

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	34	41	75
1	49	23	72
2	34	35	69
3	37	44	81
4	47	24	71
5	34	40	74
6	30	46	76
7	36	30	66
8	33	37	70
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	334	320	654

*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
 - 5 % Asian
 - 0 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 0 % 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	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2017	654
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

7. Students eligible for free/reduced-priced meals: 0%
Total number students who qualify: 2

8. Students receiving special education services: 4 %
28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</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: 28

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

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
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 23:1

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%	87%	95%	84%	96%
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. 2009

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

Our Lady of Grace Catholic School is a Catholic community of parents, educators, and students whose greatest commitment is to spiritual and academic growth.

PART III – SUMMARY

Hope is an ideal metaphor for the educational experience at Our Lady of Grace Catholic School (OLG); “you can do it” is the consistent message students receive. With a vision born of hope and grounded in faith and love, the OLG community nurtures students in a supportive environment that promotes academic excellence and, as declared by OLG’s mission, “fosters in each of us a love for God, love for one another, and a desire to serve the greater community.” OLG enrolled 115 students when it opened in 1949 and educates more than 650 students today. Most OLG families belong to its parish community and live in the surrounding Twin Cities suburban area, which offers multiple award-winning public-school systems that challenge OLG to consistently deliver on its promise to provide students a robust foundation in faith and excellence in education.

OLG’s commitment to students’ spiritual and academic growth has never waned; its leadership and teachers set the bar ever higher notwithstanding the school’s exemplary reputation, results, and record. Accordingly, OLG continues to challenge itself to best meet students’ needs. In this regard, the 2010’s are proving to be a noteworthy period. The decade began with a full campus renovation and transition to geothermal energy. In 2011, OLG implemented the Olweus Bullying Prevention Program with the support of the School Advisory Council and parent community. In 2014-16, all grade levels adopted Project Lead The Way’s STEM curriculum, and the school converted a computer lab to a STEM lab for engineering and robotics courses. In 2015, OLG installed new security doors as important upgrades to the school’s secured campus. Most recently, OLG’s Design for Learning project engaged teachers in re-designing their classrooms to address students’ physical and academic needs, energizing the entire school environment.

As an academic leader with an exemplary staff, OLG has hosted the last three educational conferences of the Minnesota Nonpublic School Accrediting Association. In line with past parent surveys, OLG’s most recent parent survey includes high praise for OLG’s staff for their outstanding work, their ability to tailor instruction to each student, and their support of students that often goes above expectations. As both the final few years of this decade and OLG’s 70th anniversary in 2019-20 approach, the school’s advanced technology program has progressed to one-to-one devices across all grade levels. In addition, OLG has adopted standards-based grading to encourage students to engage more actively in their learning, and OLG continues to strive to deliver increased rigor and more enrichment opportunities.

Today, the OLG community welcomes students with a wider array of talents, and OLG remains committed to helping all students, along with the support of their families, reach their fullest potential spiritually, socially, emotionally, and academically. Beginning with the 2015-16 school year, special education services offered through the Edina Public Schools system, previously delivered offsite, were moved onsite to better meet students’ needs. Additionally, the administration created two learning specialist positions to assist the staff, students, and parents with the specialized tools and strategies needed for students with unique learning profiles to succeed. Further, OLG teachers—91% of whom hold a master’s degree in education—increasingly strive to differentiate instruction to meet the unique needs of each learner and, at the K-2 level, have undertaken a new partnership with Groves Academy, Minnesota’s only school dedicated solely to students with learning challenges.

OLG is a previously-recognized National Blue Ribbon School, and as proclaimed by OLG’s new tag line, “We lead with YES.” For OLG, this means emulating Mary’s “yes” at the Annunciation and assuming a faith and service leadership role in the local community and beyond. One example of this is a partnership with Sharing and Caring Hands, a Minneapolis homeless shelter, where OLG students have served lunch weekly for over 25 years. A vibrant community service ethos has always permeated OLG, but a new partnership with St. John Paul II Catholic School (JPII) is notable for the depth of the connection. Recently, OLG funded new Design for Learning furniture and a playground at JPII, and OLG’s principal has mentored JPII’s principal while OLG’s pastor serves as JPII’s chaplain. As the only remaining Catholic school in Northeast Minneapolis, JPII provides a faith-based education to K-8 students, many of whom qualify for free and reduced-price lunch and come from families for whom English is not the first language. JPII and OLG students collectively share faith retreats and a three-day off-campus science exploration camp, periodically visit each other’s schools, and annually end each school year by attending OLG’s 8th grade play

