

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 Mrs. Pam Breunig

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

Official School Name Saint Dominic School

(As it should appear in the official records)

School Mailing Address 312 West High Street

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

Springfield KY 40069-1230
City State Zip Code+4 (9 digits total)

County KY

Telephone (859) 336-7165

Fax (859) 336-7169

Web site/URL

http://www.stdominicelementary.or

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E-mail pbreunig@stdominicelementary.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Leisa Schulz

E-mail lschulz@archlou.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Ashley Cambron

(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):
- 0 Elementary schools (includes K-8)
 - 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
 - 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	20	19	39
K	9	15	24
1	14	9	23
2	13	17	30
3	11	6	17
4	9	12	21
5	7	6	13
6	9	9	18
7	6	10	16
8	7	13	20
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	105	116	221

*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
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 3 % Two or more races
- 100 % Total**

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

5. Student turnover, or mobility rate, during the 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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2017	223
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 13 %
 Total number students who qualify: 28

8. Students receiving special education services: 4 %
8 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>0</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</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: 17

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

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 12:1

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	95%	96%	95%	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 No

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

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

Our mission is to provide an educational program which promotes academic excellence while emphasizing the teaching of the Catholic faith in a safe, nurturing environment.

PART III – SUMMARY

Saint Dominic is one of thirty-six elementary schools in the Archdiocese of Louisville, located in rural Washington County, Kentucky. Since 1929, we have developed a reputation for academic excellence, leadership and community service. We are dedicated to educating the whole child in a faith-centered atmosphere where each child has the potential to learn, grow, achieve and be successful. We expect our graduates will find success in high school and beyond. We expect that they will be good students and citizens who serve, lead and contribute to the world around them.

Recognizing parents as the first and most important educators of their children, we strive to develop a family atmosphere where parents and teachers work together to help each child develop academically, socially, emotionally and spiritually. We are a "stewardship" school; parishioners of Saint Dominic Church send their children to Saint Dominic School through contributing their time, talent and treasure to the parish and the school. We also welcome students from other Catholic churches as well as those who are non-Catholic. Regardless of their faith traditions, all are welcome, and all are asked to be good stewards. This expectation fosters a community that works together for the needs of the school, its teachers, and its students. We have a robust Parent Teacher Organization (PTO) that provides financial and volunteer support annually. Nearly 100% of parents attend Parent-Teacher-Student (PTS) conferences twice a year. With strong parent support, and with a parish that is fully committed to our mission, we are able to provide a learning environment that is safe, nurturing and dedicated to meeting each child's individual needs.

This level of community support has enabled Saint Dominic School to sustain a number of economic, demographic, and enrollment changes in its ninety-year history. With 221 students, Saint Dominic currently has its highest enrollment in kindergarten through eighth grade in the past five years. The campus has grown through the decades, from its modest two-story 1929 structure and building additions in the 1960s and 1980s to the addition of a gym, offices, and library media center in 2010 and a science lab in 2012. Internally, we added an After-School Program (2007), Kindergarten and Preschool programs (2008 and 2010) and expanded our Preschool program to include three-year-old students (2015).

Saint Dominic School values its reputation for academic excellence. All of our full-time classroom teachers in kindergarten through eighth grade have master's degrees. All teachers meet or exceed the required minimum of eighteen hours of professional development each year. Every teacher has a professional development plan that includes individual and school-level goals. Training in best practices is supported at the local and Archdiocesan level. Recent professional learning has included differentiation, flexible seating, Google and STEM.

Our faculty members are in their first year of implementing Professional Learning Communities (PLCs) as part of an Archdiocese-wide focus on collaborative teaching and learning practices. Our faculty regularly participate in Archdiocesan-level committee work, including serving as trained site visitors to other schools as members of Archdiocesan Review Teams, or ARTs. We currently have one teacher and the principal who serve on ARTs this year. The principal currently serves on the Marketing and Assessment committees at the Archdiocesan level, and two of our faculty have worked on curriculum alignment and textbook adoption committees this year.

We value technology as an integral part of teaching and learning. All classrooms have Smartboards and computers. Students in kindergarten through third grade share a set of iPads; there are laptops and Chromebooks for students in grades four and five. This is our third year of 1:1 technology implementation; students in grades six through eight purchase their own Chromebooks for daily school use. Our technology use has been made possible in part by the Catholic Education Foundation, who awarded Saint Dominic School with a technology grant in 2018 for the purchase of Lego/Mindstorm sets for implementing a robotics program. Our students also have been learning to code since the 2017-18 school year in keeping with a school-wide instructional goal.

