

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

Official School Name Our Lady of the Lake Roman Catholic School
(As it should appear in the official records)

School Mailing Address 316 Lafitte Street
(If address is P.O. Box, also include street address.)

City Mandeville State LA Zip Code+4 (9 digits total) 70448-5827

County St. Tammany

Telephone (985) 626-5678 Fax (985) 626-4337

Web site/URL https://www.ourladyofthelakeschool.org E-mail fsmith@ourladyofthelakeschool.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* Dr. RaeNell Houston E-mail superintendent@arch-no.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of New Orleans Tel. (504) 861-6283

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 Br. Raymond Bulliard
(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	60	58	118
K	43	36	79
1	47	38	85
2	30	33	63
3	24	28	52
4	33	38	71
5	42	28	70
6	34	40	74
7	22	37	59
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	335	336	671

*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
 - 0.6 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93.8 % White
 - 3.6 % 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: 2%

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	5
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2018	647
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

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

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 36

8. Students receiving special education services: 10 %

67 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>9</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>61</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 15

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	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 20:1

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	96%	96%	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.

In a Christ-centered environment, OLL provides a strong moral and academic foundation for all students to achieve excellence, confidence, and responsibility for their actions.

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

Our Lady of the Lake School (OLL), a Roman Catholic parochial school in St. Tammany Parish, has served the Mandeville, Louisiana, community since its founding in 1890. With over 400 families, including 686 students from 2-year-olds-7th grade, OLL is part of the Archdiocese of New Orleans and follows state and archdiocesan policies and procedures. The school community includes students, teachers, administrators, teachers' assistants, staff members, priests, parents, grandparents, alumni, parishioners, and the many friends of OLL. The parish and surrounding community are involved in school life and, with the expansion of its special education and state-of-the-art STEM programs, OLL strives to provide an environment where children with a greater variety of needs and abilities can reach their full potential in a nurturing, Christ-centered environment that focuses on excellent education, confidence in one's efforts, and responsibility for one's actions in the face of the ever-changing world.

OLL was excited to announce the commencement of the Resources for Exceptional Cardinals (REC) program in 2016, opening the school to students with more moderate levels of exceptionalities. While OLL has always prided itself on its inclusive environment and commitment to educating each student, the National Blue Ribbon-worthy school enthusiastically embraced increasingly varied learners. Students with Autism Spectrum Disorders and significant academic delays now enjoy the incredible resources that OLL has provided the community for nearly 130 years at no additional cost to those families.

OLL's commitment to its special education program is evident in all facets of school life. Several teachers certified in special education, behavioral therapists, and speech/language pathologists serve students daily. Classroom teachers are consistently trained on inclusive practices. Facilities are updated to effectively serve exceptional students. Most notably, students work cohesively in inclusive classrooms serving children of all ability levels. Students embrace differences, accept varied needs, and create a community where all learners participate equally in the school's vast opportunities.

One set of opportunities is evident daily with OLL's recent expansion of its STEM program. Having incorporated Project Lead the Way's (PLTW) Launch and Gateway programs, learners are engaged in coding, robotics, biomedical sciences, and a host of additional science, technology, engineering, and mathematics project-based learning. Beginning in kindergarten, students create products to solve legitimate problems with real-world applications. While developing in-demand knowledge and skills needed to thrive, groups previously underrepresented in STEM careers reimagine how they see themselves due to the early introduction and inclusivity of the program. In keeping with OLL's mission to prepare students for the challenges of the ever-changing world, this program embraces the future as the school is tasked with preparing students for jobs that do not yet exist.

In January 2018, an AdvancED Engagement Review Team awarded OLL a superior Index of Educational Quality (IEQ) score of 388.66/400. The IEQ provides a holistic measure of an institution's overall performance based on a comprehensive set of indicators and evaluative criteria. OLL scored more than 100 points above the worldwide average (ranging from 278.34-283.33). The Team commented that, "A measure of the school's success is the students' degree of curiosity or desire to tackle complex ideas. Successful differentiation of instruction and meeting the needs of a diverse population are hard work. Knowing each student and his/her interests, talents, and challenges is key and has been adopted as a responsibility of all teachers and administrators. The staff has left no stone unturned in seeking academic success for each student. Attention to every detail is an imbedded practice. An expanded special education program is helping students who years ago may not have been able to attend this private school." This speaks to the school's unyielding commitment to providing an environment of excellence.