together. OLG's relationship with JPPII creates an educational community that extends beyond the school campus and enhances students' appreciation for cultures and experiences not their own. Innovative, ambitious, and faith-filled, the OLG community joyfully embraces its Catholic educational ministry in an ever-changing and ever-challenging world.

1. Core Curriculum:

1a. Reading/English language arts:

OLG focuses on ensuring all students read at grade level by 3rd grade; creating classrooms filled with highly-engaged, independent readers and writers; and guiding students beyond their academic comfort zones. OLG's partnership with Groves Academy implements a new K-2 instructional framework. This includes weekly coaching on Orton-Gillingham, periodic student benchmarking with aimswebPlus, development of a Response to Intervention model, and ongoing professional collaboration. K-3 teachers also use a Daily 5/CAFE framework designed to provide time and structure to meet diverse learners' needs. In grades 4-8, teachers utilize R5, a method that encourages students to extend their knowledge of literary concepts to literature they choose.

Using McGraw Hill's Wonders and other complementary curriculum/materials that align with national and state standards, K-5 students build strong content knowledge by engaging with a wide-range of works, becoming discerning readers who value and cite evidence. Students refine and share their knowledge through writing and speaking and learn to adapt their communication according to audience, task, purpose, and discipline. Teachers monitor growth using classroom assessments, rubrics, and bi-annual MAP assessments, differentiating curriculum as needed.

Moving beyond foundation skills in middle school, instructional time increases with separate literature and writing/grammar classes. While the curriculum aligns with state standards, teachers do not use a textbook, allowing for flexibility in incorporating cross-curricular connectivity, diverse genres, current events, social justice concepts, and student interest/need. Students study the craft and structure of literature and practice proper grammar, usage, vocabulary, and punctuation daily using a contextual approach for greater comprehension (i.e., by examining and conferencing on their own particular errors). Thus, the approach is entirely differentiated to each student's needs. Finally, public speaking practice and writing instruction, in various structures and time frames, connect to all content areas. Consistently, area high schools praise the language arts preparation OLG students receive, preparing them for future rigorous studies.

1b. Mathematics:

Active learning permeates OLG's mathematics curriculum where elementary students use manipulatives, games, and apps to reinforce foundational skills, and middle school students use online programs, such as IXL, to practice and master concepts. Based on Minnesota state standards, OLG utilizes a spiraling curriculum, small group opportunities, and open response questions to help K-5 students learn and maintain foundational mathematics skills. In middle school, OLG provides multiple curricular pathways to help students find optimal success in mathematics, with all 8th grade students completing either Algebra I or Geometry. In this flexible environment, teachers consistently monitor and re-evaluate students' progress and test results in order to ensure accurate placement and continued growth.

OLG's curricular approach in mathematics provides both a challenging learning environment and extra support for students who need it. Additional opportunities to gain necessary foundational skills occur through the use of individual instruction, special education, and individualized curriculum design. Further, all students are encouraged to evaluate their own progress and use reassessment to show continued learning. Students are taught multiple strategies to achieve success and work collaboratively to find the strategies that will work for them.

More recent changes to OLG's mathematics program include aligning it with OLG's STEM program and piloting a Khan Academy individualized learning tool in grades 4-5. Additionally, standards-based grading provides students more opportunities to demonstrate mastery of standards and exceeding the standards. In middle school, "flipped" math classrooms allow students to have their individualized needs met and to engage more collaboratively in problem-solving. The excitement and love of mathematics developed in

daily curriculum encourages students to participate in OLG’s successful extracurricular mathematics clubs starting with Continental Math in grades 3-4, continuing with Math Masters in grades 5-6, and concluding with Math Team in grades 7-8.

