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

Official School Name St Raphael The Archangel Elementary School
(As it should appear in the official records)

School Mailing Address 2131 Lancashire Avenue
(If address is P.O. Box, also include street address.)

City Louisville   State KY   Zip Code+4 (9 digits total) 40205-2957

County Jefferson

Telephone (502) 456-1541   Fax (502) 451-3632

Web site/URL https://www.straphaelschool.org/   E-mail jtabor@sraparish.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* Ms. 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 Ms. Julie Baum
(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   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                           0 High schools
                                           0 K-12 schools

                                           0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. 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)
   [X] 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	23	25	48
K	8	18	26
1	14	17	31
2	12	7	19
3	12	7	19
4	13	7	20
5	19	17	36
6	17	15	32
7	28	17	45
8	16	16	32
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	162	146	308

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

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school (if unknown, estimate):   1 % Asian
             2 % Black or African American
             3 % Hispanic or Latino
             0 % Native Hawaiian or Other Pacific Islander
             89 % White
             5 % 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: 4%

    If the mobility rate is above 15%, please explain:

    This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2018 until the end of the 2018-2019 school year	4
(2) Number of students who transferred *from* the school after October 1, 2018 until the end of the 2018-2019 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2018	308
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

    Spanish, Vietnamese

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

                                              0 Total number ELL

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

           Total number students who qualify: 7

8. Students receiving special education services: 10 %

                                                          31 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.

3 Autism	0 Multiple Disabilities
0 Deafness	1 Orthopedic Impairment
0 Deaf-Blindness	18 Other Health Impaired
0 Developmental Delay	12 Specific Learning Disability
0 Emotional Disturbance	3 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	1 Visual Impairment Including Blindness

9.   Number of years the principal has been in her/his position at this school: 3

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	2
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.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	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%	96%	94%	96%	95%
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 X   No

    If yes, select the year in which your school received the award.   2003

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

At St. Raphael the Archangel School, it is our mission to be a faith-filled, Catholic community serving God, families, and children by instilling the core values of Faith, Community, Achievement, and Leadership.

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. Raphael the Archangel Catholic School was founded in 1949 by the Archdiocese of Louisville, one year after St. Raphael the Archangel Catholic Church, in response to the rapid expansion of the suburban area along Bardstown Road in Louisville, Kentucky. St. Raphael school was under the direction of the Ursuline Sisters of Louisville, who served St. Raphael School until 1996. The St. Raphael community is approaching its 75th anniversary and there is great energy around preserving tradition while looking forward to making improvements for the continued success of the community. St. Raphael is located in the Upper Highlands of Louisville-- 15 minutes from downtown, but just minutes away from outlying suburbs. This makes our geographical location within the city central and ideal for many families looking to find a strong Catholic community and education. Many students at St. Raphael live in the neighborhoods surrounding the school, but overall St. Raphael serves students from 30 zip codes.

One of the greatest strengths of our school community is a shared commitment to Catholic education between our staff, school parents, and our parish at large. There is a strong tradition of a supportive community fully committed to the success of Catholic education. The St. Raphael school community values long held traditions which include heavy school involvement in the parish summer picnic, a Lenten Passion Play performed by our middle school students, the prayer partner program which pairs sixth through eighth grade students with Kindergarten through second students, Grandparents Day, the Passing of Leadership from eighth to seventh graders, a thriving middle school House system, and a student Honor Code which has been recited daily for more than fifteen years. Enjoyment of these traditions is shared across generations as 25% of our students are children of former graduates and 7% of our students have grandparents who are St. Raphael graduates as well.