The supportive community surrounding OLL takes pride in the school's achievements. Earning nationwide recognition motivates stakeholders, faculty, students, and parents to continue the tradition of excellence. The aforementioned programs require a substantial financial commitment, and OLL responds to this by fundraising, rather than simply passing the cost on with increased tuition. Having been awarded the Blue Ribbon in 2014, OLL leveraged the recognition associated with this prestigious award to help secure funding for programs, including but not limited to REC, STEM and associated technology, and theatre arts,

that make the school exceptional. Being awarded the Blue Ribbon in 2020 would remind the community of the amazing educational experience that OLL provides and encourage fundraising for its outstanding programs.

OLL continually strives to improve the excellent education it provides and to include students with varying needs in an environment that fosters their individual gifts. To again be honored as a Blue Ribbon School of Excellence would assist OLL in achieving its ultimate goal of providing an excellent education for all students, regardless of their educational needs, and would be a fitting tribute to its dedicated students, outstanding faculty and staff, and supportive school community.

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

As per Louisiana Administrative Code, OLL curriculum meets the educational standards set out in Louisiana Department of Education Bulletin 741 for Nonpublic Schools and by the Archdiocese of New Orleans. Special Education services are provided to students who meet the requirements set out in Louisiana Bulletin 1508 and by St. Tammany Parish's Special Education department. Beyond state and diocese requirements, OLL endeavors to implement curricula which create an academic foundation upon which all students may achieve educational excellence, build confidence, mature responsibility, and prepare for the challenges of the ever-changing world.

Always directed toward successful differentiation and genuine engagement for each student – standards-derived objectives, Universal Design for Learning Principles, evidence of tiered instruction, and technology integration are required within every lesson plan (reviewed weekly by Curriculum Coordinator). Variegated formative assessments occur frequently, including teacher observations, homework assignments, manipulative activities, design process logs, games, and digital questioning. In 1st-3rd grades, weekly summative assessments are administered in core subject areas. In 4-7th grades, summative assessments become weighted and increase in rigor. Consistent numbers of assessments are required quarterly, enabling teachers and administrators to accurately gauge student growth. All assessments are used to personalize instruction, identify needs, and evaluate progress – both for individual students and across school curricula.

Teachers participate in periodic professional development on both curricula and methods to ensure their continued ability to provide each student with the materials and instruction that he/she needs to achieve academic excellence. Teachers prepare detailed yearly outlines (reviewed by Curriculum Coordinator), including course descriptions, objectives, instructional materials and methods, and assessments.

Recent curriculum acquisitions – PLTW Launch and Gateway, Carnegie Learning Middle School Math, and Common Sense Education Digital Citizenship – demonstrate OLL's priority in delivering students higher order thinking, project-based learning, real-world problem solving, blended instruction, and skills that prepare them for the ever-changing world.

1b. Reading/English language arts

OLL employs the K-12 Louisiana Student Standards for English Language Arts. The reading/English language arts curriculum is founded upon high-quality literature and research-based instruction with the goal of instilling within each student a love of reading, language fluency, and exceptional written communication skills.

The Wonders curriculum, published by McGraw-Hill, is utilized in kindergarten through 5th grades for reading, English, and spelling. Fourth through 5th grades also use Vocabulary Workshop, published by Sadlier.

Within Wonders, each grade level explores rich fiction and non-fiction selections by award-winning authors and illustrators. Students receive explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, grammar, and writing. Daily collaborative learning groups as well as individual activities give students abundant opportunities to practice and apply skills. Various instructional tools are used, including interactive reading/writing workbooks, close reading, graphic organizers, running records, decodable readers, cold reads, composition and editing assignments, and skill-specific computer games.

Flexibility in planning allows teachers to adapt instruction as needed. Tiered materials, including leveled readers, are used consistently to ensure students receive appropriately challenging readings and assignments.

To gauge reading progress, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are administered multiple-times per year in kindergarten through 3rd grade. Students identified as below benchmark are offered participation in OLL's tremendously successful reading resource program in addition to their regular in-class instruction.

Beginning in 3rd grade, novels are used in addition to Wonders, enhancing students' understanding of literature while guiding them in developing positive independent reading practices. In 4-5th grades, Vocabulary Workshop builds upon and expands spelling skills learned in younger grades – applying phonics in decoding words by syllables and sounds, recognizing letter families, acquiring new words and their meanings, etc. Students learn additional strategies related to sounds and spelling patterns, and continue to expand their working vocabularies.

Middle school, including 6-8th grade-level courses, utilizes Collections, published by Houghton Mifflin Harcourt, Elements of Language, by Holt, Rinehart, and Winston, and Vocabulary Workshop, by Sadlier. Advanced-level courses offered within 6th and 7th grades allow capable students to accelerate their English studies by taking, respectively, 7th and 8th grade-level courses.

Collections and course novels continue to immerse students in rich literature and various genres. Students continue to cultivate strategies to improve reading comprehension, become critical thinkers, and develop vocabulary.

In Elements of Language, students examine all areas of grammar, writing, and speaking, while exploring proper usage and mechanics and practicing various writing styles (informational, argumentative, narrative, etc.). Through guided instruction, peer editing, and independent practice, students grow in their writing craft. Through the development of publication-level writings, students gain a real-world understanding of the importance of prewriting, drafting, editing, and revising.

The Accelerated Reader program is used from 1st-7th grades. Students select books based on personal interest and reading level and earn points for completing comprehension quizzes. Progressively increasing amounts of points are established for each grade level. This further encourages positive independent reading habits and reinforces OLL's goal of instilling within each student a life-long love of reading.

1c. Mathematics

OLL employs the K-12 Louisiana Student Standards for Mathematics. OLL's mathematics curriculum progressively develops each student's mathematical skills while deepening his/her ability to apply mathematical concepts to real-world challenges.

The enVision Mathematics 2020 series, published by Pearson School, is used in kindergarten through 5th grades. Its unique combination of problem-based and visual learning enables students of varying mathematic aptitudes to develop conceptual understanding and skill mastery. Each lesson begins with a relatable, real-world challenge that students attempt to solve independently, then collaboratively – learning from each other and their teacher as they build the confidence to acquire new skills and the creativity to use known skills in unexpected ways. Additionally, flexibility in planning permits teachers to tier effectively and implement various instructional methods, including cooperative learning, individual problem solving and practice, manipulatives, games, adaptive software, and digital instruction.

Critical content areas include representing and comparing whole numbers, fractions and decimals, computational procedures and methods, area and perimeter, units of measurement, basic algebra and geometry, and problem solving with both academic and real-world scenarios.

Carnegie Learning Mathematics Courses 1-3, published by Carnegie Learning, are used in middle school for 6-8th grade-level courses (advanced-level courses offered within 6-7th grades allow capable students to accelerate their math studies by taking, respectively, 7th and 8th grade-level courses).

Proven effective by extensive research, this curriculum engages students with real-world examples,
NBRS 2020

encourages collaboration, and leverages personal experiences to keep what students are learning reality-based. Group and independent work focus on properly supporting students while providing future-focused positive social interactions – encouraging creative exploration and self-directed skill mastery.

These classes continuously build upon students’ understanding and mastery of algebra. The curriculum’s ongoing formative assessments – via MATHia software – provide the teacher with daily actionable data that is used to adjust instruction and accommodate the needs of every student.

Both enVision and Carnegie Learning curricula are blended, consisting of write-in consumable textbooks and extensive digital offerings. Online materials are accessed by students for individual and cooperative learning on class Promethean ActivPanels or AppleTVs and student-assigned devices. Digital materials are also accessed by students for homework and enrichment purposes while off-campus using unique sign-in information.

Also notable are both curricula’s integrations of adaptive learning software. Practice Buddy MathXL (enVision) and MATHia (Carnegie Learning) employ research-based artificial intelligence to deliver individual practice that adapts to each student’s specific learning needs. These programs provide teachers and administrators immediate feedback on student progress and long-term tracking of skill development, allowing effective differentiation and tiering to infuse almost all aspects of mathematics instruction.

1d. Science

OLL employs the K-12 Louisiana Student Standards for Science. Guided by the school’s mission to prepare all students for the challenges of the ever-changing world, OLL adopted Project Lead the Way (PLTW) Launch and Gateway programs in 2016. Studies have shown that proper implementation of STEM programs like PLTW produce positive impacts on math and science achievement and increased likelihood of students pursuing careers in science and engineering. Specifically, OLL's latest ACT Aspire results reflected a marked increase in science scores.

Beginning in kindergarten and continuing through 5th grade, students engage in four PLTW Launch modules within each grade level. Module topics cover computational thinking and coding, physical science, earth science, and life science. Each module is framed within a relatable problem that students work cooperatively and collaboratively with their teacher and peers to solve while increasing each student’s knowledge and mastery of the design process and course topics. Students make observations, form and test hypotheses, use scientific inquiry, and apply the design process to highly engaging real-world challenges.