1c. Science:

Through Project Lead The Way (PLTW) curriculum, OLG’s science classes provide a foundation in a variety of engaging STEM topics, including biomedical science in grades K-5 and automation robotics in middle school, where hands-on projects incorporating engineering design and technology are the end result. In addition to the STEM modules and to align fully with Minnesota state standards, all students pursue a full science curriculum which emphasizes the foundations of life, earth, and physical science. For formative and summative assessments, science teachers use an ongoing and balanced approach. For example, teachers use Launch Logs and Engineering Notebooks that include reflective questions, collaborative responses, and performance rubrics as pieces of their assessments.

Complementing OLG’s active learning approach to science, the PLTW curriculum adds project-based learning and real-world situations to engage students and build highly transferable skills. When OLG students enter the workforce, the jobs for which they will be applying may not yet exist. Thus, OLG’s science curriculum builds students’ problem-solving and collaborative skills, students’ ability to think critically, and students’ flexibility and time management skills—bolstering students’ ability to succeed no matter what their future paths may hold.

Examples of foundational skill-building include: 1st graders working together to solve how to protect students on the playground from ultraviolet rays and 3rd graders studying their own inherited genetic traits and how their environment might influence those traits. Notably, problem-solving in middle school becomes more rigorous as intentionally vague instructions challenge students to creatively and collaboratively reach an end goal. By year end, 7th graders solve a murder mystery case, and 8th graders identify solutions to current environmental challenges. Overall, science learning at OLG is both engaging and active.

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

History comes to life at OLG! Whether students are strolling through the ancient civilizations of the 3rd grade wax museum or are simulating trade between the first European settlers and Native Americans in 6th grade, OLG’s social studies curriculum immerses students in rich cultural experiences. Following national and state standards, the curriculum seeks to develop responsible, engaged citizens committed to democratic values and civic participation.

K-5 students learn from engaging and current materials, including the Studies Weekly periodical, that skillfully connect the present to the past and further fundamental understandings of history, geography, economics, and civics/government. These understandings include concepts associated with familiar local environments and current times to faraway places and distant times. In grades K-3, content is balanced among the four social studies disciplines. In grades 4-8, there is a lead discipline for each grade level, with other disciplines providing complementary perspectives that promote enhanced understanding.

OLG’s social studies curriculum prioritizes inquiry-based learning and strengthens students’ critical thinking, problem-solving, and communication skills. For example, second graders “act out” what would happen if laws were not adopted: if there were no stop signs, would cars crash? In the 7th grade alternative history project, students draw connections between civic and economic principles they have studied with a hypothetical historical event they select to examine and explain the impact of various policies on how people live, work, and function in society.

Social studies teachers employ a wide variety of assessments beyond traditional tests, including discussing, debating, role playing, writing, and problem-solving. Assessments are ongoing and initially used to establish a baseline of what students already know. Then, teachers use formative assessments to measure ongoing progress along with summative assessments to determine what was retained over the course of a unit. Importantly, students are offered a broad array of ways to demonstrate learning.

1e. For secondary schools:

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

2. Other Curriculum Areas:

All curricular areas incorporate a moral and spiritual lens, integrating OLG's Catholic identity into all learning. Joy and community endure as hallmarks of OLG's faith formation. Each day begins and ends in prayer together, and the community gathers for spiritual celebrations such as the end-of-the-year parade of kindergarteners marching into OLG's church that is packed with students and parents excited to experience the presentation of student portfolios to the graduating class. Music and singing resound, and tears flow, as each kindergartener presents a portfolio to his/her 8th grade prayer buddy. While daily religion curriculum follows Archdiocesan standards, OLG's fundamental goal remains: laying the foundation for faith-filled, lifelong learners who joyfully embrace servant leadership. Thus, community service projects abound at OLG, starting with family service days for OLG's youngest learners and ending with extracurricular opportunities offered by the Middle School Service Club, through which OLG's middle school students provide more than 3,000 hours of community service each year.

Based on studies which show that technology increases student engagement, OLG's exemplary One-to-One Learning Program demonstrates OLG's passionate commitment to students' academic growth. This school year marks the first year OLG is completely one-to-one. Additionally, each classroom and the library contain interactive SMART Boards, and all K-5 classes visit the library weekly. Four years ago, OLG converted its computer lab into a STEM lab, including a 3-D printer for student use. Technology integrates seamlessly into student learning and enables teachers to better personalize the learning experience. By 8th grade, students are proficient with a wide array of applications to demonstrate learning and are able to conduct independent research and troubleshoot minor technology problems.

The K-8 fine arts curriculum includes weekly music and art classes. At any given moment, the music room bursts with activity as students perform music on recorders, drums, keyboards, and other instruments or practice roles for an upcoming production. Students demonstrate increasingly in-depth knowledge and confidence as they perform in a variety of concerts, instrument ensembles, liturgical celebrations, and classroom musical plays. Middle school students learn to produce music with software such as GarageBand. In art class, students study the elements and principles of art, and art projects complement other curriculum areas. The art curriculum encourages self-expression, innovation, and inventiveness. Students apply foundational skills to connect to personal experiences and the world while gaining exposure to increasingly complex concepts and materials. The art classroom environment encourages the development of the gifted visual learner and allows for the learner's freedom to create, including the ability of middle school students to become graphic designers as they create art digitally using their laptops.

Based on ACTFL's proficiency guidelines, OLG's Spanish curriculum increasingly strengthens students' proficiency in listening, speaking, reading, and writing Spanish. All students receive Spanish instruction, with K-5 students participating in two 30-minute classes per week and middle school students participating in three 48-minute classes per week. Students develop a sensitivity to the cultural and linguistic heritages of other groups and prepare to participate in a diverse, multicultural, and multilingual society. Using the Aventura textbooks, middle school students are prepared in most cases to begin Spanish II as high school freshmen. Technology applications like Muzzy engage students in foreign language instruction and support OLG's focus on retention, reinforcement, increased differentiation, and formative in-class feedback.

Today's students experience greater levels of anxiety and other mental health challenges, and OLG has recently added a licensed school counselor to its staff. As a resource for teachers and students, the counselor supports OLG's goal to maintain a healthy learning environment by working 1:1 and in groups with students. The counselor's activities are in addition to OLG's health curriculum which is part of the science

curriculum, where discussion includes healthy choices and lifestyles. With classes for each grade level held twice weekly, OLG's physical education program and extracurricular sports teams emphasize teamwork and good sportsmanship over winning. The program encourages students to build their skills and physical aptitude in a cooperative environment. Students learn to support team members physically within the game and emotionally beyond the game to create a healthy learning community within the team and the school.

3. Special Populations:

OLG's philosophy calls us to meet each student's needs. Through administrators and learning specialists' guidance and teaching assistants' help, teachers take a differentiated approach in all subjects. For example, mathematics pre-assessments in grades K-5 help teachers challenge each student at their level for each unit. OLG also offers small-sized mathematics support classes starting in 5th grade. Further, the middle school mathematics path allows advanced students to take high school Geometry in 8th grade and provides opportunities for extra support for those who may need it. Extracurricular mathematics enrichment opportunities include: Continental Math (3-4), Math Masters (5-6), Math Team (7-8), and First Lego League Robotics (4-8).

OLG's mission calls us to encourage academic excellence. A recent schoolwide focus involves increasing student access to technology; all classrooms now provide one-to-one access to devices, enhancing instruction and student engagement. Learning is active at OLG, so for example, an observer is just as likely to see kindergarteners reading aloud in small groups as they are to see kindergarteners using a variety of materials to design a comfortable, strong, light, and water-resistant cast for a fictitious student with a broken wrist. Additionally, for students who greatly exceed standards, there are personalized learning opportunities. For example, a current 8th grade student is taking an online AP World History course with weekly consultations with the classroom teacher.

Working with students, teachers, and parents, learning specialists and administrators ensure that every student successfully completes the academic program. If a student qualifies for special education services, Edina Public Schools staff provide the services onsite at OLG. If a student has a diagnosed disability or challenge that does not qualify for special education services, OLG staff develop and follow an accommodation plan. The K-4 learning specialist also serves as a reading specialist, supporting students experiencing significant reading challenges by using a multi-sensory teaching approach.

OLG strives to improve learning through assessment. With standards-based grading, teachers have observed increased student ownership for learning and greater emphasis on learning and re-teaching rather than on grades. Each spring, Minnesota Comprehensive Assessments (MCAs) in reading and mathematics are completed by OLG's 3rd, 5th, and 7th grade students. Annually, OLG administrators and staff analyze the school's results and compare them to the previous five years' results. Assessment results over time have demonstrated the efficacy and excellence of the school's curriculum and instructional practices. In the past five years with only two grade-level exceptions, more than 75% of OLG students have met or exceeded the standards on the MCAs. Teachers also use fall/spring MAP results and classroom assessments and observation to form flexible groups based on the topic or the skill being taught. Having used MAP assessments for more than five years, teachers are proficient at understanding the results and implementing changes to instruction and curriculum when necessary. Teachers also work with students to formulate goals for their spring MAP tests based on their fall MAP scores. This better involves the students in the assessment process which, at OLG, is standards-based, fair, consistent, and meaningful to the student learning experience.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

OLG's community life centers on a commitment to follow Christ and strives to be welcoming and inclusive to all. This first principle is evident in written guidelines for behavior and is demonstrated in practices. OLG staff and a special committee of the Parent School Organization welcome new families. The reception desk staff greet all who enter the building. Additionally, the scripture passage—Welcome one another as Christ has welcomed you for the glory of God—is posted as visitors enter the school building and guides the bullying prevention program.

Classroom teachers assign a student greeter to welcome classroom visitors. Class meetings and lessons focus on promoting acceptance and inclusiveness. Teachers also use Responsive Classroom and Developmental Designs to create a community of learners who respect, appreciate, and acknowledge one another. Further, all middle school students participate in creating an annual Middle School Covenant to guide and take ownership for Christian behavior and respectful actions throughout the year.

OLG follows all Archdiocesan guidelines regarding the safety of children, including background checks and training for volunteers. The discipline policy calls each person to be a responsible community member. Mission and service projects promote respect and understanding of all cultures. OLG's twenty years of K-8 Spanish language and culture instruction, and mission/partner connections with Ghana, Honduras, and JPPII in Northeast Minneapolis, further the appreciation of all people and promote inclusiveness.

Importantly, teachers are valued community members. According to the 2016 school community strategic planning survey, as well as annual graduate surveys, teachers rank consistently as one of OLG's top strengths. The school has a long history of well-funded support of professional development opportunities for teachers. Additionally, OLG holds a decades-long commitment to its 90% teacher salary parity goal with local public school salaries and maintains 100% premium coverage for its individual health benefit package, all of which confirm the community's ongoing efforts to champion the work of OLG's administration, faculty, and staff. This is perhaps best exemplified by persistent efforts to provide a supportive atmosphere where faith can continue to grow. For example, OLG's administration chose to use unrestricted grant money from a local Catholic philanthropy and other funds to enable 18 of OLG's longer-tenured teachers to make a Holy Land pilgrimage these past several years, fortifying their faith and enabling them to share their religious and cultural learnings with students.

2. Engaging Families and Community:

Acknowledging the role of parents/guardians as their children's first and most impactful teachers, OLG welcomes parent/guardian participation in OLG's educational community. Communication with parents/guardians is abundant, including weekly classroom newsletters and an all-school weekly bulletin. Additionally, formal conferences occur at least twice during the school year (more frequently upon request) and once before the school year starts to discuss individual learner profiles which document parent/guardian expectations for their children's learning experiences and growth for the upcoming year. OLG's new online grading system supports standards-based grading and enables even more detailed information to be shared with parents/guardians about their children's progress and challenges.

Collaborating with OLG's principal, the Parent School Organization (PSO) provides necessary fundraising and indispensable volunteer support. Over 30 PSO committees assist the administration, teachers, and staff in pursuing the goals of the school, including enrichment programs (e.g., the Middle School Service Club and Junior Great Books), hospitality programs (e.g., new family registration/welcome events and family Mass and breakfast events), and outreach programs (e.g., student visits to a local shelter to serve lunch and the Thanksgiving basket drive for needy families). Annually, PSO raises more than \$100,000 to fund innovative projects like the schoolwide replacement of all classroom furniture during the Design for Learning transformation and the new Groves Academy reading partnership.