St. Raphael's faculty follows the Archdiocese of Louisville Curriculum Guide which provides a framework in which to design, implement, and assess key concepts and skills in each grade level. This curriculum challenges students in order to prepare them for the next step in their educational journey and our faculty communicates high expectations for all students. St. Raphael school implements multiple programs and supports in order to encourage, develop, and challenge all students academically, socially, emotionally, and spiritually. St. Raphael's principal started a program in 2017 called "Caught You Being Great" to encourage students of all grade levels to be thoughtful and helpful. Faculty and staff present students they catch going above and beyond with a "Caught You Being Great" form which the student can share with the principal to be read over morning announcements. St. Raphael's counselor conducts whole group and small group lessons with each grade level at least once a month in order to give students essential strategies for navigating age appropriate social -emotional issues. St. Raphael also implements Virtues in Practice, a program designed by the Dominican Sisters of Saint Cecilia, for all grades to study a virtue each month and focus on concrete ways to implement that virtue in their lives.

Students participate in a variety of programs that provide academic and social encouragement and support. At St. Raphael, mentoring is incorporated into all academic levels, providing students the opportunity to make social connections with students of other ages while also often receiving academic support. Mentoring opportunities also provide our oldest students with opportunities to learn how to be a good role model for others. St. Raphael has a full time Learning Coordinator who oversees a peer tutoring program as well as the writing and implementation of Student Accommodation Plans and Student Strategy Plans which provide necessary supports for students with official diagnoses or other learning challenges. The Learning Coordinator is also spearheading the implementation of RTI (Response to Intervention) beginning in grades K-2. Kindergarten through second grade teachers are using MAP and classroom assessment data to begin implementing RTI in their PLC (Professional Learning Community) group. Teachers are collaborating to identify students in need of specific interventions, working with peer and adult mentors to implement these interventions, and tracking student growth as a result of the RTI process. This initiative will continue to move into upper grades in spring 2020 and into the next school year.

St. Raphael School and Church underwent a change in leadership in 2017, bringing in a wave of positive energy and a 15% increase in enrollment from 2017-2018 to 2018-2019. St. Raphael has been the honored recipient of the National Blue Ribbon Award in 1997 and 2003, leveraging those awards when encouraging prospective families to visit St. Raphael, asking for donations to make school improvements, and inspiring students and faculty to continue to strive for greatness. St. Raphael's school community is thriving and remains committed to its core values of Faith, Community, Achievement, and Leadership.

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 core curriculum at St. Raphael the Archangel Catholic School consists of reading/ English language arts, mathematics, science, social studies/history, and religion in Pre-K through eighth grade. As a Catholic School, we embrace a dual mission of faith formation and academic excellence anchoring St. Raphael in the Catholic tradition that is essential to our vision and mission as a school. Our school uses the Archdiocese of Louisville Curriculum Guide (2019), created by teams of content-area teachers that is updated on an established cycle. This guide contains performance standards that represent a cohesive set of expectations for all students. The teachers at St. Raphael use this framework and multiple resources to define the expected learning objectives as well as the ways students will demonstrate their knowledge and understanding of the essential concepts and skills for each grade level in a content area. Collaboration in professional learning communities has allowed teachers to interpret data collected from formative assessments such as exit slips, graphic organizers, and anecdotal notes and summative assessments like unit tests, STAR, or MAP Fluency and Growth. This data helps teachers identify and provide opportunities for various approaches to instructional planning and use of materials, as well as teaching and learning practices depending on student need and learning styles. Our teachers are highly knowledgeable in the content areas they teach and demonstrate a thorough understanding of the standards. The teachers are well equipped with a wide variety of engagement strategies to meet the needs of every learner. Some of the engagement strategies used in our classes are; differentiated instruction, technology integration (1 to 1 in middle school), laboratory integration, laboratory experiments, STEM, project based activities, and extensions beyond the classroom such as content related field trips and guest speakers.

1b. Reading/English language arts

In the core curriculum subjects of reading and English language arts, students are expected to meet grade level specific learning standards, retain or further develop new skills, and work steadily through content to acquire foundational skills. Students in grades K-5 acquire foundational skills because they read widely and deeply from a broad range of increasingly challenging literacy and informational texts. Students are able to achieve learning standards and develop content knowledge within and across grades. Students in grades 6-8 achieve learning standards by reading rich texts whose range extends across genres, cultures, and centuries building students literary and cultural knowledge. A unique feature in the curriculum is the Accelerated Reader program, a tool used in grades K-8 to provide accountability for independent reading, which is essential for future success. Students in K-5 achieve learning standards in the area of writing. They learn the purpose for writing, begin to build knowledge on a subject through research projects, and produce numerous pieces of writing throughout the year. For students in grades 6-8, writing becomes a way for students to show what they know about a subject. They demonstrate their ability to use technology strategically in their writing. Students create high quality first drafts, meet deadlines, and take time to improve their writing.

1c. Mathematics

Regarding the core curriculum subject of mathematics, teachers are responsible for maintaining a rigorous program based on learning standards such as counting, operations, algebraic thinking, numbers and operations in base 10, fractions, measurement and data, geometry, ratios, and proportional relationships, the number system, expressions and equations, functions, statistics, and probability. Each grade has specific content and students are expected to meet grade level special learning standards, retain or further develop new skills, and work steadily to acquire foundational skills. A unique feature in our curriculum is the Simple Solutions program in grades K-5. This is a daily lesson with a focus on new concept that builds upon previous concepts, with continuous review in a spiraling format for retention, consistency, and continuity.

1d. Science

In the core curriculum of science, the learning standards are based on the most current research on scientific learning. Science is taught through inquiry. Students acquire foundational skills through the content areas of physical science, life science, Earth, space, science and technology, science in personal and social perspectives, and history and nature of science, and STEM. Students in K-5 achieve learning goals through studying numerous topics over the school year with teachers making learning very engaging and using a hands-on approach. For students in grades 6-8, science teachers dig deeper in subject matter and teachers provide opportunities for application.

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

In the core curriculum subject of social studies/history/civic learning, students develop the ability to make informed decisions as citizens of a culturally diverse society. Learning standards are obtained in grades K-8 in the content areas of self, others, family, now, long ago, communities, communities around the world, Kentucky history, geography and regions of the US, Western hemisphere, United States history from the early days to the civil war, and reconstruction until modern times. Instruction in social studies is very inquiry based and teachers focus on four dimensions for instruction. They guide their students to develop questions and plan inquiries, apply disciplinary tools and concepts, evaluate sources and use evidence, and communicate conclusions and take informed action.

1f. For secondary schools:

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

Our certified preschool serves children ranging in age from 3 year olds to 5 year olds. We currently have one class of preschoolers (3 year olds turning 4) and two Pre-K classes (4 year olds turning 5). The preschool follows the Archdiocese of Louisville Curriculum Guide (2019) which aligns with the curriculum used in grades K-3. The curriculum used in preschool and Pre-K is vital because it sets the foundation for acquiring skills and allows for early intervention for our students. All Pre-K students are assessed with the Brigance III before starting Kindergarten. This past year, the students who previously attended our Pre-K program had an average score of 90% on this assessment compared to an 85% for those students who didn't attend the program. Our students also had higher scores on letter recognition compared to students who didn't attend our Pre-K program. 92% of our Pre-K graduates knew all capital letters compared to 66% of other incoming students.

The core curriculum for the preschool and Pre-K has clear connections to the core curriculum in grades K-3, allowing a cohesive transition for our students. Language and literacy in our program includes listening and understanding what is being taught. Students use increased vocabulary to better communicate, recognize and identify the alphabet, make connections between letters and sounds, recognize rhyming words, ask and answer questions in order to obtain information, understand writing is a means to communicate, initiate stories and/or retell stories that have been introduced, and the develop of fine motor skills. In mathematics, students learn number recognition and comparison, counting, sorting, identifying patterns, understanding positions and directional words, measure by height, weight, length, graphing to compare, and identifying shapes. In science, students learn personal wellness and health habits, weather and seasonal changes, investigate scientific concepts, and develop critical thinking skills. In social studies, students learn about the community the live, recognize and learn about community helpers and American heroes. In religion, students learn about Catholic traditions and their relationship with God and the church, and they work on developing their personal relationship with God.