Beginning in middle school, 6-7th grade students are introduced to the PLTW Gateway program in which they further explore STEM topics with modules such as “Flight and Space” and “Medical Detectives.” Three modules each school year allow students – including groups traditionally underrepresented – to walk in the shoes of scientists, engineers, programmers, designers, and other STEM professionals. As with PLTW Launch, each module involves hands-on, collaborative problem-solving focused on real-world challenges. For example, within the “Automation and Robotics” module, students use the VEX Robotics platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Remaining science standards are addressed using Interactive Science, published by Pearson School. This curriculum is employed from kindergarten through 7th grades and integrates a wide range of hands-on experiences, critical thinking opportunities, and real-world applications.

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

OLL employs the K-12 Louisiana Student Standards for Social Studies. Various media and instructional methods are used throughout the curriculum. In kindergarten and 1st grades, thematic units introduce ideas such as community, family, and jobs.

Harcourt Social Studies, published by Houghton Mifflin Harcourt, is used in 2nd through 5th grades. This curriculum connects social studies to students’ lives by focusing on themes of commonality and diversity,

conflict and cooperation, continuity and change, individualism and interdependence, and interactions within different environments. Students learn about geography, history, civics, economics, and sociology, through analysis of topics presented with growing rigor and complexity.

Each grade participates in projects and events related to its curriculum. For example, 4th grade's "Louisiana Day" requires each student to present research on a Louisiana historical figure while portraying that figure, and 5th grade's "Colonial Day" allows students to experience clothing, food, and tasks, common to the American Colonial period.

In 6th grade, students study *Ancient Civilizations through the Renaissance*, published by Holt McDougal. Additionally, students are required to participate in an annual social studies fair. Working independently, students conduct research, compose papers, and create displays demonstrating their newly-found knowledge to the larger school community. Many students compete successfully at the regional level and advance to State-level competition.

In 7th grade, students study *United States History*, published by Holt McDougal. This course follows the chronological story of America and its people with the goal of acquainting students with America's past, improving their understanding of America's present, and preparing them to be active participants in our nation's future.

Beyond the classroom, OLL encourages responsible civic engagement in every student through daily recitation of the Pledge of Allegiance, participation in patriotic art and writing contests, and hosting numerous opportunities to care for fellow citizens through fundraisers, food drives, and other service activities.

1f. For secondary schools:

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

OLL's Little Cardinals includes a full- and part-time 3-year old program and a full-time 4-year old program. Both programs adhere to the Louisiana Department of Education's Early Learning & Development Standards, which align to the K-12 Louisiana Student Standards for English Language Arts and Mathematics. Students within these programs are welcomed into a child-centered environment where they learn through play, technology, the arts, and other engaging, research-based strategies.

OLL begins to develop both reading and math instruction in the 3- and 4-year-old programs through hands-on and centers-based instruction. The Frog Street Pre-K curriculum, published by Frog Street, is used. It is an engaging, comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. The Letter People and The Number People programs, published by Abrams & Company, are also used. These programs, respectively, introduce basic rules of phonics and decoding of letters and introduce numbers, number sense, patterns, and shapes through child-centered instruction and play. Students also receive daily instruction in religion, and weekly or twice weekly instruction in Spanish, physical education, and library.

Weekly letters describe classroom activities and learning and promote parent engagement by including specific recommendations for ways students can practice fine motor, phonemic, and math skills at home. This practice is continued in kindergarten through 3rd grades.

Throughout the Little Cardinals program, teachers and their full-time assistants caringly observe and document each student's progress in academic, motor, and social and emotional skills. Any concerns are brought to the attention of the school counselor, who works closely with both teachers and parents on early identification of developmental delays and appropriate interventions. Knowledge of each student's particular strengths and needs is used to personally cater instruction, placement, and – when necessary – intervention throughout a student's career at OLL.

2. Other Curriculum Areas:

Genuinely seeking to nurture the excellence and individuality of each student, OLL offers abundant curricula. Beginning with 3-year olds, multi-disciplinary art projects develop fine motor skills, introduce media and artistic methods, and enable tangible expressions of academic concepts. Student work displayed school-wide fosters confidence and shares learning. In 4-7th grades, students attend formal art classes, delving further into application and appreciation. Using varied media, students incorporate personal experiences to create meaningful artwork. A showcase including pieces from all students takes place annually.

Each Fall and Spring, 1st-3rd grade students perform musicals before families, teachers, and the public. Beginning in kindergarten, students attend Theatre Arts weekly - developing skills in stagecraft and public speaking, while building the character necessary to perform main and supporting cast as 3rd graders. Due to overwhelming acclaim, OLL's theatre program expanded this year to include a junior-level production performed entirely by 4th graders – each ardently embracing the responsibilities of a lengthier, more complex show.

