents, and parishioners. Information was gathered from students, teachers, parents, parishioners, former parents and community resources (for example, pre-schools in the area). After gathering information (through collection of data, interviews and surveys) and meeting for two years, the plan was finalized and then implemented in 2017. The nine committees eventually became nine strategic focus areas and they form the framework of the plan. Strategic focus areas include things such as academics, parent engagement and communication. Specific strategies were identified to strengthen the relationship between home and school and some goals (a new website and the use of Constant Contact to track open rates) have already been met. In addition, with the use of the Rediker parent portals, parents have quicker, more complete access to student information including: assignments, Scantron standardized assessment information, and report cards. All reporting in fourth through eighth grade is completed electronically and the 'e-locker' function allows for all of the students' academic records to be archived and accessible for teachers and parents.

Parents continue to support the school through a very active Home and School Association and School Advisory Board. The Home and School Association primarily functions as a fund raising organization for the school. Typically they raise in excess of \$200,000 each year to support the school. This occurs

primarily through the spring benefit but also through the smaller fundraisers throughout the year. The School Advisory Board continues to support the leadership team (pastor and principal) and give guidance on best practices in implementing the strategic plan.

3. Professional Development:

Blessed Sacrament appreciates the many professional development opportunities presented by the Archdiocese of Washington. But, the school also identifies school specific goals and individual teachers seek specific development in specific areas. The archdiocese has recently adopted the Danielson model for teacher evaluation. This model requires a significant amount of professional development. All principals attended a multi-day training workshop in anticipation of rolling out this model to the schools. For the past two years, teachers have trained at archdiocesan workshops. Individual schools, like Blessed Sacrament, have conducted in-house training. This training focuses on identifying the different domains and the levels of competency within each domain. This model identifies specific strategies to discuss with new teachers and encourages reflection and self-evaluation for veteran teachers.

An example of schoolwide, mandated professional development is Responsive Classroom. This model, that is based on the link between social-emotional learning and academic success, is a foundation in our kindergarten through fifth grade program. Every new teacher is required to take the training within a year of being hired.

The strategic plan has helped to identify other areas for specific staff development. The writing committee identified Lucy Calkins as a preferred program for the writing curriculum. Three teachers attended a week long workshop last summer to receive the training. These three teachers are now piloting the program and introducing the concepts of the program to the rest of the language arts staff.

As an example of a self-identified goal, one of the Resource teachers is attending training on Orton-Gillingham. A number of parents have recently approached the school because testing indicated that this approach would be beneficial for their child and the teacher sought the training on her own.

The school uses a combination of Title funds, archdiocesan resources and funding from the school to assist teachers in professional development.

4. School Leadership:

A principal's job is to support the teachers doing their job, which is helping every child to be as successful as possible. The principal prefers to hire good teachers and to trust them to do their job well. This implies several things.

First, it implies shielding the teachers from as much bureaucracy as possible. The archdiocese is a big organization. Teachers are shielded from unnecessary paperwork that takes them away from interacting with the children. When teachers recognize this, the unavoidable bureaucracy can be a little easier to accept.

Second, it means supporting the teachers in their primary roles of supporting and educating the students. This can be as simple as allowing a teacher flexibility in room arrangement or allowing a teacher with a passion for fairy tales the freedom to develop a middle school language arts unit on that topic. Standards are easily met when a teacher has a particular passion for the lesson and it creates a more engaging lesson for the students.

Third, it means identifying resources and materials to assist the teachers. Technology, authentic literature, and floor seats all fall under the umbrella of resources and materials. Each year, teachers identify things that they might need to reach those particular students at that particular time. Identifying funding for those items can work wonders in staff morale.

Fourth, it means encouraging teachers in leadership roles. It means supporting teachers who may be

interested in administration and identifying professional development opportunities. It means recognizing that many are not interested in administration but they may have great gifts to offer the school community. These gifts might be: establishing new opportunities (like the eighth grade teacher who created a new Mercy Camp in the summer for rising eighth graders interested in service), or helping with communication (like the cohort of young teachers who accepted the responsibility of creating a more vibrant presence on social media), or identifying new ways to promote the faith (like the Saints 'Wax Museum' project, created by a new teacher three years ago, now an integral part of our faith formation program).

Finally, it means recognizing that each teacher has a life outside of the school. At some point, every teacher will have something in their personal life that demands their attention more than school. Support through an illness, a personal crisis, or a tough family situation creates a stronger, more impassioned employee. This can be as simple as saying 'I understand' or covering a class. When a teacher, or any employee, receives support from administration, it builds a stronger desire to perform their job well.

Teachers thrive in a school community that is supportive and collegial. Administration cannot control disgruntled parents or forgetful students but they can control the school culture. By following the practices mentioned above, the teachers (just like the students) are happy to be here each day. And, that makes for a much greater chance of having a successful school.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The Resource program at Blessed Sacrament stands out as an example of the commitment to serve every child and every family. At the heart of the program is a desire to give every child the tools necessary to succeed. The program has been in place for twenty years and has grown to include four full time teachers and one part-time teacher. Four of the five teaches in the Resource program have Masters degrees. In addition, the five teachers have an average of ten years working in this school environment and the four full-time staff have worked together for five years. This allows for a level of understanding and collaboration between the team members to conquer scheduling challenges and to know the children and families at a level that is critically important for successful intervention strategies.

Some students are served 'diagnostically' (i.e. without completed psycho-educational testing) in the younger grades. This support allows for students who may be struggling a bit to catch up to their peers. This model works well and allows some students to place out of Resource in later grades. For students who continue to struggle, the parents are encouraged to pursue testing to a) identify any specific learning disabilities and b) to rule out any specific learning disabilities. Armed with this information, a learning plan is created for each student with a list of classroom accommodations. Resource teachers meet with the family and the teachers and the student to put best practices into place.

The ultimate goal is to provide the student with the knowledge of what they need in order to be successful. When every child graduates from eighth grade, the objective is for that child to enter high school as an informed, self-advocate to give them the greatest chance for success in high school.

While students with relatively severe disabilities, spina bifida and cerebral palsy, have successfully attended Blessed Sacrament, the vast majority of the students have less significant challenges, ADHD is most common. Regardless of limitations, every child is supported and held to high standards. This follows the pledge that every child recites every day...'I will give my best effort in all that I do today.' This is not just true for every child but for every teacher, especially every Resource teacher. As a result of this ethos, Blessed Sacrament has an excellent reputation for preparing EVERY child for as much success as possible in the years beyond their years here.

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? \$11650
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1200

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 3

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	91
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 4

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	76
Number of students tested	58
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 5

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	86
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:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 6

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	77
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 7

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	81
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 8

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	76
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 3

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	79
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 4

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	80
Number of students tested	58
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 5

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	87
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 6

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	79
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 7

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	84
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Scantron
Performance Series

Grade: 8

Edition/Publication Year: 2016

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	82
Number of students tested	57
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: