

U.S. Department of Education
2020 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. Maryann Hayslip
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Aloysius School
(As it should appear in the official records)

School Mailing Address 122 Mt. Mercy Drive
(If address is P.O. Box, also include street address.)

City Pewee Valley State KY Zip Code+4 (9 digits total) 40056-9068

County Oldham

Telephone (502) 241-8516 Fax (502) 243-2241

Web site/URL http://www.staloysiusky.org E-mail schooloffice@staloysiuspwv.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 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 Mr. Todd Lambert
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) 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. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	14	15	29
1	14	12	26
2	18	14	32
3	18	22	40
4	13	15	28
5	23	22	45
6	19	27	46
7	11	21	32
8	20	28	48
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	150	176	326

*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
 - 0.5 % Asian
 - 0.5 % Black or African American
 - 5.5 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 6 % 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 2018 - 2019 school year: 3%

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, 2018 until the end of the 2018-2019 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2018	339
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Spanish

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

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

Total number students who qualify: 8

8. Students receiving special education services: 20 %

66 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>27</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>42</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>24</u> Specific Learning Disability |
| <u>20</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>3</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12

10. Use Full-Time Equivalents (FTEs), rounded to the 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.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
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 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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. 2014

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

St. Aloysius School serves students through Christ-centered formation and academic excellence. Graduates are well-prepared for high school academics and eager for life-long learning.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

St. Aloysius Catholic School is a 2014 National Blue Ribbon School of Excellence that serves K-8 families in the Louisville suburb of Pewee Valley, Kentucky. Founded in 1926 as a one-room schoolhouse, St. Aloysius Catholic School now serves over 325 students as an integral part of a thriving parish in the Archdiocese of Louisville system of schools. Our stakeholder pool is comprised of predominately middle to upper middle-class families. The school's mission is to serve all students through Christ-centered formation and academic excellence. Graduates will be well prepared for high school academics, eager for life-long learning, and committed to living their Catholic faith. This mission was strengthened and prominently promoted by earning our first Blue Ribbon in 2014. We look forward to sharing another win with our local community to recognize and reward the continued efforts of our parents, teachers, and students.

Our faculty strives to challenge students at every level using a growth mindset approach in conjunction with Response To Intervention (RTI) protocol. Teachers understand that learning is an ongoing, cyclical process through which students move at different paces on their academic journey. By focusing on effort and perseverance along with accountability, we clearly see student growth both academically and emotionally. The Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) test was mandated for all archdiocesan schools this fall. From our first testing window we can already see excellent results. St. Aloysius is meeting or exceeding the archdiocesan averages in almost every category. Because this testing program is adaptive and focuses on student growth over time, it aligns well with both our growth mindset philosophy and RTI practices.

RTI and growth mindset have also influenced school leadership practices as seen with faculty groups via Professional Learning Communities (PLCs). Following the concepts outlined in the book *Data Wise*, published by Harvard Education Press, teachers have worked together to address student engagement, overall math progress, and social-emotional learning. This dedication to both research and implementation of best practices has garnered three additional awards for our school team. In 2017, our current principal was named the Distinguished Catholic School Leader for the Archdiocese of Louisville. St. Aloysius teachers also won the Catholic Education Foundation Classroom Innovation Award in both 2017 and 2018.

Currently, St. Aloysius is also in the running for an innovation award from *Today's Catholic Teacher* magazine for our implementation of the Calm And Loving Minds Achieve (CALMA) curriculum. Recognizing this initiative as an outstanding complement to our existing physical education program, CALMA focuses on incorporating meditative practices, self-regulation techniques, and empathy into the traditional school program. Teachers, assistants, and administrators all attended training sessions prior to school starting. Twelve teachers work together in a CALMA driven PLC led by our school counselor. Our Parent Teacher Organization hosted a workshop for parents to also learn the components of this program and how to use them at home. All stakeholders are included in order to provide a consistent and unified delivery of this important initiative, and we are already seeing results. Instead of having a meltdown or throwing their hands up in surrender, students use mindfulness techniques such as deep breathing, centering, and changing perspective to self-regulate in difficult moments. Having this new toolbox of mindful strategies will continue to contribute to student overall success as they move into higher education. Administrators understand implementation of this program is a long-term process and have committed to bringing the creator of the program in for additional teacher support, further professional development, and gathering and analyzing student feedback data. This emphasis on social-emotional learning, paired with our high academic standards, differentiates us from other schools in the area.

Our first designation as a Blue Ribbon School of Excellence boosted morale among parents, teachers, and students alike. We were proud of our accomplishment and able to show with real proof that our small school was doing great things. As the only Catholic school in our county, we were also able to find our place among our public school colleagues. Because our academic program was nationally recognized, we were allowed to shift some of our focus to other, non-traditional programs like CALMA. Certainly, we are maintaining our academic rigor, but being able to enhance that with social-emotional learning sets us apart. St. Aloysius Catholic School truly educates the whole child. Our desire to once again be named a Blue Ribbon School of Excellence is clear through these and other improvement efforts. The Cognia accreditation

process we use is a cycle of self-examination, data collection, and goals assessment. Parent, faculty, and student surveys guide the administrative decision-making process. This input is invaluable as we scrutinize our program and adjust as necessary. Our stakeholder team is committed to taking the necessary, proactive steps to propel our excellence well into the future.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The curriculum of St. Aloysius is based on the Archdiocese of Louisville Curriculum Framework. This framework is aligned with national standards and with the Learner Goals and Academic Expectations established by the Department of Education of the Commonwealth of Kentucky. We also incorporate the Catholic Common Core Curriculum. Our curriculum framework is monitored through a review cycle so that each subject area is evaluated and realigned every four to five years at a minimum. This allows our teachers to stay current in their respective fields and for materials to reflect the latest findings in ever changing areas such as science and social studies. Furthermore, new methodologies and technology applications can be explored as research based best practices are developed. An example of this is found in our shift from traditional math instruction to a more conceptual approach paired with a new textbook adoption.

Nevertheless, curriculum and textbooks take second place to excellent teaching based on a positive culture of learning and strong relationships between faculty and students. Learning involves taking risks and making yourself vulnerable. If teachers don't take the time to develop authentic relationships and build trust in the classroom, students will never achieve their highest potential. Throughout this application, you will see time and again that St. Aloysius uses growth mindset, socio-emotional programming, and creative cross-curricular connections to engage students on a deeper level, regardless of the subject matter.

As material is taught, there are always ongoing assessments. Teachers use casual assessments such as bell ringers, whole class and individual temperature checks, and exit slips to monitor daily understanding. More structured formative and summative assessments are used to guide advancement and keep parents informed of student progress. Standardized test data is also closely analyzed by the entire faculty to ensure overall school growth.

1b. Reading/English language arts

At St. Aloysius, we embrace the philosophy that every teacher is a reading teacher. At the primary level, students are engaged in language-rich environments with an emphasis on phonemic and phonological awareness further strengthened through spiral review. Basal readers and trade books are incorporated to cover specific skills with high interest stories. Because we know each reader is unique, teachers use a blended approach to curricular planning. Instruction is guided by methods such as Orton-Gillingham, and Daily 5, and researchers such as Jan Richardson and Lucy Calkins. Students take the Star Reader Test and have class and individual goals in the Accelerated Reader (AR) program. Our librarian works with students and teachers to provide resources and support throughout the reading process.

Targeted assistance from reading resource teachers is also available to primary and intermediate students who need extra attention. These teachers work with individuals and small groups to build firm literacy foundations. Multiple means of formative assessment, including AR, running records, and reading conferences are used to build upon skills and close gaps. Having such a multilayered approach ensures every child receives instruction at his or her own specific level and is consistently poised for optimum growth.

Middle school incorporates literature anthologies, classic novels, and poetry selections to cover various authors and genres. Literature circles are also employed to empower students. Outside of their literature classes, students are expected to explore/analyze self-selected novels and demonstrate literal and inferred comprehension through grade-specific journal response formats. While this strategy gives students a sense of ownership in choosing their novels, it also allows the teacher to differentiate reading levels and continually challenge students.

Students are encouraged to apply reading skills throughout their day. Word problems are stressed in math, lab directions must be followed precisely in science, context clues are invaluable in Spanish, and graphic

organizers are common tools in many classrooms. Teachers clearly recognize the importance of basic reading skills for success. Because reading and writing go hand in hand, grammar rules, sentence structure, and fundamental writing components are taught throughout the curriculum.

Grammar and revision techniques are embedded into frequent, cross-curricular, on-demand writing opportunities. Writing lessons require differentiation to meet the varied needs of students. In third grade, for example, we use a combination of readers/writers workshop and guided reading to scaffold instruction. Students are sorted into flexible groups that change depending on mastery. Incorporating methodology from the Six Traits of Writing, intermediate students produce work in a variety of genres. Education in the recognition of Greek and Latin words is the basis of our middle school spelling and vocabulary focus. Grades K-8 participate each year in the Young Author's Contest. Grades 6-8 also compete in our county conservation essay contest. These opportunities give authentic purpose and audience to student work. Reading and writing skills set the foundation for success in any subject area so we make them a priority in every classroom.

1c. Mathematics

St. Aloysius has a rigorous math program rooted in computation and reasoning skills enhanced by a conceptual approach to teaching. The primary levels incorporate manipulatives and interactive instruction to emphasize number awareness and operations. Content focuses on conceptual development, experimentation, and play over rote work and memorization of standard algorithms. Intermediate students enter differentiated tiers to ensure students are challenged appropriately as they begin to develop problem solving strategies and apply math to the real-life situations. Teachers encourage students to explore different strategies for learning math concepts, including error analysis questions that promote critical thinking, with multiple entry points and extensions to apply skills. Middle school content relies on practical, relatable applications and investigations of numbers and utilizes an inquiry/problem-based approach to engage students in learning. By eighth grade, all students are following an Algebra I curriculum that fosters a mathematical independence and promotes advanced high school placement using problem-based learning and written mathematical reasoning. Technology is integrated into the math curriculum through educational apps like Freckle and eSpark and websites such as the National Library of Virtual Manipulatives. Flipped lesson video tutorials and web resources designed to supplement course textbooks are also incorporated on a regular basis.

As we make a conscious effort to shift math classes to a more conceptual approach, high quality tasks have become even more instrumental to instruction. These tasks are expected not only to develop a deeper understanding, but also to strengthen procedural skill, fluency, and application. Students are guided to connect previous knowledge to new learning while teachers promote reasoning and problem-solving skills. Math instruction is no longer black and white memorization of facts. Done correctly, lessons should allow for multiple solutions and strategies. This requires students to explain their thinking and brings them to the higher level of a 21st century learner.

Cycles of assessment and reflection guide student placement in class settings that promote student success. Beginning in third grade, educators analyze standardized test scores, previous coursework, in-class observations, and prior teacher recommendations to place students into paced, on-grade, or accelerated classes. Such organization allows for targeted differentiation that aims to progress our paced students, identify students who would benefit from supplemental instruction with our math resource teacher, and appropriately challenge our advanced students.

In the spirit of continual reflection, the math professional learning community regularly meets to review learning standards at each grade level. This ensures appropriate content progression between grades and targets specific instructional goals. A benefit of this collaboration has also been the formation of curriculum maps highlighting prerequisite skills for each grade level, improving the scope and sequence of our math instruction as a whole. These skills for success are shared on the school web site so prospective and current families can clearly see our expectations at each grade level. A commitment to the constant application of learning standards, dedication to exploring varied instructional approaches, and a focus on purposeful assessment guide the math program at St. Aloysius and combine to promote consistent success for our students.

1d. Science

Science classes provide students not only with knowledge of the world around them but opportunities to interact with it first-hand. Laboratory work is joined with text-based notes for maximum understanding and skill development. As early as kindergarten, students learn about the world around them through trial and error hypotheses. Fifth grade has monthly visits from the Kentucky Fish and Wildlife Department and participates in Earth Day activities rotating through stations on the significance of butterfly gardens, clean groundwater, and the importance of trees in a community. Seventh graders complete an in-depth poster project on an animal for the Zoology Symposium then organize their animals based on genetic relatedness. Due to the excitement generated for science across the curriculum, alumni report they are often above their high school peers in science.

Virtual labs via online subscriptions to Gizmos and Brain Pop provide numerous activities for students to learn about complex interactions that would not be possible to reproduce safely or efficiently in an elementary school. Students enjoy virtual frog dissections, traveling to the earth's core, and much more through the integration of technology as a key component to our science curriculum. At the middle school level, students regularly engage in inquiry-based science and engineering projects. Students are encouraged to work in teams to apply their knowledge of biological systems, chemistry, and physics to real world scenarios and to use the engineering design process to develop solutions. For example, in the eighth grade, students use laws of physics and thermodynamics to design a container that will prevent an ice cube from melting under extreme heat. The goal of our science program is to not only teach all students a rigorous science curriculum, but also to help them develop cooperative problem-solving skills within the context of engineering design challenges.

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

American and world history, geography, government, economics, and current events are all included in our social studies curriculum. Teachers use a variety of methods to keep history interesting and applicable to students' daily lives. First grade uses problem-based learning to build mini-Mayflower ships, predicting how many pilgrims will survive the journey. Technology is integrated as the third grade follows wagon trains on the Oregon Trail, and dramatizations are a highlight of seventh grade studies of the Revolutionary War. Flipped classroom lessons, differentiated centers, and gallery walks of student created posters are all commonly incorporated teaching techniques.

In addition, cross-curricular connections are easily made. Math skills are highlighted in personal finance lessons through Junior Achievement, Finance Park, and units on Kentucky history including Churchill Downs. When studying Asia, students create Japanese watercolors in art and write haiku poems in English class. The influence of various genres on popular culture is examined in music class. The proper points of formal debate are covered in language arts classes before assigning presidential topics to eighth graders for in class discussions. Student engagement in social studies is high with hands-on, high interest topics which build on critical thinking skills.

Cultural diversity and social justice topics are highlighted with visits to the Underground Railroad Museum and semi-annual refugee camp simulations. Our Spanish program works to bring the Hispanic perspective into the classroom through cultural history lessons as well as commentary on current events. The overall program is rounded out by guest speakers, service outreach, and programs like the National Geographic Geography Bee. We are proud to have contributed to organizations such as Blessings in a Backpack, Dare to Care, and WaterStep. Our students have a firm foundation of both historical knowledge and present-day issues that will help their formation into future productive citizens.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Special area classes at St. Aloysius have the same importance and high expectations as core content areas. Art, Music, Library, Computers, Spanish, and PE are offered to every student in grades K-8. Younger students (K-5) rotate these classes, having a different one each day with bonus classes as the schedule allows. Middle School (6-8) have these specials in a block rotation. They will focus on one area and have that class every day for a six-week period. Then they will switch to a different special area for another six weeks and so on throughout the year. Grades K-5 have weekly Spanish classes for exposure and enrichment but middle school students have weekly Spanish classes in addition to their six-week rotation. Special area teachers are contributing members of professional learning communities (PLCs), collaborate with homeroom teachers on cross-curricular projects, and have their grades factored into honor roll calculations giving them merit to all stakeholders.

Over the last two years, our arts program has grown tremendously due to the insights of a new art teacher and an enthusiastic music director. Both instructors regularly connect art and music to content skills. Research shows that students who visualize scenes have higher comprehension rates; therefore, it makes sense to practice this skill for emerging readers in art. Second graders, for instance, listened to *Wet Dog* by Elise Broach. Students then created original artwork that focused on showing movement with various art mediums and techniques based on their own visualizations. Sixth grade math objectives include using a scale factor to reduce or enlarge at a consistent measure. This skill was incorporated into art as students built background sets for stop motion animation projects. In music class, first graders take skip counting math skills and apply them to rhythm and note values. Eighth graders use English research skills to delve into music history and produce info-graphic posters. Approximately 24% of our student population is active in Choir and/or Glee Club. This year four of our middle school students put writing skills, sight reading, and vocal skills to the test by auditioning for the Kentucky Junior High Chorus. We find success in our arts curriculum because they are not elitist, free standing programs. They are equally celebrated at performance events and in core content areas.

This same approach is applied in our library/media and technology instruction. Using iPads, Chromebooks, and desktop computers collaboratively, students research, design slide shows, and form graphs and charts to support core content learning. Sixth graders recently covered appropriate ways to write correspondence by drafting professional emails to the principal. The upcoming science Invention Convention relies heavily on computer time for research, development, and to create presentation materials. A local trend among elementary schools is the transformation of libraries into Maker Spaces for Science Technology Engineering and Math (STEM) activities. While we believe STEM is an important component of learning, we also feel keeping books available to students is vital to life-long learning, so we strive to find a balance by engaging our students in the best of both worlds. If you walk through our library today, you could find students working with engineering diagrams for the proper placement of 400 Rubik's cubes to form a mosaic portrait of Abraham Lincoln or categorizing books by genre as they discuss current Newbery Award winners.

Spanish and PE further enhance our traditional curriculum. Grammar connections from English flow nicely into the Spanish classroom and vice versa. Basic math facts are reviewed when learning number patterns in Spanish. Social studies and cultural lessons are included as we look at historical accounts from a Hispanic perspective. In PE, science students make predictions and calculate formulas for long jumps or times for running a mile and younger students strategize math patterns as they try to run, jump, crawl and skip through mazes. Math, problem solving, reading, and writing skills intersect every day in each of our special area classes. In a climate where special areas are the first to face budget cuts, we work to embed them throughout our curriculum and classrooms because we understand and appreciate their importance not only in supporting classroom instruction, but in the true formation of the whole child.

3. Academic Supports:

3a. Students performing below grade level

Many methods are used to reach struggling learners under Response To Intervention (RTI) protocols. Classroom teachers, resource coordinators, and administrators have all attended workshops on RTI.

Teachers are given professional development time to analyze student achievement data and reflect on growth patterns. Based off periodic reviews, students have learning needs met through small group interventions, whole class reteach sessions, work with resource teachers, and practice sessions. Both resource teachers meet daily with reading, writing, or math groups to provide differentiated instruction and accommodations as needed.

Upon review of standardized test scores this fall, growth areas were found in student analysis of informational text and basic comprehension skills. Special area teachers were included in discussions and the faculty found ways to incorporate articles focusing on art, music, and technology themes that would be of higher interest to students. Core content teachers use close reading strategies to assist students in identifying key information in texts. Science and social studies teachers, whose subject matter is not directly tested, were instrumental in finding online resources such as NewsELA and StoryWorks to help close learning gaps while still covering their own subject matter.

Socio-emotional areas are also included in our efforts to help struggling students. The school counselor implements the Minds In Motion program with kindergarten students to work on fine and gross motor skills, balance, and crossing the midline, all of which have been tied to improvements in language arts. She offers social skills classes and collaborates with both resource and classroom teachers for behavior plans, sensory integration issues, and other accommodations. Making time for this type of analysis on a regular basis is imperative for closing gaps within the student body. St. Aloysius strives to meet the needs of the whole child so that higher achievements can be made by all.

3b. Students performing above grade level

As a Blue Ribbon School of Excellence, we have many students who go beyond traditional grade level expectations. Students are supported through innovative uses of class time, academic contests, and extra curriculars. Leveled math and reading groups challenge students who are ready for higher level material. Genius hour and What I Need (WIN) Time encourages students to go deeper into topics of interest. For example, instead of simply providing more worksheets for a student who has demonstrated mastery, enrichment units are developed which students work on at their own pace. Units on baseball statistics, styles of poetry, or art history give accelerated students a new way to apply classroom skills.

Students participate in the local conservation league art and essay contest each fall. Here, students apply classroom knowledge to a real-world problem. Students research an environmental topic, write a persuasive essay, and submit it for review by a panel of outside judges. Young artists follow similar guidelines learning to put their lessons on form, color, and craftsmanship, to use for social cause awareness. Governor's Cup competitions are another enrichment opportunity. Practice teams focusing on math, science, social studies, language arts, arts and humanities, and composition delve into topics and techniques not always covered in traditional classrooms. These groups demonstrate mastery of advanced material through written assessments in competition with other local schools.

Stakeholders provide extra-curricular activities such as Science Technology Engineering Math (STEM) nights, book clubs, and chess club. While all students are welcome to participate, those functioning above grade level are often involved more closely with the planning and execution of these events. This gives them an opportunity to develop leadership skills in addition to their academic merits.

3c. Special education

The student population at St. Aloysius includes learners diagnosed with dyslexia, depression, autism, attention deficit, etc., mirroring public school populations. We acknowledge that finding success for students within their least restrictive learning environment is crucial to preserving student self-esteem and building acceptance and understanding in our community. St. Aloysius promotes a full inclusion model, providing support to students through collaborative teaching, integration of technology, and resource teacher support. Caseloads are split between two learning resource teachers for K-3 and 4-8 forming stronger relationships within smaller groups.

Assessment modifications include technological advances and age appropriate tools. Students with hearing loss benefit from voice amplification systems as well as programs and headsets for Chromebooks to read text directly to them. Younger students who struggle with reading responses have tests with emoji face answer choices in lieu of sentence dictation or have the option of telling the answer in addition to writing it down.

While there is some individual and small group pull out, we push in whenever possible. Resource teachers are included in reading group centers, sight word stations, and other assessments for entire classrooms, not just those students with a diagnosis. The upper grade resource teacher team teaches sixth grade math. She also offers time to work with any student on organizational skills. We understand that good learning strategies work for multiple students and should not be implemented for only one subgroup, but for the success of all learners. This approach serves the academic, social, and emotional needs of students with learning differences in a compassionate and practical manner.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement is a priority at St. Aloysius. Last year a teacher professional learning community (PLC) spent the entire year looking at ways to increase academic engagement across subject areas. Based off the book, *Teach Like a Pirate*, teachers developed a student voice survey, administered learning style inventories, analyzed exit slips for key lessons, completed peer observations, and shared methods that worked with student subgroups at faculty meetings. Consideration was given to extending methods from special area classes like art and computers where students are typically more engaged with hands on/interactive tasks to core curriculum subjects. Learning style inventories and theories of multiple intelligences helped all teachers engage students in a greater variety of meaningful ways. Instead of simply reading about battles of the Revolutionary War, for example, seventh graders were challenged to present information to the class via posters, skits, info-graphics, interactive time lines, and even a dance party format!

At the end of the year, the faculty agreed that while most students were able to overcome inhibitions and learn in a variety of ways, there was still a significant number of students who were plagued by perfectionism or anxious about leaving the comfort zone of traditional lecture based classes. The administration was also monitoring a trend of more children on behavior support plans and a rise in minor conflicts during unstructured time. The faculty decided unanimously to address both of these areas with a socio-emotional learning curriculum. Such a program would help students focus and stay calm in the classroom as well as impart more self-regulation skills for better peer relationships.

Calm And Loving Minds Achieve (CALMA) is our program of choice and has already had success in just one semester of implementation. Mindfulness is highlighted throughout the day and throughout the curriculum. Pre-assessment and mid-year student surveys show a decrease in overall student anxiety levels and the number of documented behavior incidents has dropped compared to last year. Breathing exercises and feelings inventories are helpful but the key to credibility for this program is that students can see teachers practicing the same skills. It's not simply clicking on a video; teachers themselves are guiding the meditations and using a common vocabulary to reinforce key points. Both student morale and overall engagement have been enhanced by adding this positive component to the regular school day.

2. Engaging Families and Community:

Transparency and an "all in" approach are the key strategies that make St. Aloysius so successful. Engaging parents through school board participation, long-range planning, and need specific committees provides St. Aloysius with input and expertise imperative to high achievement. One of the most active school board sub-committees focuses on school enrollment. This group carefully looked at what each member brought to the table then worked off these skill sets to brainstorm marketing ideas, facilitate the redesign of the school website, itemize and prioritize areas for facilities improvement, and reinvigorate social groups to welcome new and prospective members to our overall community. The school administration, along with sub-committees like this, gathers input throughout the year via formal online surveys for both parents and students, posts on social media, stakeholder meetings, and the administration's open-door policy.

Parent-Teacher-Student Conferences, online grade reporting, and continual feedback on student progress allow parents to work closely with teachers in providing a rich educational experience. There are no hidden agendas or behind the scenes tweaks to alter student progress, instead all parties are openly engaged in ensuring student success. Parents who have students with specialized learning plans meet with resource coordinators multiple times throughout the year to celebrate student success or course correct as necessary. Minimum guidelines require just two meetings at the beginning and end of the year; however, as a school of excellence, we strive to go above and beyond for all student growth. Teachers also look to community partners to enrich classroom studies. We have regular visits from the state conservation department, 4H, Junior Achievement, and library therapy dogs. Collaboration with these community resources and keeping communication open with all stakeholders is a contributing factor to an average of 56% of students earning

honor roll or principal's list status each trimester.

St. Aloysius prides itself in giving back to the greater community as well. During the fall semester, service groups made up of parents, teachers, students, and administrators have collected and donated 60 blankets to homeless shelters, 198 pies to Kentucky Harvest foodbank for Thanksgiving dinners, and over 700 canned goods to local food pantries not to mention the hours of in person volunteering at local agencies/events. While not a specific measure of academic success, engaging students in the world around them fosters growth in social justice and community awareness. We are proud to gain from and give back to our community.

3. Creating Professional Culture:

In the Archdiocese of Louisville, teachers have a minimum requirement of 18 hours of professional development (PD) each year. Our faculty regularly meets and exceeds that number. For example, over the last three years, the learning resource coordinator has averaged 53 hours of PD each year which she then shares with all staff at open faculty meetings. However, our administration believes that attending seminars is only the tip of the iceberg. A growth mindset approach is taken with teachers, just as with students, to try new methodologies, stretch into cross-curricular projects, or design different ways to collect student achievement data. A system of in-house experts has been identified and teachers are strongly encouraged to see peers in action. The idea that everyone has something to offer to improve our school empowers each educator to do his/her best every day. This open-door policy of peer observation not only affirms the teachers who are demonstrating a method but also gives other teachers confidence to bring new approaches into their own classroom. Teachers are still sent to various conferences across the United States, but they also find value in seeing what is happening across the hall. When students see their English teacher learning along-side them in science class it gives everyone a boost. Parents and classroom assistants are also involved in offering PD for teaching students with diabetes and other medical concerns allowing all stakeholder groups to feel comfortable, confident, and that all needs are being met.

Alignment of PD with school wide goals is also critical for success. This is where professional learning communities (PLCs) play a vital role in our success. More than just a book study or discussion group, our PLCs meet regularly to analyze data, address 'big picture' issues, and decide next steps for school improvement. Last year, a PLC was formed to examine primary math scores that had consistently been below archdiocesan averages. This group not only looked at test score data and the curriculum framework but also found ways to unify their teaching expectations and developed common vocabulary lists and grading rubrics across grades K-3. Teachers stay motivated and see the merit in this type of professional development because there is a tangible, practical end result. Morale stays high because teachers have a network of resources and thrive in an environment that promotes seeking help as a positive way to grow.

4. School Leadership:

St. Aloysius is directed by the principal with the support of the school counselor, teacher committees, an active school board, and various stakeholder groups. These groups recognize and appreciate the principal's philosophy of keeping the tried and true while still thinking outside the box. This philosophy ensures a steady, focused course, constantly poised for new initiatives. The growth mindset approach found in the classroom is mirrored in the principal's interactions and expectations for teachers. She firmly believes that student growth and achievement should drive instruction. If teachers believe it will help students, the principal will find a way to make it happen regardless of material or financial resources. Following the idea that you only fail if you don't try, St. Aloysius has been a leader in the archdiocese for programs such as offering alternative seating options in early primary grades, distance learning programs, and integration of interactive flat panels in the classroom. Our openness to new and better ways of teaching has contributed to students scoring at career or college readiness in 16/18 areas on recent standardized tests. Currently, the principal is working with stakeholders on the adoption of a year-round, socio-emotional program for grades K-8, setting St. Aloysius apart in yet another area. Embracing new ideas such as these has earned two teacher innovation awards, a distinguished educator award for the principal, and three other similar nominations since receiving the Blue Ribbon School of Excellence Award in 2014.

While the principal is a driving force, implementation of programs resulting in student success would not be possible without the support and hard work of other stakeholders. One of the best examples of collaborative leadership can be found in our Calm And Loving Minds Achieve (CALMA) initiative. The principal learned of this curriculum by attending a seminar on reflective practices. After speaking with the author, securing funds, and scheduling teacher training, the principal stepped back and let the other stakeholder groups take charge. The counselor leads the professional learning committee tasked with monitoring the implementation and effectiveness of CALMA, teachers equally share the responsibility of covering lessons, the Parent-Teacher Organization hosted information nights to encourage CALMA practices at home, and the school board vetted ways to include this innovative curriculum in marketing materials and the school's online presence. Every school has a leader, but it takes a combined effort of all stakeholders to reach the highest levels of achievement.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Effective lessons have a beginning, a middle, and an end. We extrapolate this concept to our student body by incorporating high quality instruction at each stage of development. In kindergarten, children learn exponentially by ‘playing’ at centers, using hands on manipulatives, and sharing with friends. Intermediate students focus on building firm foundations of skills and refining their use. Older students are challenged to apply previously mastered skills to a new task, in real-life situations. This focus on the development of the whole person over time has been a pivotal component to our overall academic success. We empower students at all levels with advanced questioning skills, multiple perspectives, growth mindset perseverance, mindfulness techniques, and other valuable approaches which promote a lifetime of achievement.

Generally, teachers are so burdened with benchmarks and test scores that they have limited time or energy to work outside the traditional curriculum. St. Aloysius faculty make a conscious effort to investigate and implement practices such as growth mindset, genius hour, a conceptual approach to math, and Calm And Loving Minds Achieve (CALMA), to expand our students’ perspectives and potential. The growth mindset approach works to strengthen students’ perseverance and grit as they work through material. We teach that some of the world’s greatest inventions and discoveries were the result of repeated trial and error. We want our students to learn from every available avenue, including their mistakes. Genius hour is a program that allows students to choose their own topic of interest and research it in depth. Our students have reinvented ballet shoes, delved into the science of baking, and written their own original music scores during genius hour units. High interest levels from self-chosen topics sparks learning in a whole new way. Incorporating a more conceptual approach to mathematics instruction pushes our students to learn the why of math far beyond memorization of basic facts. Having students verbally explain and defend their solution to a problem engages the mind of the 21st century learner. Finally, our mindfulness approach with CALMA helps students not only with interpersonal relationships but also trains them to focus, self-assess, and self-regulate so they are in the best frame of mind possible for classroom instruction. Our students can easily see the value of these non-traditional topics that focus on their growth into successful adults.

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? \$6382
(School budget divided by enrollment)
4. What is the average financial aid per student? \$1899
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 18%