All students enjoy twice-weekly physical education classes which focus on movement, motor skills, and health, relating physical activity to a variety of health concepts and adding purpose to their participation. All games, sports, and activities are conducted at developmentally appropriate levels with an emphasis on safety.

Weekly Spanish enrichment is provided to all students. Vocabulary and activities used in younger grades relate to concurrent core curriculum topics to help students develop understanding and appreciation of both languages. Later grades further develop speaking, listening, reading, and writing skills. Structural understanding of the language is presented and applied using ¡Avancemos!, published by Holt McDougal. At all levels, students are introduced to aspects of Hispanic culture through songs, stories, and games.

Effective application of technology to promote student learning and engagement pervades every aspect of OLL's curriculum. Students use various devices to conduct research, solve problems, and create documents, presentations, videos, animations, computer games, displays, 3D-printout designs and productions, robots and their operational programs, etc.

Kindergarten through 5th grades are equipped with Promethean ActivPanels, digital camera projectors, and sets of student-assigned devices (kindergarten-3rd grade classes contain one Shared iPad with Logitech Crayon for every two students, 4-7th grades contain one iPad with Apple Pencil or MacBook Pro per student). In addition, middle school classes (6-7th grades) are equipped with 80" screens, paired with AppleTVs. OLL was the first school in the area to offer a middle school one-to-one student device program, evolving this year to include iPad Pros paired with Logitech keyboards in order to provide superior capability with the mobility necessary for more dynamic learning.

A campus-wide WiFi network with regularly upgraded broadband ensures usability. Managed AppleIDs allow digital collaboration and communication between students and teachers. Network security and content filtering are maintained through the Archdiocese's firewall and security protocols. Student-assigned devices are additionally equipped with content blocking/monitoring software. Teachers from kindergarten through middle school are provided with MacBook Pros, iPads, and Apple Pencils for preparing and presenting their lessons.

Digital citizenship is taught in kindergarten-7th grades using Common Sense Education Digital Citizenship. Grade-level tailored lessons take place within weekly library sessions. Digital literacy is taught within all classes and is based on Louisiana Department of Education Technical Readiness standards.

Beginning with 4-year olds, students attend weekly library classes designed to nurture a love of reading. Students enjoy story time, learn library skills, and have the opportunity to check out books.

Religious education is integral and permeates every aspect of school life. All classes and school events begin

with prayer. Each morning, mid-day, and afternoon, the entire campus joins together in prayer. All students attend religion class daily. Weekly masses are a part of school life, as are other religious-themed events such as rosaries, prayer services, and sacraments.

A dedicated religion department teaches students at all levels daily utilizing *Be My Disciples*, published by RCL Benziger. Middle school religion teachers also incorporate *Theology of the Body for Teens: Middle School Edition*, published by Ascension Press. Throughout a student's time at OLL, the goal of religious formation is to provide a wholistic understanding of the Catholic faith (including the liturgy, sacraments, commandments, beatitudes, and morality) and – more importantly – to foster a genuine, ever-deepening relationship with Jesus Christ.

3. Academic Supports:

3a. Students performing below grade level

For students performing below grade level, OLL offers numerous supports and interventions to meet each child's individual needs. Beginning with the Little Cardinals early childhood program, the counselor works with teachers and parents on early identification of developmental delays and appropriate interventions. The school's positive, supportive relationship with St. Tammany Parish's Child Search Program provides parents a no-cost option for a full evaluation and paves the way for younger students to receive services.

Beginning in kindergarten, students participate in DIBELS testing to supplement classroom assessment in identifying delays in phonemic awareness. Students exhibiting struggles are included in OLL's reading resource program, targeting very small groups with focused, phonics-based curriculum and individual progress monitoring. This program, which has always been completely donor-funded and offered at no additional cost to parents, continually results in students bridging the achievement gap during the early stages of their language arts development.

Within each classroom, flexible ability groups target individual needs and provide opportunities for students performing below grade level to be immediately identified and remediated. Teachers review assessment data on incoming students prior to the start of each year and meet with the counselor regarding any concerns. The counselor conducts classroom observations, and the lines of communication are immediately opened with the learner's parents.

Qualifying students experiencing difficulties within the classroom are offered adjustments via the Individual Needs Committee (INC), consisting of the student, parents, teachers, counselor, and administration. This committee meets prior to the start of the school year to discuss appropriate adjustments and make recommendations for student success. Utilizing assessment data, classroom observations, third-party evaluation recommendations, and parental feedback, the committee devises a plan for the student. This plan remains flexible throughout the year as communication regarding student progress is consistently maintained among all parties.

3b. Students performing above grade level

OLL prides itself on meeting the needs of all learners, and those performing above grade level are certainly no exception. All teachers plan and implement lessons that, through Universal Design for Learning principles, are accessible to all. Via assessment and classroom observation, teachers identify high performing students and provide opportunities for academic enrichment within the regular education classroom.

The school's focus on product and project-based learning, in addition to the engineering design process associated with the STEM program, provides learners the opportunity to create products far beyond the required objectives. A focus on student choice in products is also evident and provides students a myriad of opportunities to direct their learning and realize their intellectual potential.

Students performing above level in middle school may qualify for advanced math and English courses,

which provide higher level content in both subject areas. Learners identified for these classes experience assessment and rigor beyond what is typically expected of a sixth or seventh grader in the same nurturing, Christ-centered environment that all students enjoy.

Qualifying students are invited to participate in the enrichment class with academically-gifted peers from varied grade levels for small group, student-directed learning during the school day. These students develop products in a variety of disciplines of their choice and are exposed to field trips, speakers, and multiple experiences designed to foster their love of learning and their individual interests.

3c. Special education

The development of the special education program has been a focus at OLL for several years. The school historically served students of varied cognitive levels, but the expansion of the program opened the doors to students with more moderate levels of exceptionalities. Students with Autism Spectrum and other communication disorders are now served in the school's Blue Ribbon environment.

The special education program provides assistance with identifying needs, determining supports, and providing adjustments and modifications to the curriculum in the least restrictive environment. Certified special education teachers support students at all levels to bolster academic success with the highest possible level of inclusion in on-level courses. Facilities and resources are dedicated to ensuring that, in conjunction with the Individual Needs Committee (INC) program, these learners are prepared for success during their years at OLL and beyond. Special education teachers work cooperatively with regular education teachers, parents, the school counselor, and administration to ensure that each child's program of study is leveled appropriately and that the student's talents are an area of focus for all parties.

OLL also partners effectively with the St. Tammany Parish School Board (STPSB). Students benefit from STPSB's screening process, which recognizes a variety of exceptionalities. The STPSB provides services on campus for students with mild communication delays, most frequently articulation and fluency. This partnership allows parents and students access to speech and language services on campus in individual or small group settings at no additional charge.

The school commits itself to funding and sustaining a special education program that includes a variety of learners in its environment of excellence. All facets of school life, including personnel, facilities, technology, and additional resources, are dedicated to successfully educating learners with a variety of needs.

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

OLL's doors remain open to all students. At this time, no ELL students are enrolled. However, beginning in kindergarten, Title III services are available to qualifying students. The school's overarching principle of individualized education would clearly apply to ELL students.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

OLL's mission is clearly focused on academic, social, and emotional growth for its students by providing a nurturing, Christ-centered environment in which learners can achieve success. OLL believes that each learner possesses individual gifts and talents and should be taught to maximize those gifts and talents. The OLL community works tirelessly to provide ample opportunities to accomplish this goal.

Promoting academic growth is accomplished by building each learner's confidence in his or her abilities both inside and outside the classroom by giving students the freedom to be creative and innovative. In addition to the differentiated instruction evident in the classrooms, confidence-building and innovative learning occurs in programs including but not limited to theatre arts, athletics, special education, academic enrichment, choir, robotics, and service and leadership organizations. With the enhanced STEM program, OLL embraces its responsibility to prepare learners for the next academic level and to create critical, creative, innovative thinkers preparing for careers not yet imagined. The AdvancED Team noted that the expansion of the special education program provided opportunities for students to "develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions."

Attending a Catholic school allows OLL's students the ability to share their faith and feelings concerning social matters and to deal with conflict and emotions that they face. Surveys indicate that learners have supportive and healthy relationships with their peers and that they participate in structures and programs that attend to their social/emotional learning.

OLL ensures a healthy social and emotional culture in a variety of ways that create opportunities for everyone to be successful. The school creates a sense of community and family in which all stakeholders work together to facilitate the spiritual, social, and academic growth and development of each child. The school promotes an environment of excellence in which everybody works together to achieve his or her maximum potential as evident when survey results indicate that learners feel safe and supported in the learning environment and that OLL students believe that at least one adult knows them well and shows an interest in their education and future.

The latest AdvancED report concluded with the following: "OLL's dedicated faculty and staff, under the direction of effective leadership, has worked to create an environment where failure is not an option for students or teachers, where teachers work to ensure that every student feels cared for and supported, and where teaching and learning are as much fun as work."

2. Engaging Families and Community:

As do all things at OLL, successful strategies in working with family members for student success and school improvement begin with the school's mission statement. Annual surveys encourage stakeholders' input and indicate that stakeholders embrace the vision, mission, purpose, and priorities. These are reviewed annually at the Parent Teacher Cooperative Club (PTCC) general meeting. The Advisory Board, comprised of principals from local Catholic high schools and members of the greater community, also reviews the vision, mission, and priorities.

OLL engages the entire school community to drive improvement in learning outcomes. Each parent/guardian is a member of the PTCC, which provides innumerable opportunities for involvement. OLL welcomes families by inviting them to many events during the school year. Parents are invited quarterly to recognize their children's academic excellence at the honor roll prayer service. Three theatre arts shows, including as many as seven full casts and a chorus of multiple grade levels, provide additional opportunities for parents to witness their children's gifts. Surveys indicate that families feel engaged in the school community.

OLL considers it a privilege to work with parents in the education of their children and provides numerous opportunities for families to be actively involved. Teachers consistently maintain open communication with families, who also remain involved in their children's academic experiences via parent/teacher conferences, PowerSchool, Canvas, and teacher web pages. OLL also communicates via the website, Tuesday Note newsletter, email, and School Messenger.

Community involvement is an important facet of the school's culture. OLL participates in many fundraisers and service projects that directly benefit the community. The school pioneered and annually organizes the Stuff the Bus program, involving all Catholic schools in West St. Tammany Parish, to stock the shelves of the local food bank prior to the summer when its need is greatest. Community involvement is further bolstered by fundraising for the Samaritan Center, the Covington Food Bank, and a number of other local organizations and by participation in programs sponsored by the VFW, the Knights of Columbus, and the City of Mandeville. OLL conducts many fundraisers to aid school improvement. With this year's introduction of the Cardinal Fun Run, the school raised \$85,000 to enhance the STEM program. Over 65% of the profit was generated from outside the community, including donors from 46 states and 10 countries.

A reciprocal relationship exists between OLL and the surrounding community in which learners benefit from community involvement and resources and vice versa. As a member of the West St. Tammany Chamber of Commerce and one of the largest employers in Old Mandeville, the school maintains a visible role in the community. OLL's families and the surrounding community are invested in the school's success and are proud to be associated with the institution.

3. Creating Professional Culture:

OLL is committed to nurturing a culture in which its faculty and staff feel valued and supported and to fostering a challenging, fun learning environment for its students. Teachers are provided relevant, targeted professional development both on-campus and off-campus at workshops and conferences and are encouraged to share with their peers. Data, along with specific faculty requests, are used to plan professional development.

Professional development and opportunities to lead and develop programs (most recently STEM) continually foster a culture of expansive leadership. Teachers' acquisition of additional knowledge and skills directly impacts students' success. Therefore, a substantial budget is dedicated to professional development, and teachers are encouraged to seek age and content appropriate conferences and workshops. Professional development is offered on campus, and time is allocated during the workday as well as on scheduled days to ensure that teachers are able to attend. When teachers are asked to attend workshops on weekends, funds are allocated to stipends. Teachers are also supported professionally when the assistant principal guides them through the certification renewal process.

Teachers submit purchase request forms for additional materials, which are fully funded if aligned with OLL's mission. In addition to a MacBook Pro laptop and a classroom outfitted with the latest instructional technology, each full-time teacher is given an allowance of \$300.00 to purchase appropriate classroom materials. Available funds encourage continued improvement by providing technology, manipulatives, athletic supplies, STEM kits, robotics equipment, adaptive furniture, etc.

OLL provides induction, mentoring, and coaching programs to support new teachers. New teachers are welcomed into their positions by administration and other staff, and New Teacher Orientation brings all new teachers and administration together to review the school's Policies & Procedures Manual and Faculty & Staff Handbook.

Preceding each school year all faculty and staff attend in-service, retreat, and a back-to-school luncheon, which helps to develop relationships among teachers, foster behaviors and attitudes that continue OLL's culture of excellence, and encourage collegiality and collaboration. In appreciation for their commitment, teachers are allocated a \$1000 re-signing bonus and a \$500 Christmas bonus annually.

Teachers consistently receive support and feedback from the curriculum coordinator. When questions, novel

circumstances, or challenges arise, other administrators, including the principal, assistant principal, school counselor, and dean of discipline, offer additional oversight and feedback.

Teachers provide input into the design and implementation of goals aimed at improving teaching and learning. Differentiating instruction to meet the needs of each learner is embraced at all levels of the school, and leadership provides targeted, effective professional development for teachers to successfully implement Universal Design for Learning Principles.

OLL adheres to the belief that all parties should work together to achieve their maximum potential and strives to create an environment where teachers feel valued and supported. As such, employee turnover is minimal at OLL.

4. School Leadership:

OLL engages all stakeholders in its focus on student achievement. The most recent AdvancED Engagement Review Team commented that, “The improvement process of the school is an aggressively pursued function of the leadership team consisting of a fully supportive pastor, principal, assistant principal, and curriculum coordinator.”

Leadership regularly observes and meets with teachers during the school year. Each teacher meets annually with the principal, assistant principal, and curriculum coordinator, to discuss professional goals, strengths, and opportunities for growth. Results of the supervision process positively impact professional practice which ultimately impacts student achievement.

The principal, assistant principal, counselor, and curriculum coordinator review each student’s progress report and report card quarterly. Leaders schedule time for grade-level, multi-level, and faculty-wide meetings to foster relationships and facilitate student achievement.

Leadership secures and allocates funds to foster student achievement by providing appropriate digital and material resources. In pre-k through 5th grade, classroom sets of iPads enhance learning as do the latest Promethean ActivPanels. Middle School devices are 1:1 (iPad Pros in 6th and Macbooks in 7th). Apple TV’s mirror middle school devices to 80” screens. All teachers have 1:1 Macbook Pros. Textbooks and all supplemental materials are updated regularly.

Administration raises over \$250,000.00 in fundraisers and through donors each year, much of which will be used to further the technology program, as well as to enhance the STEM and special education programs.

It is a firmly-held belief at OLL that, if a student can experience success in one area, he or she will develop the confidence to achieve in other areas. OLL’s wildly successful theatre arts and athletic programs provide performance opportunities for hundreds of students annually, and its visual arts program is an established area of the curriculum.

The most recent accreditation visit indicated that OLL has established goals and a plan for improving student learning and that the school ensures that the facilities support student learning. Per the AdvancED Team, “The leadership displays extensive organizational knowledge, effective engagement of stakeholders, efficient operation of systems and processes, and fosters a culture of positive beliefs and high expectations.”

PART VI - STRATEGY FOR ACADEMIC SUCCESS

In recognizing OLL with an IEQ score of 388.66, an AdvancED Team identified that educating the individual child is the main focus of the school. Most instrumental to OLL's continued success is the school's singular focus on educating each child according to his or her needs. While the school was commended as a model of differentiated instruction and grouping nearly ten years ago, this hardly describes the depths to which all stakeholders value this philosophy. OLL's focus on individualized education pervades all areas of campus life and provides an overarching philosophy that continually drives school achievement and the desire to further existing excellence.

Providing opportunities for each child to succeed takes many forms at OLL, including but certainly not limited to athletics, robotics, leadership clubs, an academically gifted program, theatre and visual arts, and countless others. All of the aforementioned opportunities bolster the students and prepare them to experience success in the heterogeneously grouped classroom. However, without the unwavering commitment to differentiating instruction, these successes would not be possible. OLL's teachers focus on Universal Design for Learning Principles and plan and implement lessons accessible to all learners, while appropriately challenging each student. Every learner is made aware of his or her gifts and talents and taught to maximize these for future success.

The most recent focus on individualizing instruction came with the expansion of special education services and introduction of the Resources for Exceptional Cardinals (REC) program. With this, OLL was able to further open its nationally recognized Blue Ribbon doors to students with greater levels of need. The REC students are thriving, and this program also provides ample opportunities to educate all learners in compassion, understanding, and acceptance.

With its focus on student growth at the epicenter of all curriculum decisions, OLL's concentration on STEM furnishes each student innumerable possibilities to explore areas that they may not have previously considered. Overwhelming student enthusiasm coupled with the amazing commitment of the faculty has resulted in the STEM program's engineering process and real-world, product-based learning allowing students to recognize their potential in ways previously unimagined. All of the school's outstanding programs arise from the belief that, if a child can experience success in one area, he or she will develop the confidence to succeed in other areas. Remaining steadfastly mission focused, OLL strives to educate each student in an educationally excellent environment and produce confident and responsible citizens prepared to tackle the challenges of the future.

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? \$6916
(School budget divided by enrollment)
4. What is the average financial aid per student? \$2328
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%