Inherent in our core values is the expectation that our students will strive to be and do their best. To that end, we provide opportunities for all students to study social justice themes, to volunteer and support community

programs as well as to hone their leadership skills. Our annual Christmas campaign involves students and families in collecting money and items for area organizations that assist families and individuals who are in crisis. We require ten hours of community service outside the school setting each year for students in grades six through eight. Our eighth-grade students attend a weekly stewardship class that also includes community service projects. Finally, our seventh-grade students participate with students from Washington County public schools in the Junior Leadership program, and our seventh- and eighth-grade students are in their third year of participation in the Junior Beta Club. In three years, we have had two teams compete at the national level, and we earned first place in Visual Design in 2017. We currently have one Junior Beta Club member in the eighth grade who serves as a state ambassador.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Our English Language Arts (ELA) curriculum follows the Archdiocese of Louisville Curriculum Framework. The Language Arts curriculum was last revised in 2013. The Archdiocese of Louisville Curriculum Framework is also aligned with the Kentucky Department of Education curricular documents. Our curriculum approach in ELA emphasizes the connection between reading, writing, listening, and speaking as well as its integration across the curriculum.

Primary grades utilize a variety of assessments -- running records, observations, formative and summative assessments-- as well as the GRADE assessment three times a year in order to determine students' need for intervention and placement in literacy groups. Through third grade, we employ a collaborative model that includes Title I (pull-out) services, whole-group instruction, and thirty minutes of Early Literacy (kindergarten) or Guided Reading (first through third grade) four days per week. A ninety-minute ELA block allows teachers to vary and tier the instruction for the reading groups, Title I, and rotating center activities. The GRADE assessment tool, along with classroom assessments, allows teachers to adjust strategies as needed to maximize student progress. Another intervention, available to students in grades kindergarten through fifth grade is MARS (Multi-sensory Approach to Reading and Spelling). MARS is a thirty-minute pull-out program that provides visual, auditory and kinesthetic/tactile strategies that students can take back into the classroom to increase their reading and spelling skills. Teachers in kindergarten through second grade have been trained to employ MARS strategies in the regular classroom setting as well.

Teachers in grades three, five, and seven also have the Terra Nova assessment as an analytical tool to determine the need for curriculum realignment, individual students' strengths and challenges and the need for more specific, intensive interventions like MARS. Accelerated Reader is yet another tool that is used by teachers to evaluate students' reading comprehension and to promote student attainment of reading goals.

In addition to reading, phonics, spelling, and vocabulary, writing conventions are learned and practiced in the ELA classroom and across the curriculum. Writing for real audiences for a specific purpose is the primary emphasis. Students in the eighth grade, for example, write lab reports in science; they write letters to the Archbishop prior to receiving the sacrament of Confirmation as a collaboration between the ELA classroom and the stewardship and religion teachers. Students in social studies write synopses for Google slide presentations on a variety of topics. The fourth and fifth grade ELA teacher collaborates with the fourth- and fifth-grade social studies teacher to research countries and create Google slide presentations and brochures.

Across all grade levels, students write letters and make cards for various audiences. Students in grades four through eight also write and present speeches for the annual 4-H Talk Meet. Many of our students advance to regional and state competition in the Talk Meet.

Speaking and reading skills are also practiced by students weekly at Friday Mass at St. Dominic Church. From the spring of their kindergarten year through eighth grade, students gain valuable reading and speaking experience as readers at weekly Mass and at special weekend Masses hosted by a different grade each month. Spelling is both a daily ELA focus in the classroom and a competitive activity at Saint Dominic School, with students in grades four through eight competing each winter in class, school, and county spelling bees. As with the 4-H Talk Meet, our students regularly compete at the county and regional levels. Saint Dominic is proud to have a county spelling bee winner this year, a sixth grader who will go on to compete in the state competition in March.

Our Instructional Improvement Plan for the past two years has included a school-wide focus on reading comprehension strategies, with special emphasis in grades five through. ELA teachers are using fresh reads and or close reading and annotation strategies to close gaps and raise scores, and Reading scores have

improved from 2017 to 2018.

As indicated in the mathematics segment to follow, Saint Dominic also provides a Summer Math and Reading program for six weeks over summer break that provides further opportunities for students to pick out a book from the library and take Accelerated Reader tests; teachers are available to read to/with students as needed. This program keeps skills fresh, helps promote reading for enjoyment and provides students with time to read aloud with a teacher if desired. Both the weekly and summer programs are provided free of charge to students and teachers volunteer their time to both programs.