OLG's principal communicates the school's progress through regular schoolwide updates, including a bimonthly publication, The Principal's Corner, and an end-of-the-school-year letter which addresses the school's financial status, program development, and resources. In addition, schoolwide assessment results are communicated separately every fall and posted on the school's website. The school maintains an active Facebook page and Instagram account, using social media to highlight student activities and accomplishments and to promote attendance at school community events.

OLG also communicates the school's goals and accomplishments to the parish community in the parish bulletin and on the parish website, as the parish budget covers the school's overhead, and there are many combined school/parish events such as the annual Lenten Stations of the Cross and fish fry. Finally, the School Advisory Council (SAC), made up primarily of school parents with specialized expertise, is an important partner in the school's mission. SAC provides support and advice to OLG's principal and pastor and participates in discussions regarding policy, education, social justice, marketing, strategic planning, technology, and finance. Over the years, SAC has been a key partner in OLG's history of continued investment and innovation.

3. Professional Development:

Student needs drive professional development work to create the best learning environment; rigorous, purposeful, and collaborative professional development underlies OLG's success. During the accreditation process, professional development initiatives are identified as a seven-year strategic plan is drafted. In practice, the Staff Development Team, comprised of teachers across grade levels and facilitated by administrators, works to identify areas that teachers need support in implementing new strategic initiatives and creates opportunities to address them. The team meets monthly to plan and run in-service days, faculty meetings, and learning fairs as well as a summer book club for teachers, tackling themes such as assessment and grading practices, instructional practices, behavior and discipline, and classroom design. As an example, the Standards-Based Grading (SBG) Team recently led meetings to implement the new SBG system, carefully reviewing with the teaching staff decisions regarding assessment and grading practices in order to ensure that practices are fair, consistent, and meaningful to the student learning experience.

OLG often links professional development to the desire to further align with national and state standards. For example, there are several new initiatives to provide teachers with better tools to meet the recently updated Minnesota K-5 language arts standards. K-2 teachers receive ongoing coaching through a new partnership with Groves Academy, tapping into their reading and writing instructional expertise. Further, all K-5 teachers participated in training this past fall regarding how best to incorporate a new language arts curriculum, McGraw Hill's Wonders, into their classrooms.

OLG teachers also benefit from external opportunities. For example, teachers who attended the ISTE 2018 summer conference in Chicago shared new knowledge during opening teacher workshops. Similarly, teachers who attended the 2017 Catholic Schools Center of Excellence Exceptional Learners Conference shared new knowledge with the teaching staff last fall. Other recent opportunities for identifying best practices include conferences by Responsive Classroom and TIES (now Sourcewell).

Ultimately, OLG's well-designed professional development approach supports high levels of student achievement. Last year, 29% of OLG's students qualified for the local gifted/talented summer program by scoring at or above the 95th percentile on the fall MAPs. In addition, OLG students' scores on the Minnesota Comprehensive Assessment annually reaffirm the strength of the school's curriculum and instruction. In 2017-18, OLG students placed in the top three percent in reading and mathematics within the state. Clearly, a culture of student achievement and lifelong learning permeates the school community.

4. School Leadership:

OLG operates on a model of shared leadership and collaboration, focusing on improving student performance. All faculty, parents, and students are responsible for the spiritual and intellectual growth of one another. OLG's pastor is the spiritual leader, responsible for implementing the parish mission, which includes OLG as the parish's largest ministry. As the school year begins, OLG's pastor announces a

spiritual theme and works with the principal and faculty to create learning opportunities, beyond his weekly school Mass homilies, to engage students, families, and staff in an exploration of the theme.

OLG's principal is the instructional leader, providing spiritual and academic leadership for the day-to-day administration of the school. The principal and assistant principal use a leadership model that includes classroom walkthroughs, formal observations, and annual reviews—offering opportunities for ongoing collegial dialogue, reflection, and insight on instructional practices and strategies for greater student learning. Each school year begins with nearly two weeks of teacher workshops, meetings, and classroom preparation. The principal and assistant principal lead the opening workshops to explore and establish, in conjunction with the faculty, the year's goals, all of which align with the strategic plan. The assistant principal provides ongoing leadership in curriculum alignment, assessment, positive student behavior, and student enrichment opportunities.