2. Other Curriculum Areas:

St. Raphael the Archangel Catholic School offers other curriculum in art, Spanish, Physical Education, music, technology, and library classes to our students. We refer to these as "special area classes" and they are extensions of the core curriculum. Our special area classes are vital to the development and success of our students. Having students engaged in these classes weekly instead of occasional exposure is essential to

the development of the whole child as well as our school climate and curriculum. These classes have a positive impact on our students. For example, we have a student with a reading disability who does not feel confident reading in front of peers, but she thrives as a cantor who sings in front of the whole church, helping to boost her confidence and become a leader. Participation in these classes allow students to work on their cooperation skills, be creative problem solvers, and use critical thinking skills.

Our special area teachers use the Archdiocese of Louisville Curriculum Guide (2019) to help with lesson planning and assessment. Collaboration is critical in order for these classes to support the acquisition of essential skills. Our special area teachers are strong in the way they implement instruction. Just like our content area teachers, they use a variety of methods to plan instruction and teach. They build relationships with their students and determine how best to differentiate instruction to meet the various learning styles and needs of each student. They adhere to School Accommodation Plans and School Strategy Plans to support students with special learning needs. Our special area teachers collaborate with core content teachers to ensure successful cross-curricular instruction. For example, our second grade students read a book about Navajo Native Americans, learning about the rugs they are famous for making, and the art teacher taught the students how to weave with yarn and make their own rug. The middle school students integrate computer applications they learn into core content projects such using Google Docs to collaborative on research papers in language arts. Our PE teacher designs various stations in his class, which helps to reinforce how important cooperation and listening skills are with classmates.

All students in grades K-8 participate in art class each week. K-5 have art class for 40 minutes one time per week while students in grades 6-8 have art for 40 minutes two times per week. Students generate and conceptualize artistic ideas and see those ideas through to a completion of a project. Students understand the elements of art through different mediums and art forms through personal use and observation. The art teacher has created an environment where students interpret artwork by the Great Masters through current day. Students work to understand both group and individual expression, the meaning of art in their everyday lives, and the social and historical context of famous art and artists in order to deepen their connection to the artistic world around them. Lastly, St. Raphael's art program abides by the philosophy that "there are no mistakes in art," encouraging students to enjoy the process of artistic and self discovery.

All students in grades K-8 participate in physical education one time per week for 40 minutes. Physical education is an essential component of a student's overall educational experience. PE serves as a foundation for lifelong healthy living by including fitness, nutrition, social behavior, and stress management expectations into the curriculum. Students work to demonstrate competency in a variety of motor skills and movement patterns. Students apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. Students work to maintain a healthy level of physical activity and fitness. Lastly, students recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

All students in grades K- 8 participate in Spanish class. K-5 take Spanish one time per week for 40 minutes and 6-8 students take Spanish two times per week for 40 minutes. Building our Spanish program has been a priority with a goal of having 50% of our students who elect to take Spanish their freshman year of high school test out of Spanish I. Last year we had four 8th grade students meet this goal. St. Raphael's Spanish teacher consistently models correct usage of the Spanish language and gives students the opportunity to regularly listen to conversational dialogue and practice with their teacher and peers. Students often role-play and are encouraged to use language related to the topic. Students use technology, pictures, songs, and games to practice and reinforce skills. The teacher has created a routine in her classroom where students are integrating communication techniques and learning about other cultures and countries to become aware of the similarities and differences between the English and Spanish languages.

All students in grades K-8 participate in music one time per week for 40 minutes. The music teacher implements a choir style class in which students learn technical music skills such as rhythm, tone, breathing, reading music, and understanding the connection between music and the Catholic faith. Because we are a Catholic school, practicing songs for weekly all school Mass is integrated into the class. Students in grades 5-8 can participate in Mass Cantor Ministry where they have the opportunity to be more involved as a cantor and attend training to solidify their ability to lead the congregation in song as a soloist or in a small group.

Our music teacher also offers a piano academy after school for students of all ages and levels who meet one time per week with an emphasis on learning technique and rhythm through eurhythmic exercises as well as performance practices.

Pre-K-8 participate in library class one time per week for 40 minutes. The library teacher provides a well-developed and maintained library with current and classic books and a new Makerspace program designed for students to participate in hands on, collaborative STEM related activities. For example, 3rd-5th graders were recently given the task to create transportation vehicles from a variety of recycled cardboard and craft materials. Pre-K-5 use the library to explore their interests and locate books on their reading level while learning the organizational structure of the library. Students can also take time to use the Makerspace for creative exploration. Middle school students also use the library for locating books on their reading level as well as a place to do research. This is also a time when mentoring takes place for middle school students who need guidance in organization check ins, support and extra practice in a subject, extra time on assignments or lab time.

Students in K-5 participate in technology class one time per week for 30 minutes and 6-8 participate for 40 minutes one time per week. Students learn about technology and the way to use it for information, communication and productivity. Students spend time learning about the safety, ethical, and social issues surrounding technology. Through real world problems and scenarios, students learn how to research and problem solve with their devices. Students use Chromebooks to learn different applications in Google such as Slides, Sheets, Docs, Sites and Classroom. This instruction helps support our 1 to 1 chrome book initiative in middle school. St. Raphael was also recently gifted a 3D printer that students will be learning to use as a part of technology class in spring 2020.

3. **Academic Supports**:

3a. Students performing below grade level

In order to accommodate students who are below grade level, Student Strategy Plans (SSP) may be utilized. We have 12 students who are on a Student Strategy Plan (SSP). A SSP requires no diagnosis of a learning disability, but is designed with parent, student, and teacher input to provide specific strategies to support a student who may be having a hard time transitioning to a new grade, experiencing difficulty in a particular subject, or having behavioral difficulties within the classroom that impedes learning. K-5 teachers implement RTI (Response to Intervention) based on data from their assessments. For example, three second grade students are in tier two, requiring extra support and intervention such as small group testing, or SuccessMaker remediation and data is showing that two students are at grade level and one student is performing beyond with these supports. There are three students in tier three requiring daily intervention such as mentor tutoring, extra reading group time, and small group testing. Progress monitoring data shows these students are making growth and steady progress to grade level. In grades 6-8, students performing below grade level participate in programs such as peer tutoring, Math Lab, SuccessMaker, organizational check ins with teacher mentors and the Learning Coordinator. Middle School Teachers also meet in PLCs every other week to go over formative and summative data. Analyzing data helps when choosing flexible grouping to tailor instruction to meet student needs. Students in 7th and 8th grades are leveled in math and science. Students performing below grade level would be placed in the standard level class, where students work through more examples,focus on essential skills and concepts, and work closely with the teacher to master these skills and concepts. Teachers in all grades implement differentiated instruction methods in order to accommodate students, often incorporating small group instruction into their classes in order to give students performing below grade level the extra one on one time they need with their teacher in order to progress toward grade level performance.

3b. Students performing above grade level

In PLC meetings where teachers use assessment data to identify students performing below grade level and needing interventions, they are also using assessment data to identify students performing at or above grade level and in need of an extra challenge. The goal in using the PLC and RTI models is to provide timely, targeted, and systematic interventions and extensions for all students. Examples of how St. Raphael meets

the needs of students performing above grade level can be seen in math classes. In our fifth grade math class, we have students in tier one who are meeting their grade level essential skills and extending their knowledge by working in small groups with the teacher or an adult mentor to complete a 6th grade simple solutions book in which they learn advanced skills and concepts. In 7th and 8th grades, the advanced math group allows students who are achieving on a higher level to move at a faster pace and go into more depth on a topic. In all grade levels, students who are performing above grade level in reading are challenged through independent reading logs. Teachers guide students in their choice of more challenging texts than those of their below or on grade level peers. In the same way that teachers often use centers or small groups to meet with students needing extra support, they also use center or small group time to give challenging feedback or deliver more advanced content to students performing above grade level. Student choice in research projects, reading, or performance based assessments is also an important part of accommodating students who are performing above grade level.

3c. Special education

St. Raphael the Archangel Catholic School has 308 unique learners. Of the 308, we have 31 students utilizing special education services via a Student Accommodation Plan (SAP). These students have a specific learning difference or diagnosis and their SAP is written with parent, student, teacher, and occasionally doctor input with their specific needs and diagnosis in mind. The Learning Coordinator oversees the writing of these plans, ensures the right supports and strategies are in place to meet the individual needs of each student. Examples of support we offer for students on SAPs are: small group testing, extended time on tests or assignments, oral testing, scribes, team teaching with Learning Coordinator, one on one organization check ins, small group teaching and review, peer tutoring and mentoring, modified tests, homework and assignments. These plans are maintained and updated each year with input from the teachers, parents, and standardized and classroom assessment data. St. Raphael also partners with local services to provide the best possible special education for our students. We collaborate with our local public school system to provide free psycho educational testing and speech therapy service. This school year, three St. Raphael students are receiving speech therapy through the public school system and our Learning Coordinator attends progress monitoring meetings. SAPs may be updated to reflect the results of those meetings and assessments. We also collaborate with private services such as the Langsford Learning Center which provides intensive reading remediation and therapies. Langsford provides participating families, our Learning Coordinator, and students' teachers with progress monitoring reports as well. Our Learning Coordinator works with the families of all students receiving special education services through St. Raphael to connect them to local tutoring agencies or individuals as needed.

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:

Engaging students and motivating students to learn in a variety of ways is of utmost importance at St. Raphael the Archangel Catholic School. Teachers are trained to incorporate differentiated instructional strategies on a daily basis. The teaching staff conducts learning style inventories with their students, using that data to plan instruction and assessments to engage students and meet their various learning styles. Some of the ways teachers engage students in learning include the use of technology, cooperative groups, hands on instruction, presentations, kinesthetic activities and student led learning activities. According to our Fall 2019 AdvancED Eleot observation results, St. Raphael scored a 3.6 out of 4 on indicator D.3 "[student] is actively engaged in the learning activities." Middle school students use their Chromebooks each day for data collection, research, and collaborative presentations and editing. Recently, middle school science students collected data about their self-created simple machines. Collaborative group work is widely and regularly incorporated across all grade levels. Think pair share activities and group work and projects are commonly included in teaching and learning to encourage participation and engagement. Recently, 3rd grade students engaged in a science activity focused on growing yeast on watermelons. The activity included manipulatives and required students to work in timed and rotating stations making various observations and predictions about the growing yeast. The students were highly engaged and were fond of this type activity as opposed to the teacher delivering direct instruction about bacteria growth.

The teachers and staff are wonderful about building positive relationships with all students. At St. Raphael, students feel supported and know that every staff member cares for them and wants them to be successful. Some of the ways students build relationships with each other and faculty and staff include our "Caught You Being Great!" program, Meet Your Teacher Day and Kindergarten Camp before the start of the school year, peer tutoring, counseling lessons, the middle school House program, athletics, Chess Club, and Quick Recall Academic Teams. Teachers collaborate and share tips or strategies with one another to ensure each student's academic, social and emotional needs are met. The school encourages students by recognizing their achievements in a variety of ways. Successes and achievements may be announced on the morning announcements, displayed on televisions in the school, published in the weekly parent newsletter, posted on the school's website and/or social media outlets. If a student is experiencing academic or emotional challenges, the staff communicates and collaborates with parents to develop strategies which support the child.

2. Engaging Families and Community:

St. Raphael the Archangel Catholic School has strong family and community engagement. The partnerships formed between St. Raphael and school families and community members bring about financial contributions to support school initiatives as well as opportunities to develop our students into student leaders. Various businesses such as Texas Roadhouse, Kroger, and Amazon give percentages of purchases or gift card sales back to St. Raphael. A local restaurant, owned by a St. Raphael parent, hosts monthly St. Raphael spirit nights in which proceeds benefit the school and this fall a local bookstore hosted a book fair week for St. Raphael benefiting our classroom libraries. St. Raphael collaborates with local high schools and colleges, hosting students from Assumption High School, Trinity High School and Bellarmine University, for service activities in the school and classrooms. St. Raphael also collaborates with local organizations in service work. For example, this past fall, students and families engaged in meal preparation for various local and international organizations and each spring our 7th graders work with Hand In Hand Ministries to complete service projects in Louisville. Finally, community members also donate their time and service towards various projects occurring in the school such as donating or heavily discounting their own business services such as remodeling, plumbing, asbestos removal, painting, furniture and cleaning.

St. Raphael parents are involved in coaching sports teams, academic clubs or tutoring, and other programs such as Boy and Girl Scouts. Our very active Parent Teacher Organization hosts The Taste of St. Raphael, our school's largest yearly fundraiser. Many local businesses, restaurants, and school families donate items to be auctioned or sponsor booths. The proceeds of this event go directly to supporting the school. The PTO

works with the school in determining needs such as technology updates and school improvements. Community stakeholders are aware the proceeds go towards the school and rally together to raise large amounts of money each year.

Parents and community members are informed about student achievements through the parent newsletter, school website, social media, school board meetings and parent teacher organization meetings. Parents and community members are also invited to awards assemblies, open houses, Grandparents Day, special lunches, masses and classroom presentations. St. Raphael students see a connection between the commitment of families and communities to their school and the many programs, activities, and overall school improvements that are provided thanks to their generosity. 25 percent of the school parents attended St. Raphael and want to see the school they attended remain strong and flourishing. It is important for them to continue to support and engage themselves in St. Raphael.

3. Creating Professional Culture:

At St. Raphael, the teachers and professional staff are valued and supported by each other, school leadership, parents, and community members. When new teachers or professional staff are hired, they are paired with a veteran teacher who mentors them. Our teachers also run a "social committee" which gives all faculty and staff the option of contributing via dues in order to have money that can be used to support each other in times of celebration or mourning by sending flowers or buying wedding or baby shower gifts. There are annual Christmas parties hosted by the PTO, staff luncheons, and summer retreats where teachers are recognized for their outstanding performances, time and effort. The school principal commends teachers and staff over the morning announcements, in the weekly email update, in the weekly parent newsletter and by writing small handwritten notes left in their mailboxes. Many staff members have worked at the school for over 15 years and there is a sense of community, family and support felt by all.

The school has an intentional professional development approach. Once a month, the school dismisses at 1:00 and the staff engages in professional development. St. Raphael also has a structured PLC (Professional Learning Community) schedule where PLC groups meet during common planning twice a month to analyze assessment data, identify students in need of intervention, discuss intervention strategies, share instructional and assessment strategies, and share resources. This year, full time teachers and administrators are becoming Google Educator Level One certified. The school hired a Technology Integration Specialist from Edvergent to present and initially train the staff. Since this training, the staff has been engaging in practice tutorials and preparing to take the Google examination. Many staff members have taken and passed the exam. This past summer, the school staff came together the week before school opened for a retreat and engaged in professional development covering various topics.

Lastly, staff members engage in professional development which is aligned to their personal professional growth plan and school goals. For example, many religion teachers engage in various catechist trainings. New teachers engage in professional development about time management and differentiated instruction. The second grade teacher who is a certified literacy specialist, attends reading and language workshops throughout the year. Content specific teachers attend professional development in their teaching field. Staff members make a deliberate effort to participate in professional development that will enhance their knowledge and skill base making them stronger teachers overall. The school supports the teachers in professional development and encourages teachers to continuously learn and grow.

4. School Leadership:

School leadership at St. Raphael consists of the Pastor, Principal, Assistant Principal, Learning Coordinator, and Counselor. The Pastor supervises, advises, and evaluates the Principal. The Pastor also works hand in hand with the Principal in the areas of staff and student management and overall success of the school. In addition to this school-based leadership team, the School Advisory Council is a consultative group comprised of school administration, faculty and PTO representatives, and appointed members (parents of St. Raphael students). The council is fully functioning, meets regularly and is committed to the overall success and improvement of the school. The council acts in an advisory capacity and supports the school administration by providing input and suggestions on various topics such as tuition, strategic planning,

policy development, and resource stewardship.

The school-based leadership team meets regularly and functions in an organized and supportive way. Each member has specific roles and responsibilities which contribute to the overall functioning of the school. The school's leadership team is committed to the parents, students and staff and has a strong belief in having a positive school culture and strong relationships with all stakeholders. The school leadership team believes all stakeholders should feel supported and appreciated. Leadership team members operate on the philosophy that the school's culture drives all other components such as academic success, teaching and learning, student behavior, teacher satisfaction, and parental involvement.

The leadership team strives to make purposeful decisions which affect student learning in a positive way. This year, the leadership team is in the process of overseeing classroom upgrades and renovations which enhance the overall learning experience for students. Research was conducted and visits were made to schools with state of the art classrooms. Teachers were given the opportunity to design their own classrooms and collaborate with school leadership in designing upgraded classrooms which brings the school into the 21st century. This process is just now beginning and will take 3 years to accomplish.

School leadership ensures policies, programs, relationships, and resources are current and focus on student success. School leadership refers to and implements established policies to ensure all situations and stakeholders are dealt with equally. All members of the school leadership also participate in professional PLC groups and professional development opportunities in order to learn about and implement current best practices in all aspects of school leadership. These PLC groups and professional development opportunities, such as the NCEA (National Catholic Educational Association) conference, provide St. Raphael's school leadership team with opportunities to collaborate with local and national professionals, infusing their practice and school with ideas for continuous improvement.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

One practice St. Raphael attributes to school success is the incorporation of mentoring at all levels. We believe that this practice helps all students feel more connected to their school and supported academically and socially. Our prayer partner program pairs students in grades six through eight with a Kindergarten through second grade student. Prayer partners sit together weekly during school mass and get together throughout the year for peer tutoring as well as fun activities. Middle school students also have the opportunity to serve as classroom helpers before school in a lower grades classroom. These middle school students often work one on one with younger students during that time to complete morning work, study, or review concepts. Our Learning Coordinator oversees an after school peer tutoring program in which middle school students tutor lower grades students. St. Raphael's middle school operates in a house system where each 6th grade student is sorted into a house and they remain in that house until they graduate. Houses are comprised of a mixture of 6th-8th grade students and are assigned a middle school teacher as the mentor. Lastly, St. Raphael is also fortunate to have parishioner and parent involvement as tutors and mentors. These adults volunteer their time in a variety of ways such as providing one-on-one tutoring during the school day, coaching after school activities, or running a middle school math lab once a week.

St. Raphael's mentoring programs can be tied to student outcomes through assessment data as well as anecdotal records. For example, six Kindergarten students who started the year below grade level in letter identification, letter sounds and rhyming have worked one on one with older peer and adult mentors and since doubled their scores. A second grade student who works weekly with a middle school tutor has increased her fluency assessment score from 40 wpm to 69 wpm in a two month time frame. When surveyed about how being a part of a house system helps middle school students be successful at St. Raphael, 89% of students said that their house motivates them to do well academically and 90% said it encourages them to be more involved. Middle school students shared that they feel the house system allows them to get to know and collaborate with students they wouldn't otherwise get to know. Relationships formed through mentoring opportunities positively impact school culture and student academic and social success.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): <u>Catholic</u>

   Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes <u>X</u>   No

3. What is the educational cost per student? $<u>6548</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>1690</u>

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

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>26</u>%