1b. Mathematics:

The Mathematics curriculum at Saint Dominic School follows the Archdiocese of Louisville's Curriculum Framework. The Mathematics component of the Framework is currently under review by a collaborative team of Math teachers and curriculum coordinators and is expected to be completed in Spring 2019.

The Mathematics curriculum is aligned with state and national Mathematics standards. Problem-solving, using a consistent Mathematics vocabulary, real-life applications, and spiral review are major components of the Math curriculum; instruction focuses on the use of manipulatives, interactive Math notebooks, and print and digital tools. STEM activities at every grade level promote the integration of Math across the curriculum.

Assessments are formative and summative and include classroom-level assessments, online assessments for pre-Algebra and Algebra through Acuity, as well as Terra Nova testing in grades three, five and seven each year. Test data are analyzed and the results are used to make adjustments in the curriculum as needed. For example, trend data from Terra Nova indicated that students at every grade level needed work on measurement. Teachers responded by focusing on measurement at every grade level and integrating measurement across the curriculum. Additionally, teachers have worked in their PLC groups to develop lessons on measurement, and they will conduct peer observations of the lessons by March of this year.

Data from the Acuity assessment helps us to determine the need to differentiate pre-Algebra and Algebra instruction. Depending on the data, we have split our students into separate classes so that the Algebra or Pre-Algebra instruction can be leveled to best meet students' needs. This year, for example, based on the assessment data, we opted to place students into either the "A" or "B" Pre-Algebra class so that we could better prepare all of the students for Algebra the next year. This arrangement has allowed for more individual and small-group instruction and intervention. While the "A" class is in Pre-Algebra, the "B" class is in English Language Arts; with smaller class sizes, this benefits students in both subject areas.

Teachers are encouraged to use a variety of resources for Math instruction. For example, kindergarten, first- and second-grade teachers are utilizing a curriculum series from Little Minds At Work (Tara West) that utilizes print and interactive lessons and games for whole-group instruction and small groups or center activities. KinderMath, Firstie Math and Second Grade Math provide conceptual math teaching and learning of numbers, shapes, time, measurement, graphing, and money. Primary as well as intermediate grades focus on using spiraling to reinforce and build on students' mathematics skills, using real-life Math applications such as Prodigy Math (grades four and five), and preparing students for Algebra in the eighth grade.

A prime example of real-life Math application and integration is the eighth grade's annual trip to a local grocery store to purchase items for the local food bank with money donated to the school for this purpose. In addition, the fourth- and fifth-grade students host an Entrepreneur Fair each spring, creating food and craft items to sell, and donating the proceeds--around \$800 annually--to charity. The use of Accelerated Math as a supplemental program provides teachers with a useful tool for individual student concept mastery and differentiated instruction. Students have Math lab once a week after school; this is an optional program for students in grades four through who want to work on Accelerated Math objectives, work one-on-one with the Math teacher on specific concepts, or work in a small-group setting to solve Math problems. As noted in the previous Reading/English Language Arts section, our Summer Math and Reading program provides further opportunities for students to sharpen their Math skills.

1c. Science:

In partnership with Kentucky-based Alltech Corporation, Saint Dominic School completed a science lab in 2012. Students in kindergarten through grade three go to the science lab every other week to complete hands-on lab activities with our kindergarten through eighth-grade science lab instructor. These activities are designed to enhance the regular classroom instruction; the regular classroom teachers collaborate with the science teacher to determine the topics to be taught/demonstrated during their lab time. Students in grades four through six have science with the instructor four days a week, and grades seven and eight have science in the lab daily.

Saint Dominic School follows the Archdiocese of Louisville Curriculum Framework; its science curriculum is aligned with the Kentucky Department of Education's Core Academic Standards as well as national standards. The Archdiocese of Louisville most recently reviewed and revised the science curriculum in 2016. The curriculum emphasizes the scientific method, observation, technology, and inquiry-based learning.

Student learning is enriched through STEM activities, lab experiments, digital resources such as Mystery Science, dissections of dogfish sharks and the annual Science Fair held in the spring each year. Field trips, including those to The Louisville Science Center and to Bowling Green, Kentucky, to view the recent eclipse, further enhance the teaching and learning process.

In the regular classroom setting, teachers incorporate science in the English Language Arts (ELA) curriculum; they also utilize print and online resources such as Scholastic's Science Spin (kindergarten and first grade) and Mystery Science for direct science instruction.

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

The social studies curriculum at Saint Dominic School follows the Archdiocese of Louisville Curriculum Framework and was last updated in 2016. At its core, social studies endeavors to prepare students to be contributing members of society and to develop a fundamental understanding of the history, cultures, trends, and traditions of their community, state, nation, and the world.

The social studies curriculum is taught in a variety of ways at Saint Dominic, from integrating it across the curriculum to teaching it as a stand-alone subject. In the first grade, for example, social studies topics are embedded in both language arts as well as religion classes. The same is true in the fourth-grade and fifth-grade language arts and religion classes, but students also have a separate social studies class, as they do in grades six through eight. Social studies is threaded through religion classes at every grade level, as social justice themes and stewardship are also part of the religion curriculum.

Students learn to be part of the parish, school and surrounding community through a wide variety of activities. Our fourth graders recently attended the dedication of a historic sign marker honoring the late senator Georgia Powers. They also travel to Frankfort to visit the state capitol each year. Our fourth and fifth graders collaborate on research and Google slide presentations of points of interest in Kentucky, other states and countries. Students visit historic sites like My Old Kentucky Home and Fort Harrod state parks. Our eighth-grade students travel to Washington, D.C. every year and study major points of interest prior to their visit.

Students also are engaged in activism, including holding a silent protest at an abortion clinic and leading a Walk for Life March downtown. Our annual Christmas Campaign focuses on collecting money for the local food bank as well as collecting basic living necessities for the Saint Vincent DePaul Society and The Caring Place, local agencies who are dedicated to helping families and individuals in crisis. Representatives from the eighth-grade class attend the annual Archdiocesan luncheon sponsored by Catholic Relief Services to launch their CRS Rice Bowl initiative during Lent. At the luncheon, they learn about the global work of CRS and eat their meal with refugees from other countries who are being helped through CRS in Louisville, Kentucky. These students return to Saint Dominic School to visit all of the classrooms, distribute the cardboard CRS rice bowls, challenge each student to make small sacrifices during Lent so that they can

contribute money to the rice bowl campaign, and they talk about the refugees they met at the luncheon. Students in the seventh and eighth grades also have begun working with Feeding America and their local food distribution each month.

1e. For secondary schools:

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

Our state-licensed, four-star rated Saint Dominic Child Development Center provides a certified program for three- and four-year-olds, the vast majority of whom will transition to kindergarten at Saint Dominic School. The center also operates an After School Program from 3:00 until 5:30 PM daily.

The Early Childhood and Preschool programs incorporate Kentucky's Early Childhood Standards to provide high-quality learning experiences for its students. The curriculum areas are Arts and Humanities, Language Arts/Early Literacy, Math, Science, Social Studies, Physical Education (gross and fine motor skills) and Health Education (mental wellness). Screenings include the Brigance and Dial-4 assessments.

The Director and Assistant Director complete a minimum of eighteen hours of professional development annually, and the teachers and support staff complete 15 hours of training annually.

The Center recently adopted a new curriculum series, Creative Curriculum Gold Strategies, which allows teachers daily opportunities for observing and documenting the socio-emotional, language and cognitive skills for each child's individual development and preparation for Kindergarten.

2. Other Curriculum Areas:

The art curriculum at Saint Dominic School follows the guidelines established in the Archdiocese of Louisville' Curriculum Framework. Saint Dominic School employs two teachers for Art instruction once a week. There is no classroom designated exclusively for Art; therefore, the Art instructors meet in the classrooms for Art lessons. Projects include painting, drawing, lessons, and activities on perspective, 3D and 2D shapes, seasonal art creations, and vocabulary. Students at all grade levels participate in performance Art with the production of our annual Christmas program.

Students at Saint Dominic School have a comprehensive health and physical education program that begins with regular classroom teachers dedicating time for free play on the playground at recess each week, weather permitting. Following the Archdiocese of Louisville Framework, health and physical education classes are provided to students twice a week. Classes focus on nutrition and personal fitness goals, as well as organized sports and other team activities. Students in health and physical education classes also collaborate with the cafeteria manager to give a "test run" of new lunch menu items and expand students' tastes and nutritional awareness by introducing them to foods they do not normally eat. The health and physical education teacher also will collaborate with the technology instructor in our Library Media Center to allow students time to research health topics like diabetes and heart disease as part of their studies. Guest speakers frequently visit the health and physical education classes to present programs on bullying, depression, diabetes, heart disease, dental hygiene, and safety. Also incorporated into the health curriculum are the Archdiocesan-mandated programs Speak Up, Be Safe and Theology of the Body. Central in both programs are the concepts of self-awareness, personal safety, recognizing signs of abuse, speaking up about threats to personal safety, and sexuality and the sacredness of life and the human body.

Our music program follows the Archdiocese of Louisville Curriculum Framework and is aligned with state and national standards. Music instruction is taught at all grade levels. There is a single music teacher who also is one of the art instructors. Music instruction is offered once per week and includes the practice of songs to be sung at weekly Mass along with instruction in the rudiments of music--notes, sounds, terminology, cultural influences, historical perspective and vocal performance, dance elements and interpretive sign language. Students have the opportunity to learn to play the recorder, xylophone, and

handbells in intermediate grades, and all students are given the opportunity to express their vocal talents as cantors at weekly Mass, singers in the choir at weekly Mass, as soloists and group vocalists at the annual Christmas program, and in group and individual performances at our annual Grandparents' Celebration and the Spring Talent Show. Field trips to the Louisville Ballet and Kentucky Center for the Arts enhance students' understanding and enrich their cultural perspectives.

Students in grades four through eight are provided with Spanish language instruction once per week. The 4th grade English Language Arts teacher provides Spanish instruction to grades four and five. A part-time Spanish teacher provides instruction to grades six through eight once per week. Our Foreign Language curriculum follows the Archdiocese of Louisville Curriculum framework and its primary focus is to provide our students with the opportunity to work toward foreign language fluency by hearing, speaking, reading and writing in Spanish. Students learn to speak and read Spanish words, phrases, numbers, and colors; they also hear Spanish from their Spanish-speaking classmates and study the countries and cultures where the Spanish language is spoken. Songs and dances, research projects, foods, and Spanish religious customs also are included in the instruction.

The school completed a large Library Media Center in 2010; it houses not only the school's library but also a classroom set of desktop computers. Saint Dominic School's technology teacher, who is also the school technology coordinator, provides a class each week for kindergarten through grade five. Students learn keyboarding essentials, appropriate technology use and play educational games to practice their technology and keyboarding skills and to code and do research. In addition to technology time each week, students go to the Library Media Center to check out library books. The library is operated by volunteers--grandparents, parishioners, and alumni--under the direction of the technology teacher and the principal.

3. Special Populations:

Saint Dominic School follows the Intervention Protocol established by the Archdiocese of Louisville and revised in 2016. As the Protocol states, our model is one of inclusion for students with disabilities; we believe that children with special instructional and learning needs can be successful within the regular classroom setting when the instruction is differentiated and the appropriate accommodations are implemented.

With a small student-teacher ratio, Saint Dominic School also provides a welcoming, family-like atmosphere where our teachers get to know their students' individual needs and can develop strategies to meet those needs, in the classroom, working with parents, with tutors, through after-school and summer programs and by collaborating with service providers outside the school setting.

Saint Dominic School employs a part-time Learning Services Coordinator who conducts parent and teacher meetings and classroom observations to determine if and what type of specialized learning plan may be required for struggling students; she also will meet with parents and teachers to determine the course of the intervention to best meet the student's needs. This may be as simple a strategy as a change in seating arrangement, signing up the student for after-school tutoring with our Extended School Services tutor, or contacting an outside tutor for remediation outside the school setting. The coordinator also works with outside agencies to arrange for specialized testing as needed. The coordinator monitors student progress and updates the learning plan as needed. There are two types of plans available, a Student Accommodation Plan (SAP) or Student Strategy Plan (SSP). The choice of plan depends on the level and type of strategies required and whether or not there is a specific diagnosis (ADHD or hearing impairment, for example).

Even in our small school setting, there are a variety of ways in which instruction, intervention and assessment are used to address the needs of special student populations. Students who require speech therapy receive services through the Washington County Title I program; students who need reading interventions are provided both pull-out services with a Title I Reading Specialist as well as small-group Guided Reading and Early Literacy groups in the classroom four days a week. As noted previously, students in kindergarten through fifth grade who need more intensive reading and language arts strategies receive services four days per week in a small-group program called MARS (Multi-sensory Approaches to Reading and Spelling). Through the GRADE assessment, teacher observation, monitoring of Early Literacy and

Guided Reading groups and the progress monitoring of MARS and Title I instructors, decisions about student needs--continuing with pull-out programs, movement to other reading groups, and participating in pull-out programs are made collaboratively with the parents. We are a small enough school that we can manipulate the master schedule to differentiate instruction, especially with Mathematics in grades six through eight. Based on assessment scores (Terra Nova, Acuity Algebra, and teacher assessments), we may divide a class into A and B groupings so that we can accelerate the instruction for those who are ready to move at a faster pace and provide more individualized and small group remediation for those students with significant learning gaps. This year, for example, the decision was made to have two 7th grade Pre-Algebra classes. Part of the class take English Language Arts while the other group is in Pre-Algebra. In this way, we feel that we are enhancing the ELA instruction for students as well as closing the gap in Math that will provide the best chance for success for all students in 8th grade Algebra.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Dominic is a small, rural school with a family atmosphere. Students, faculty, and staff wear many hats in a small school setting. As a result, the environment is one where students tend to feel safe, nurtured and cared for by all the faculty and staff, where they are greeted at the door daily, and where everyone knows everyone and takes responsibility for everyone else. Students are learners, but they are also teachers themselves, helpers to struggling learners, teachers of smaller students, leaders, and caretakers of the school. The 8th graders, for example, present a Thanksgiving play for primary students each year; the older students teach the younger ones how to tie their shoes in health and physical education class. Grades six through eight help to take out the trash each day.

Teachers wear many hats, of course; they are instructors but they are also volunteers for PTO and parish events, and they all volunteer their time in our annual Summer Reading and Math program. If the need arises, they provide additional help before or after school as needed. One of our new students is Hispanic and works with our fourth grade English Language Arts teacher two afternoons a week because she is an ELA teacher who also happens to be fluent in Spanish. Our math teacher for grades six through eight volunteers her time for two hours each week to assist her students in grades six through eight. Every teacher at Saint Dominic School has a vested interest in the success of every child, and they demonstrate daily that they are willing to put in the time to make that success possible.

There also exists a growing collaboration among the teachers in terms of their professional growth. This year, they have completed a book study on developing Professional Learning Communities, and they have formed PLC groups with three initial goals: (1) to work successfully within the PLC structure to improve and enhance teaching and learning; and (2) to identify and implement strategies to improve students' mastery of measurement at every grade level; and (3) to use the existing ELEOT walk-through observation instrument used by the AdvancEd accreditation team and the Principal to observe and evaluate each other as they teach lessons on measurement. The introduction of PLCs will enhance the teaching and learning environment at Saint Dominic School by creating additional opportunities for constructive dialogue and professional growth and reinforce the collaboration efforts already established within the school.

The contributions of teachers at Saint Dominic also is visible in the recent creation of the school's set of core values. This was a collaborative effort of all the teachers that included talking with students, looking at our school's mission and vision and developing values that were child-friendly and could be recited and used to guide our daily living at the school. The values they created, which are now recited daily, are: (1) I am the good person God created me to be; (2) I will be a friend to everyone; (3) I am called to help and serve others; (4) I will respect all people, including myself; and (5) I will be responsible in all that I do. The core values, along with the school's mission and vision, were developed primarily under the leadership of the teachers.

Retreats are another way that Saint Dominic School works to maintain a positive family atmosphere. There are Fall and Spring retreats school-wide, during which teachers and their homeroom students spend the day completing a variety of Christ-centered activities. They may do a service project, visit a nursing home, write letters to our "adopted" seminarian who is in his first year at St. Meinrad seminary; they also may make get-well or thank you cards or go on reflective walks on the school grounds. During our most recent Fall retreat, our school-wide theme was "Attitude of Gratitude," and the activities selected by each teacher for her students incorporated this theme. Prior to this retreat, our faculty and staff gathered together for a Fall retreat on Election Day with a guest speaker and the same "Gratitude" theme. Last year's staff retreat was held off school grounds at Plowshares Farm, a working farm and retreat center; the campfire chats, silent nature walks, prayer and group participation in farm tasks such as milking a cow and digging potatoes provided time to re-calibrate, re-center, empower and unite.

Celebrations also are part of the school environment. The school year begins with our annual Back to School Bash, during which students and their families can visit the classrooms and enjoy outdoor activities

like face-painting, a dunking booth, and pony rides. The year concludes in similar celebratory fashion. The eighth-grade students are honored on their graduation day with a banquet in their honor, during which the teachers and their parents in attendance can eat a meal together, celebrate academic achievements with special certificates, reminisce during a video presentation and receive certificates for leadership, stewardship, and performance in individual subject areas. Students in kindergarten through seventh grade enjoy a cookout and field day activities on the last day of school. There are classroom celebrations throughout the year, a week of special events in recognition of Catholic Schools Week in late-January, and special class awards at the end of the year. Teachers utilize classroom rewards like pizza parties, dress down days, or movies to reward students for excellent behavior. Academic achievements are recognized each trimester and for the year. Students at every grade level receive certificates for perfect attendance, while students in grades four through eight receive certificates for A and A/B Honor Roll.

At the end of every week, on Friday mornings, the entire school will gather in the gym for a morning assembly. As with every day, there are prayers, followed by general announcements. On the Friday assemblies, however, those with a birthday during that week are given a pencil and the whole school sings "Happy Birthday" to them. Students also will be recognized during the "sports report" at the assembly; representatives from the team will re-cap their games during the week, and the whole teams will be recognized for tournaments, trophies, and other achievements.

2. Engaging Families and Community:

There are opportunities for engaging families and the community throughout the year. Saint Dominic School holds an Open House each year to invite parents to tour the school and to provide the opportunity for them to learn about the environment, cost and academic program. Prospective parents and students are welcome to tour the school throughout the year as well. We invite students of any age who are interested in attending Saint Dominic to come and spend all or part of the day; we feel that this provides students with a strong sense of the day-to-day routine as well as the overall atmosphere of the school.

Saint Dominic School is proud of the fact that it is a "Stewardship" School, meaning that the school model is one in which all families contribute their time, talent and treasure to the school. Every family completes a Volunteer/Stewardship Inventory each year, on which they and their students will have the opportunity to indicate where, when and how they will volunteer at the school. From bringing refreshments to coaching basketball, from serving food at the PTO Chili Supper to helping coordinate the annual Golf Scramble, parents are valued members of the school community. The stewardship model is the single most successful undertaking at Saint Dominic School; it permeates the school setting throughout the school day, and it makes possible all of the programs and activities that take place during the school year.

The newest means of engaging families at Saint Dominic School is the creation of Knight Watch, a group of parents who are called upon to be role models, safety monitors, lunchroom helpers and helping hands at the school. Another example is the creation this year of an exploratory committee comprised of school board members, parish members, and other Saint Dominic School supporters who will look at enrollment and financial trends and make recommendations to the parish and school leadership regarding the school's present and future.

As a parish school in a small community, there are many and varied opportunities for parent and community involvement, from the annual Back to School Bash for students and parents, to the Parish Fall Social and PTO Chili Supper, to participating in parades and other downtown events. In the last decade, by far the most high-impact community partnerships were a \$3 million parish capital campaign that included enhancements at the school: the construction of a gym, new entrance, offices and a library media center. In addition, a second campaign, in partnership with Kentucky-based Alltech, resulted in the construction of a \$275,000 science lab within the school. We also have begun recent partnerships with local industry whereby they purchase gift cards as incentives for their employees through our school's scrip/gift card program. Also among our community partners is Kentucky Farm Bureau Insurance, who has provided a visit by the Kentucky Department of Education's Mobile Science Activity Center.

3. Professional Development:

Teachers are required to attend professional development on an annual basis--a minimum of 18 hours for full-time teachers and nine hours for part-time. All teachers at St. Dominic regularly meet or exceed the required 18 hours. Because they are teachers in a Catholic school in the Archdiocese, teachers must complete 15 hours of religious professional learning every two years. Teachers achieve their religious professional learning primarily through faculty retreats each year.

The Archdiocese of Louisville provides a variety of opportunities at its Summer Institute, two weeks in June featuring a wide variety of programs with often nationally renowned speakers. There are "featured sessions" each year designed to provide opportunities for educators to learn about and enhance their knowledge of system-level initiatives such as differentiated instruction, Professional Learning Communities, RTI, and assessment practices. Teachers at Saint Dominic School are required to attend Summer Institute programs. Examples of recent professional development they have completed through the Summer Institute include workshops on the power of play, flexible seating, bullying interventions, Google Maps, Google Classroom, Seesaw, STEM, and differentiation.

In addition to professional development at the Summer Institute, teachers take part in conferences and workshops as well as in-house training throughout the school year, especially those which support school-level goals and initiatives. Examples of school-level training include Google Classroom implementation, the use of iPads and Chromebooks, and, more recently, sessions led by the principal and teachers on learning to use the ELEOT (Effective Learning Environment Observation Tool) observation instrument.

Our faculty members also have taken part in professional learning opportunities offered by our local Washington County public schools, including KAGAN cooperative learning workshops and training for MARS (Multi-sensory Approaches to Reading and Spelling).

Saint Dominic School utilizes an online Professional Growth Plan developed by the Archdiocese of Louisville that provides a working document for recording school-wide and individual professional goals, monitoring them through the year, and documenting professional learning that has taken place throughout the year. The document is rooted in Charlotte Danielson's Framework for Teaching and, as a Catholic school, includes the additional professional learning goal of Catholic Identity.