OLG's learning specialists provide additional leadership for the differentiation program and work with teachers and parents to address students' specific learning needs. The specialists meet with identified students once or more weekly and communicate weekly with classroom teachers. Undertaking a position created two years ago, OLG's director of advancement is accountable for enrollment targets, marketing and communications, and school fundraising initiatives. OLG's technology consultant and lead technology teachers give direction to technology goals and oversee the infrastructure.

In a consultative role, the appointed School Advisory Council (SAC) assists the pastor and the principal with school governance and policy. Standing SAC committees include education, faith/social justice, finance, policy, marketing, strategic planning, and technology. Most SAC committees include teachers or other staff members, and all teachers serve in leadership roles on school committees, all of which are focused on ensuring that academic and spiritual goals for students are met. For example, the recent three-year transition to standards-based grading, greatly desired by OLG teachers, would not have been possible without the leadership provided by the SAC Education Committee members, calming concerns in the parent/guardian community and demonstrating openness to this important innovation.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

OLG exhibits a steadfast history of pursuing its mission-driven commitment to students' spiritual and academic growth with an end-goal of creating lifelong learners. It is this distinct focus, most recently evidenced by OLG's 2016-17 adoption of standards-based grading (SBG), which is foundational to the school's success. In 2011-12, OLG formed a schoolwide team to refresh assessment practices. Specifically, OLG's robust emphasis on differentiated instruction—which had successfully supported growth for all learners—needed to be paired with an equally strong emphasis on ensuring that classroom assessment practices engaged students with their learning. This was an important and intentional shift in philosophy from “does an assessment practice accurately measure what has been taught” to “does an assessment practice effectively measure and promote growth in learning.”

Through research, the assessment team considered how to measure mastery, including whether OLG's formative and summative assessments encouraged students to focus on learning. OLG's determination to provide students the foundation for lifelong learning is not just something that has been in the school's mission statement for decades, it is a critical role for today's educators who must prepare students for jobs that do not yet exist. Ultimately, the assessment team concluded that traditional grading systems inhibit student engagement. Research shows that when students receive written feedback and a letter grade, they only consider the letter grade. By removing traditional letter grades, students focus on the teacher feedback, which is designed to help them improve or extend their learning.

SBG enables students to gain a deeper understanding of both their academic strengths and areas needing greater effort. Importantly, SBG is an excellent tool for teachers to use with students who need additional support, as the identification of their strengths motivates these students to work on areas that they have not yet mastered. All students are more engaged as well as held more accountable for their learning. Instead of earning a grade and quickly moving on, students are asked to focus on the assessment results, to use the feedback, and to demonstrate improvement based on that feedback in future assessments. Teachers have observed that this encourages teacher-student dialogue and creates opportunities for students to challenge themselves to go beyond grade-level outcomes. Overall, this transition has allowed for greater differentiation with re-teaching opportunities and will ultimately allow for a transition to an even more personalized learning environment, all with the goal to maintain OLG's singular focus on student growth and lifelong learning.

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? \$7624
(School budget divided by enrollment)

4. What is the average financial aid per student? \$234

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: MAP Growth

Grade: 3

Edition/Publication Year: 2015

Publisher: NWEA

**Scores are reported here
as:** Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	219
Number of students tested	67
Percent of total students tested	99
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	228
Number of students tested	73
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	241
Number of students tested	83
Percent of total students tested	99
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	246
Number of students tested	74
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	248
Number of students tested	72
Percent of total students tested	97
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	251
Number of students tested	66
Percent of total students tested	97
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	209
Number of students tested	66
Percent of total students tested	97
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	217
Number of students tested	72
Percent of total students tested	99
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	224
Number of students tested	83
Percent of total students tested	99
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	228
Number of students tested	74
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	233
Number of students tested	71
Percent of total students tested	96
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: 2015

Test: MAP Growth
Publisher: NWEA

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	235
Number of students tested	67
Percent of total students tested	99
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: