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 <u>Dr. Jamie Arthur</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Queen Of Angels Catholic School</u>
(As it should appear in the official records)

School Mailing Address <u>11340 Woodstock Road</u>
(If address is P.O. Box, also include street address.)

<u>Roswell</u>   <u>GA</u>   <u>30075-2548</u>
City   State   Zip Code+4 (9 digits total)

County <u>Fulton</u>

Telephone <u>(770) 518-1804</u>   Fax <u>(770) 518-0945</u>

Web site/URL <u>https://www.qaschool.org</u>   E-mail   <u>jarthur@qaschool.org</u>

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*<u>Dr. Diane Starkovich</u>   E-mail <u>DStarkovich@archatl.com</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Archdiocese of Atlanta School District</u>   Tel.   <u>(404) 920-7700</u>
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 <u>Mr. Brent Herrin</u>
(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   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                         0 High schools
                                         0 K-12 schools

                                         0 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
   [X] 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	13	32	45
1	23	32	55
2	30	26	56
3	31	25	56
4	25	31	56
5	28	26	54
6	24	32	56
7	26	30	56
8	27	29	56
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   <u>0</u> % American Indian or Alaska Native
    the school (if unknown, estimate):   <u>1</u> % Asian
                                          <u>0</u> % Black or African American
                                          <u>6</u> % Hispanic or Latino
                                          <u>0</u> % Native Hawaiian or Other Pacific Islander
                                          <u>87</u> % White
                                          <u>6</u> % 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: <u>2</u>%

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 *to* the school after October 1, 2017 until the end of the 2017-2018 school year	5
(2) Number of students who transferred *from* 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)]	8
(4) Total number of students in the school as of October 1, 2017	501
(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: <u>0</u> %
                                                      <u>0</u> Total number ELL

7. Students eligible for free/reduced-priced meals: <u>2</u> %

    Total number students who qualify: <u>10</u>

8. Students receiving special education services: $\underline{8}$ %

   $\underline{41}$ 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.

$\underline{1}$ Autism	$\underline{0}$ Multiple Disabilities
$\underline{0}$ Deafness	$\underline{0}$ Orthopedic Impairment
$\underline{0}$ Deaf-Blindness	$\underline{27}$ Other Health Impaired
$\underline{0}$ Developmental Delay	$\underline{11}$ Specific Learning Disability
$\underline{0}$ Emotional Disturbance	$\underline{2}$ Speech or Language Impairment
$\underline{0}$ Hearing Impairment	$\underline{0}$ Traumatic Brain Injury
$\underline{0}$ Intellectual Disability	$\underline{0}$ Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: $\underline{2}$

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

	Number of Staff
Administrators	6
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.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\underline{26:1}$

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%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 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 <u>X</u>   No ___

    If yes, select the year in which your school received the award. <u>2007</u>

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

Queen of Angels Catholic School is Christ centered, and it is our goal to live according to God's will and the teachings of Jesus, with the power of the Holy Spirit, as we meet the spiritual, academic, social, and emotional needs of each student. We respect each other, our school, and our community and we work together to make Queen of Angels Catholic School a safe place to learn and grow.

PART III – SUMMARY

Established in 1999, Queen of Angels Catholic School (Queen of Angels) offers a program of academic excellence and Catholic faith formation. Queen of Angels prepares students not only for a career but for life. These goals are realized through programs that offer opportunities for each student to receive religious and academic instruction, experience daily living in a faith community, and a desire to serve others. The Mission Statement is a succinct description of the school's goal to integrate the moral and spiritual values of the Catholic Church within the context of an intellectual, social, and personalized environment.

As a regional school of the Archdiocese of Atlanta, Queen of Angels differs from the parochial school model in that the school is not affiliated with one parish. The principal reports directly to the superintendent of Catholic schools. An Advisory Council exists to assist the administration in the implementation of the policies of the Archdiocese of Atlanta. Situated in Roswell, Georgia on a 100+ acre campus shared with St. Peter Chanel Catholic Church, Blessed Trinity Catholic High School and St. George's Retirement Village, the school serves 489 students from 18 Catholic parishes and other faith communities in the North Fulton area of Atlanta. Enrollment is maximized at 56 students per grade level with 28 students per class. The commitment to excellence is supported by the recruitment, employment, and retention of a faculty that are experienced, highly skilled, and committed to the mission. Advanced degrees are held by 72% of the teaching faculty and members of the administration.

Queen of Angels offers an academically challenging curriculum established by the Archdiocese of Atlanta that includes the core subjects, fine arts, foreign language, physical education, technology, enrichment classes, and unique to our program, electives for middle school students. Instruction is differentiated to meet the needs of a variety of learning styles and needs. Technology is integral to support the curriculum and learning through Smartboards, integration of Google classroom (grades 3-8), and 1:1 Chromebook ratio in grades 6-8. Student life is enriched through more than 20 school clubs, organizations, activities, and an after-school program.

Queen of Angels is committed to each student's success. The establishment of homerooms is determined through an analysis of standardized test scores, formative and summative assessments, and input from classroom teachers. A team of resource and enrichment teachers works with classroom teachers and the guidance counselor to maximize each student's potential. Weekly meetings of the Student Success Team (SST), attended by the principal, ensure students have the academic, emotional, and social support to be successful.

Through a robust Home and School Association (HSA), parents answer the call to serve by supporting a multitude of educational, spiritual, and social activities. The organization and structure of the HSA has developed over the years with more than 85% of parents participating in enrichment opportunities for our students and community.

Tuition and advancement efforts are the primary sources of revenue for Queen of Angels. The Annual Fund and Spring Gala support the operating budget and provide funds to enrich the curriculum. Parent participation in the Annual Fund is 99.5% and faculty/staff is 100%. Directed giving is available through 6 established funds that support Faith and Learning, Technology, Scholarship, the Arts, and a Teaching Fellowship Program.

Queen of Angels stands on a tradition of offering an education to a geographically, economically, and socially diverse population. In an effort to increase diversity, awarding financial aid to families in need remains at the very heart of our school's mission. The tuition assistance program provides 18% of our student population with $344,600 in financial aid.

In 20 years, Queen of Angels has evolved into a dynamic learning community, regionally accredited by AdvancEd and memberships in the National Catholic Educational Association, Association for Supervision and Curriculum Development, Atlanta Area Technology Educators, American Counseling Association, and National Middle School Association. Over the years, students have been recognized for achievements in

local, regional, and national events.

The National Blue Ribbon School Award, received in 2007, has been a distinguishing factor of Queen of Angels. For families, recognition has highlighted the excellence in education provided to students. National recognition offered by the Blue Ribbon School Award has enabled our school to share with those outside the Queen of Angels community this prestigious recognition through the use of the logo featured on our website, in promotional materials, and imprinted on school information. The founding philosophy and principles on which the 2007 award was granted remains in place today along with many advancements to meet the challenges associated with the current educational climate and commitment to student and family engagement. Technology upgrades, attention to student engagement, and personalized learning are a direct result of the expectations held for a previously recognized Blue Ribbon School of Excellence.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

1a. Reading/English language arts:

Curriculum provides a systematic approach which meets the needs of the whole child while teaching students how to think critically and express themselves clearly. The use of technology supports ongoing trends in education. Utilization of formative and summative assessments in grades K-8 enables progress monitoring. A robust resource program is available at each grade level for academic support.

The reading/language arts curriculum is written for grades K-8 and integrates four main areas: reading, grammar and writing, speaking, and listening. Optional interdisciplinary instruction exists throughout the curriculum to complement studies in religion, social studies, technology, science, and math.

Faculty in grades K-2 are trained in Orton Gillingham, a comprehensive and multi-sensory approach to teaching phonics. Faculty implement guided reading groups which afford time to work with small groups of students reading on or near the same reading level. A variety of instructional strategies assist students in reading skills through questioning and practice while encouraging fluency, rhythm, and intonation. Reading, listening, and writing centers support formal instruction.

In grades 3-4, whole class instruction uses an anthology with opportunities for literature circles and reading of novels. Shared reading experiences between the teacher or a peer enable students to practice articulation, rhythm, and intonation. Opportunities for independent reading foster a love of reading.

Grades 5-8 offer students a variety of genres in literature through whole class instruction, literature circles, and small groups. The reading range of each student is established through the STAR test; students in grades K-7 participate in Accelerated Reader. Spelling and building vocabulary are integrated into all subjects throughout the year. Grades 5-8 participate in the Scripps Spelling Bee and the Modern Woodmen of America Oratorical Contest. Grades 3-8 employ the Collins Writing Program and have formal grammar instruction applied to writing and speaking.

1b. Mathematics:

The Math curriculum in grades K-8 implements standards under the following structure: numbers, operations, measurement, geometry, data analysis, and probability. All grades regularly practice computation skills.

Grades K-2 focuses on the foundational concepts of numbers (cardinal, ordinal, nominal) and the base ten number system. Students read, compare, and represent numbers, identify measurable attributes, build a foundation of linear measurement and spatial configurations, construct simple shapes, and begin data analysis.

Instruction in grades 3-5 focuses on fractions, decimals, and understanding more deeply the multiplicative nature of the number system and expand their understanding of measurement using a variety of tools. Building on prior knowledge, students visualize geometric relationships and justify conjectures about these relationships. Students move toward seeing a set of data and using statistical characteristics to compare data sets. Beginning in grade 3, mathematical investigations include elements of algebraic reasoning as a precursor to the more formalized study of algebra in middle school.

Courses in grades 6-8 build on this foundation and students become proficient in representing numbers, operations, and develop skills and techniques associated with measurement. Students analyze and summarize information about data sets, evaluate inferences, and make predictions based on data. The curriculum includes solving equations, inequalities, and developing an understanding of quantitative relationships using mathematical models.

Faculty in grades K-8 use formative assessments in creative ways where students construct models, problem solve in real life situations, participate in centers and on-line programs. Summative assessments consist of Simple Solution quizzes, unit tests, and projects. Math is reinforced by Simple Solutions workbooks and the online programs of Moby Max, IXL, and Redbird Math. Ongoing review of student data by administration and faculty allows for differentiated instruction and improved student performance.

1c. Science:

The science curriculum is based on the Next Generation Science Standards. Grades K-8 study the scientific method, engineering design, and life, earth, and physical sciences. Faculty integrate the teaching of crosscutting factors such as cause and effect, patterns, energy/matter, and stability/change. All grades focus on problem solving and higher-level thinking skills to analyze and interpret data, develop models, construct arguments supported by empirical evidence, and evaluate design solutions for real-life situations.

Science teachers incorporate project-based learning in grades K-8. Students have opportunities for labs and experiments to test hypotheses and design solutions. Grades K-8 study how man impacts the environment and the importance of conservation. STREAM (Science, Technology, Religion, Art, and Math) activities are prevalent in all grade levels with opportunities for robotics, engineering, art design, creating Rube Goldberg Machines or Artbots, and 3D printing activities. Math is integrated into science through the construction of graphs based on data collection. High Touch High Tech programs visit grades K-5 each year to offer in-house field trips. A dedicated STREAM lab is planned for 2019-2020. Faculty in grades of K-8 use formative assessments in dynamic ways through projects, models, centers, and programs that reinforce the science curriculum.

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

The social studies curriculum is designed to construct learning through interdisciplinary units and thematic instruction. Grades K-8 integrate the standards of the Archdiocese of Atlanta that explore history, civics/government, social justice, economics, and geography as well as challenge students to perceive world matters through the lens of the Catholic faith. American/Georgia history is primarily studied in grades K-5 and again in grade 8. The curriculum in grades 6 and 7 includes the study of ancient civilizations to the present in the western and eastern hemispheres.

Social studies teachers use inquiry-based instruction, direct teaching, and provide opportunities for differentiated instruction. Students in various grade levels create political cartoons, write in journals, and develop videos or skits to further enhance the study of historic time periods. Technology is utilized for differentiation, research, instructional videos, projects, inquiry, reports, and student presentations. Teachers use cross-curricular activities that incorporate the visual arts, technology, and physical education.

The curriculum of the Archdiocese of Atlanta, implemented at Queen of Angels, meets or exceeds the criteria of the Blue Ribbon School of Excellence.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Queen of Angels Catholic School has a vibrant "specials" program that enriches the core curriculum and provides students with a well-rounded education. Offerings include fine arts, physical education, Spanish, technology/media center, counseling, and religion. The curriculum of the Archdiocese of Atlanta,

implemented at Queen of Angels, meets or exceeds the criteria of the Blue Ribbon School of Excellence.

Fine arts consist of music and art classes. Music focuses on rhythm, an introduction to instruments, reading notes, and singing in harmony. To develop an appreciation for art and creative expression, classes include the study of artists, art history, and artistic elements. Students work with a variety of mediums, including clay creations that are fired using the school's kiln. Instruction supports and complements topics and learning objectives in the curriculum. An after-school drama club for students in grades 5-8 culminates with three performances in the spring.

Physical education concentrates on the development of large muscle groups, fitness, and a variety of skills (i.e. balance, building muscle strength, improving endurance). Students practice good sportsmanship, grow relationships through a diversity of sports, learn the importance of good nutrition, and understand the value of exercise. A wide assortment of equipment is available for activities at each grade level. Students are evaluated using the FitnessGram assessment developed by the Cooper Institute.

The foreign language offered at Queen of Angels is Spanish. Students in grades K-5 have Spanish once a week and learn about the culture, communities, and how to communicate using basic Spanish vocabulary. Students in grades 6-8 have Spanish three times a week and use the online Rosetta Stone Program that differentiates instruction through a progression of study.

Technology is integrated into all academic disciplines in grades K-8 to allow students the ability to readily access information, apply concepts, and complete assignments. Students have focused instructional time once a week in the computer lab where they develop the foundational skills of keyboarding, coding, word processing, and multimedia presentations. Grades K-2 incorporate iPads and Chrome devices for center activities and differentiation. Chromebook carts in the grades 3-5 allow students access to technology for research, online resources, and applications that support the curriculum. Grades 6-8 have 1:1 Chromebook access.

The media center provides a variety of learning experiences. Students in grades K-5 learn various research skills, enjoy story time, and choose books to bring home for extra reading. Students in grades 6-8 do not have a designated time but are able to check out books for independent reading based on the STAR test. Grades 6-7 participate in Accelerated Reader and grade 8 works independently during extra reading time. Reading improvements are tracked through semester and end of year exams.

The counseling program is available to students in grades K-8. Direct instruction in grades K-2 emphasizes caring and kindness. Grades 3-8 celebrate Red Ribbon Week with attention on drug and alcohol awareness. The counselor invites career speakers to present, conducts "lunch bunch" with small groups in grades K-5, and accommodates students with special needs, and is available for appointments on an as needed basis. Opportunities for career development are provided and semester business courses associated with Junior Achievement are offered in grades 7-8. Students explore how businesses and the community work together, learn the basic principles of the economy, and develop skills to successfully navigate today's complex economic environment. These culminate at the end of the school year in an immersion simulation at the World Congress Center in Atlanta.

Religion is at the core of the Queen of Angels curriculum. In addition to daily classes and weekly Mass, teachers integrate the Catholic faith into each academic discipline. Religious education includes adherence to Archdiocesan standards, catechesis on and participation in the sacraments, prayer, liturgy, and service. Students in grades 5 and 8 take the Assessment of Catechesis of Religious Education Test each year. Results guide the implementation and development of religious instruction and formation.

3. **Special Populations:**

Queen of Angels Catholic School acknowledges the unique learning styles of its student population. Academic support and enrichment are based on benchmark assessments, classroom performance, evaluations, formative and summative assessments, and other progress monitoring data that determine the learning needs of students.

The school administers the complete battery of Iowa Tests of Basic Skills (IOWA) in grades K-7 and the Cognitive Abilities Test (CogAT) in Grades 2, 5, and 7. Scores provide administration and faculty an "external" view of student performance that is independent of our own assessment of learning. Professional development meetings are designated to review and analyze data in an in-depth manner to ensure students are engaged in learning, working to potential, and meeting success.

Faculty are adept with on-line program assessments (STAR, Accelerated Reader, Moby Max, Redbird, IXL), running records, DIBELS progress monitoring, and unit test data to inform instruction. Formative assessments are used in creative ways (e.g. exit tickets, warm ups, skits, discussions, GimKit, SeeSaw, and Socrative Apps) before assigning summative projects, quizzes, and tests. Instructional strategies and teaching materials are continuously re-evaluated in light of these assessments. The school utilizes data in creating long range achievement goals for each subject area and develops action plans to meet these goals. Curriculum maps are in place for each discipline and periodically reviewed by administration to check for gaps, overlaps, and make curricular adjustments. Professional development activities are specifically targeted to increase student achievement and assist in curriculum assessment, development, and realignment.

Students in need of academic support are referred to the Student Success Team comprised of 3 resource teachers, the principal, and school counselor. Discussion and collaboration assists in the development of strategies and opportunities for additional practice and review of skills. Instructional intervention includes small group "flex-time" with the resource teacher within the regular classroom setting. Daily agenda checks, weekly review of grades, supervision of homework completion, and test preparation is provided to students.

Using criteria established by the school, students identified as advanced are provided with a variety of opportunities, programs, and classes. Enrichment classes that emphasize critical thinking are conducted weekly for students in grades K-2. Highly achieving students in grade 2 utilize Redbird Math, a personalized tool that incorporates STEM projects, provides exposure to the engineering process, and allows for real-life connections to skills presented. Grades 3-5 meet weekly in small groups for math and language arts where they are challenged to reach higher levels of thinking and pursue individual educational interests. Opportunities are provided to participate in the National Math Olympiad, Odyssey of the Mind, and First Lego League Robotics. Elective classes in grades 6-8 include band, choir, video journalism, yearbook, graphic arts, advanced art, robotics, coding, and dramatic speech. Competitions for advanced students include the AMC8 Contest, Math Counts, the Scripps Spelling Bee, National Geography Bee, and various written essay and oratorical contests. Based on IOWA scores in grade 6, 36% of students in grade 7 are eligible to participate in Duke University's Talent Identification Program (TIP).

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The school's mission is to create a positive environment in which the spiritual, academic, social, and emotional growth of each child is nurtured. Constituencies work together to build a faith community that is Christ-centered and founded on mutual support and respect among parents, school personnel, and students.

Each day begins with the Video Journalism class opening our school day in prayer, the Pledge of Allegiance, and recitation of the school's mission statement on the closed-circuit station, QATV. Throughout the year, weekly masses and paraliturgical services are led by different grade levels and students participate by serving in the choir, as altar servers, readers, and prayer leaders. A dynamic service program provides outreach to local organizations, Catholic Charities, and assistance to those in need.

Responsibility Centered Discipline provides a framework for discipline grounded in students developing responsibility for one's actions and is reliant on a partnership with the parents. Students "grow into the person God created them to be" through the foundational values of Responsibility, Respect, Righteousness, and Readiness. Leadership opportunities, service, elective programs, and extracurricular options enable students to develop their innate gifts and talents. This proactive approach, coupled with an engaging program, provides a climate that is physically and emotionally safe and learning a priority.

The energy and pride of the administration, faculty, and staff is evident throughout the program. Their commitment is demonstrated through the availability to students before, after, or during the school day. Extra responsibilities associated with special events or programs and a spirit of giving demonstrate how faculty members contribute to the nurturing and positive school culture. Collaboration among peer teachers and professional learning communities provides an environment where contributions to curriculum, pedagogy, and policies are shared and foster growth. Administration has an open-door policy for faculty and staff, values their input, and creates opportunities to be together in social settings throughout the year and special events.

Parents are integral to Queen of Angels. The Home and School Association (HSA) is well organized and enriches the school's academic, spiritual, and social dimensions. The HSA supports faculty and staff and provides educational enrichment through programs such as International Week and Catholic Schools Week.

The supportive culture at Queen of Angels results from a partnership among administration, teachers, staff, students, and parents. This atmosphere contributes to the empowerment of students, an engaged community, and continued academic excellence.

2. Engaging Families and Community:

Queen of Angels participates in a partnership with parents maintained through communication, strong community, and opportunities to be involved.

Families are engaged through continuous communication to stakeholders. The school year begins with a Welcome Back Day, orientations for grades K, 3, and 6, and grade level informational evenings. To keep abreast of school happenings, the weekly Herald, sent electronically, includes a message from the principal, the HSA, and pertinent information on activities and events. Social media – Twitter, Instagram, Facebook – relays accomplishments to internal and external groups. Special communications that share important information are sent electronically to targeted audiences.

To ensure progress monitoring, the parent portal of the student information system provides up-to-date information on grades, classroom calendars, behavior, service, posts by faculty, school happenings, and information tailored to each student. Thursday folders include grade level information and student work. Faculty members communicate regularly through emails, midterm reports, and report cards sent electronically. Student led conferences, held twice per year, provide a wonderful opportunity for parents to

hear their child state goals, present portfolios, and outline strategies for success.

The strength of the school community is evident at weekly masses and volunteers present in the media center, cafeteria, as mystery readers, facilitating class parties, and caring for the facility. Special events throughout the year for new and current families – Annual Block Party, Grandparent's Day, Field Day, International Week, the Spring Gala, Ice Cream Social, Admissions Coffees, Service Projects - are made possible by parent involvement with more than 85% contributing their time and talent through committees of the HSA and Advancement Office. A monthly "Spirit Day" is scheduled and extends to families gathering at local restaurants. Grade level parties are hosted by families and provide social opportunities for parents.

Creating opportunities for families and local community allows Queen of Angels to be the beneficiary of diverse talents, skills, and a host of resources. Leadership committees (Advisory Council, subcommittees of Advisory, and Strategic Planning) rely on parents, alumni, and community leaders to guide the administration in setting goals and long-term planning. Local law enforcement has been instrumental in providing speakers for Red Ribbon Week, advising on the school's crisis management plan, and conducting a safety audit of the campus. The school's partnership with Chick-Fil-A recently enabled an incentive program where parent participation in the Annual Fund reached an unprecedented goal of 99.5%.

3. **Professional Development:**

The impact our administration, faculty, and staff on students is directly related to instruction, pedagogy, methodology, and spirituality. A comprehensive professional development (PD) plan is developed annually and based on the goals of the Archdiocese's Office of Catholic Schools and Queen of Angels. Provided to the faculty during preplanning, the framework presents opportunities for professional development, professional learning communities (PLCs), and catechetical formation.

A minimum of one hour per week is designated by administration to address annual PD goals. The format includes speakers, webinars, PLCs, or departmental/academic groupings. When working collaboratively in PLCs, notes are saved on the Google drive in a designated PD folder and shared with administration. Faculty are required to conduct one peer observation each year.

The administration of Queen of Angels places a priority on having an engaging and effective teacher in every classroom. Annual setting of goals is an important tool for personal and professional growth and includes reflecting on strengths and projecting ways for growth. Queen of Angels follows the Danielson framework for teacher efficacy to determine professional goals and measure/gauge progress. Resources are available through the curriculum coordinator and individually purchased licenses for SimpleK12, an online PD platform with live webinars, community collaboration, and hundreds of topics that support teaching. Each year, the school utilizes Title funds for staff development that cover expenses for presenters, workshops, and instructional growth experiences for faculty and administration.

The principal is engaged in PD opportunities through the Archdiocese of Atlanta. Annual goals are written and presented to the superintendent of Catholic schools. Monthly meetings integrate professional learning communities in support of the goals of the Office of Catholic Schools.

The focus of PD for Queen of Angels ensures goals are supported and faculty given the opportunity to grow in their profession. Goals include the strengthening of PLCs, opportunities to engage students in their faith through incorporating resources in the curriculum, pedagogy, and STREAM initiatives, and use of formative and summative data to increase rigor and mastery and monitor annual growth for students. Integration of technology and differentiated learning are areas for continuous growth and development.

Faculty members are required to log professional development hours, including a summary of activities and possible new opportunities for growth. A minimum of 30 professional development hours are required each year for recertification of professional staff.

4. **School Leadership:**

As a regional Catholic school in the Archdiocese of Atlanta, the administration of Queen of Angels is delegated to the superintendent of Catholic schools who is responsible for hiring the principal and to whom the principal reports.

The principal is highly engaged and sits on various committees - Advisory Council, Strategic Planning, HSA, Facilities, Finance, Student Success Team, STREAM, Technology, and Advancement – to have a breadth and depth of information and allow for a comprehensive understanding of every aspect of Queen of Angels. Administrators have an open-door policy that enables open communication and has contributed to improvements in curriculum, school-wide procedures, and parent engagement.

The administrative leadership team includes the principal, assistant principal, counselor, religion coordinator, curriculum coordinator, business manager, and advancement director. This team operates under a collaborative leadership model to uphold an environment of shared vision and decision-making. Administrative team members are highly skilled, experienced in the areas they oversee, and engaged in the school community.

Administrators meet with selected teachers to review goals, lesson plans, and dialogue throughout the year to ensure high-level instruction and student achievement. Administrative team members teach middle school electives, business classes, SSAT preparation classes, direct drama club, oversee carpool and lunch duty, and are available to assist faculty in special events and programs.

To empower teachers, faculty members are encouraged to contribute ideas to administration. Teacher leaders are identified and administration provides opportunities for growth and development. A grade level coordinator (K-2, 3-5, 6-8) is designated each year and is responsible for leading meetings, PLCs, and reporting to administration. Topics relevant to grade levels include standardized testing, student engagement, technology, curriculum, and pedagogy. At present, we have 3 faculty members working on advanced degrees in leadership after attending the principal's formation program of the Archdiocese of Atlanta.

The Advisory Council of Queen of Angels serves in a consultative role to the principal and supports the effective administration, operation, and maintenance of the school. The council reviews and discusses programs in light of the administrative vision for the school and assists in implementation of the policies of the Archdiocese of Atlanta.

Engagement of administration, faculty, staff, and community in a shared vision for Queen of Angels has enabled a strong sense of community and commitment to excellence.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The success of Queen of Angels is attributed to the philosophy of educating the whole child: mind, body, and spirit and providing early intervention when needed. Expectations for success are personalized and based on a student's God-given gifts and talents. Central to our school's success is the Student Success Team (SST) comprised of 3 resource teachers, the principal, and guidance counselor.

Queen of Angels acknowledges the unique learning styles and challenges students face due to learning exceptionalities, social-emotional issues, health, or factors that hinder success. The SST at Queen of Angels is instrumental in creating ways to maximize student potential, assist students, parents, and teachers, and coordinate programs to support the academic, developmental, and social dimensions of each child.

A resource teacher is assigned to grades K-2, 3-5, and 6-8 and works with the faculty in those grade levels. A process to assist in identification of students not working to potential relies on teacher input, benchmark assessments, classroom performance, evaluations, and progress monitoring data. Student success teachers work with individual students, small groups, and in classrooms to strengthen skills and enhance achievement.

Weekly meetings of the SST provide for continuous monitoring of students through action plans that include interventions and support designed to address individualized needs. Action items are monitored at follow-up SST meetings where they are reviewed and modified. Progress monitoring is ongoing, and teachers differentiate instruction with suggested strategies made by the SST.

Collaboration occurs among classroom teachers, parents, and the SST. A partnership with parents is key to the program's success. Prior to students being the recipient of SST support, parents attend a conference to understand concerns, interventions proposed, and recommendations made for support at home (daily agenda checks, review of grades, supervision of homework, and test preparation). Conference notes are recorded, filed, and reviewed as needed.

If a student continues to exhibit academic difficulties after a full quarter of intervention, a recommendation is made for a psycho-educational evaluation that is available at no cost through the Archdiocese of Atlanta. Upon review of testing results, accommodations are initiated, and the student can receive scheduled success lab instruction 2 to 3 times per week. Release from the success lab is the ultimate goal and occurs when the student maintains independent academic success and a recommendation made by the classroom teacher and the SST. However, some students remain active in SST and continue to receive support until graduating.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>9357</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>4150</u>

5. What percentage of the annual budget is devoted to   <u>7</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>17</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Iowa Assessments
Publisher: Riverside Publishing Houghton Mifflin Harcourt

Grade: 3
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	79
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:

Subject: Math   **Test:** Iowa Assessments   **Grade:** 4
Edition/Publication Year: 2012   **Publisher:** Riverside   **Scores are reported here**
                                         Publishing Houghton Mifflin   **as:** Percentiles
                                         Harcourt

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

Subject: Math　　　　　　　　　　　**Test:** Iowa Assessments　　**Grade:** 5
Edition/Publication Year: 2012　　**Publisher:** Riverside　　**Scores are reported here**
　　　　　　　　　　　　　　　　　　　Publishing Houghton Mifflin　**as:** Percentiles
　　　　　　　　　　　　　　　　　　　Harcourt

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	80
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:

Subject: Math   **Test:** Iowa Assessments   **Grade:** 6

Edition/Publication Year: 2012   **Publisher:** Riverside Publishing Houghton Mifflin Harcourt   **Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	72
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:

Subject: Math **Test:** Iowa Assessments **Grade:** 7
Edition/Publication Year: 2012 **Publisher:** Riverside Publishing Houghton Mifflin Harcourt **Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	85
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:

Subject: Reading/ELA   **Test:** Iowa Assessments   **Grade:** 3
Edition/Publication Year: 2012   **Publisher:** Riverside Publishing Houghton Mifflin Harcourt   **Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	80
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:

Subject: Reading/ELA   **Test:** Iowa Assessments   **Grade:** 4
Edition/Publication Year: 2012   **Publisher:** Riverside Publishing Houghton Mifflin Harcourt   **Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	83
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:

Subject: Reading/ELA   **Test:** Iowa Assessments   **Grade:** 5
Edition/Publication Year: 2012   **Publisher:** Riverside Publishing Houghton Mifflin Harcourt   **Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	78
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:

Subject: Reading/ELA   **Test:**   Iowa Assessments   **Grade:**   6
Edition/Publication Year: 2012   **Publisher:**   Riverside   **Scores are reported here**
                                      Publishing Houghton Mifflin   **as:** Percentiles
                                      Harcourt

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	71
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:

Subject: Reading/ELA   **Test:** Iowa Assessments   **Grade:** 7
Edition/Publication Year: 2012   **Publisher:** Riverside Publishing Houghton Mifflin Harcourt   **Scores are reported here as:** Percentiles

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