4. School Leadership:

Shared leadership forms the basis of the leadership structure at St. Dominic School. That structure begins at the student level with fostering student leadership through programs like 4-H, Junior Leadership and Junior Beta Club and through stewardship activities at the school.

Leadership also extends to the faculty and staff, whose membership in Professional Learning Communities (PLCs), new this year, will give them more of a role in student success and in their own professional growth. Teachers also have roles and responsibilities throughout the year, from being in charge of graduation to producing the yearbook. Faculty members are encouraged to serve on Archdiocese-level committees and often take part in curriculum and textbook review teams at the system level. They also embrace a leadership philosophy when it comes to sharing their expertise with others through leading professional learning programs at the school level and by learning to follow the ELEOT (Effective Learning Environment Observation Tool) observation instrument to conduct a series of walk-throughs at the school each year with the Principal.

Two teachers, along with the Principal, serve on Archdiocesan school review teams as part of the AdvancEd site visits conducted at Archdiocesan schools each year. Teachers also serve each year on one of five school board committees: Academics, Advancement, Building and Grounds, Finance and Technology; these committees are comprised of not only teachers but school board members and parents, along with the Principal.

In keeping with the Archdiocesan model of collaborative leadership, the Saint Dominic School Board is a

consultative board comprised of the pastor, principal, and parents, which meets monthly and holds committee meetings in addition to the regular board meetings. The board functions in an advisory capacity on long-range planning, policy formation, finance, and external and internal school performance. Most recently, the board's Building and Grounds Committee has taken on school safety as a priority and have coordinated funding for security upgrades as well as initiated a comprehensive safety audit by the Eastern Kentucky University's Center for School Safety. As partners in the leadership process, parents, teachers, the Pastor and the Principal take a collaborative, productive role in the decision-making at the school.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

What makes Saint Dominic School successful as a Catholic school in the Archdiocese of Louisville is also what tends to set us apart from other schools in the Archdiocese of Louisville. In a word, it is STEWARDSHIP.

One of only three schools in the Archdiocese classified as "Stewardship" rather than "Tuition," Saint Dominic School operates under the philosophy that it takes the time, talent and treasure of every stakeholder to have operational vitality. It begins with the full support of Saint Dominic Church, which established the school in 1929 and has made the school its primary mission ever since. Parishioners who desire for their children to attend Saint Dominic School will tithe a recommended level to the church--their stewardship of treasure--and pay a \$1000 instructional fee per child to the school. Since the cost to educate one child is over \$4500 annually, the Church pays a subsidy to the school of over \$400,000 to partially cover the operational expenses of the school.

The remainder of the operational costs is covered through the other two stewardship components: time and talent. Fundraisers and parent volunteers fuel the other subsidies to the school, and volunteers help with functions, building and grounds maintenance, and other activities to help keep costs down and to demonstrate to students and each other that it takes everyone to make our school possible. It also reinforces our Catholic faith, morals, and values. We give of ourselves for the benefit of the whole school and, more importantly, the whole child.

Our school welcomes students from beyond our parish, too. Currently, there are thirty-nine students at Saint Dominic School whose families do not attend Saint Dominic Church. They are Catholic and non-Catholic, and they, too, are asked to take part in school stewardship by volunteering their time and talent and participating in various fundraisers.

Stewardship is, in many respects, a leap of faith. We enter into each school year having faith that everyone will do their part, financially and otherwise. Stewardship acknowledges that those who can will do all they can, that some will do even more than is expected, and that those who struggle will be helped.

If parents desire a Catholic education for their child, we will strive to make that possible, by working and serving together. From volunteering in parish-level programs and events to learning to be good stewards at the school level, working and serving together for a common purpose, recognizing one's God-given talents, and sharing our gifts with others forms the basis of our Catholic school program. For ninety years, stewardship has worked. With faith and determination, we anticipate that stewardship will continue to serve us well for the next ninety years.

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? \$4497
(School budget divided by enrollment)

4. What is the average financial aid per student? \$113

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 2%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB

Grade: 3
Scores are reported here as: NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB

Grade: 5
Scores are reported here as: NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB

Grade: 7
Scores are reported here as: NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB

Grade: 3
Scores are reported here as: NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB

Grade: 5
Scores are reported here as: NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	67
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB

Grade: 7
Scores are reported here as: NCEs

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	73
Number of students tested	18
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: