

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

Official School Name Brother Rice High School
(As it should appear in the official records)

School Mailing Address 7101 Lahser Road
(If address is P.O. Box, also include street address.)

City Bloomfield Hills State MI Zip Code+4 (9 digits total) 48301-4045

County Oakland

Telephone (248) 833-2000 Fax (248) 833-2001

Web site/URL https://brrice.edu/ E-mail wagner@brrice.edu

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* Mr. Thomas Reidy E-mail reidy@brrice.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Office of Educational Services - Edmund Rice Christian Brothers North America Tel. (914) 636-6194

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Cathy Weissenborn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	130	0	130
10	133	0	133
11	141	0	141
12 or higher	133	0	133
Total Students	537	0	537

*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):
- 0.5 % American Indian or Alaska Native
 - 3 % Asian
 - 7 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87.5 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(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)]	7
(4) Total number of students in the school as of October 1, 2018	571
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Arabic, Aramaic, Chinese, Igbo, German, Spanish

English Language Learners (ELL) in the school: 4 %
21 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 2 %

13 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>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</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: 2

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.	41
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 13:1

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	93%	94%	96%	98%	98%
High school graduation rate	100%	99%	100%	100%	100%

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	150
Enrolled in a 4-year college or university	98%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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

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

Brother Rice fosters spiritual, intellectual, cultural, and physical development. The school promotes excellence through environments that are conducive to lifelong personal growth, responsible moral choices, and critical thinking.

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

Brother Rice High School is an all-male, Catholic, college preparatory high school located in Bloomfield Hills, Michigan. It is owned and operated by the Congregation of Christian Brothers of North America and was founded in 1960. Bloomfield Hills is a suburb of Detroit and is the wealthiest city in Michigan, according to a 2019 article in a local newspaper. The students attending Brother Rice come from over 60 different middle schools in the suburban Detroit area. Of Brother Rice's 537 students, 83% are Catholic. The school is adjacent to Marian High School, an all-female Catholic school. During the first four class periods of the day, students from both schools may attend classes at the other campus for courses not offered on their own campus. Due to this arrangement, Brother Rice is able to expand its curriculum. Brother Rice and Marian also share several extracurricular activities, including robotics, drama/theater, and distributive education programs.

Brother Rice (and all schools in the Edmund Rice Christian Brothers network) strives to emulate the charisma of its founder, Blessed Edmund Rice. All network schools embody the Essential Elements of a Christian Brother Education. These elements serve as the inspiration for students to reach their full potential -- academically, emotionally, physically, socially, culturally, and spiritually. To refrain from redundancy, please see the School Leadership section for a list of the Essential Elements.

Brother Rice is uniquely structured to fulfill its pastoral mission to form young men. Its Theology Department implements morality, character building, and theological curricula across all grade levels. Students must take a year-long theology class each year. The Campus Ministry office plans and leads spiritual retreats and other experiences for students in order to strengthen both their faith and their relationships with one another. Mission trips are offered for students to experience both travel and immersion with the people to which they serve and minister.

The Counseling Department's curriculum is delivered through the "chapel meeting" system, a best practice at Brother Rice, which supports both emotional and social development. College counseling is an important part of this curriculum, which begins in 9th grade and becomes more robust as students transition to 11th and 12th grade.

To further its mission to develop its young men to their full academic potential, Brother Rice's Achieve Plus center provides a supportive learning environment for any student who needs additional support in mastering subject area content. It is a student-focused support room where one-on-one, small group, and peer-to-peer tutoring is accessible. A dedicated special education teacher and a part-time learning specialist work with a case load of students to help students develop study, organization, and time management skills. These teachers tutor in subject-specific material and manage a complex assessment accommodation regimen for students.

Brother Rice's rigorous, college preparatory curriculum prepares students to meet the challenging coursework required of a successful college student. Students are placed into classes where they will be challenged, yet supported in their academic growth. Courses range from the most rigorous Advanced Placement (AP) and Honors track to a more tailored curriculum for some freshmen who need additional support as they transition to the challenges of high school academics. Through the faculty Professional Learning Communities (PLC) process, academic curricular programs are regularly reviewed and improved in order to best prepare students for future success. Brother Rice's 1:1 iPad program provides a platform for faculty and students to implement 21st century teaching and learning strategies into each academic discipline. Teachers engage in at least 20 hours of instructional technology professional development each year and work closely with the Instructional Technology Coordinator to continually improve their practice.

The Band of Brothers program sets Brother Rice apart from other high schools. Brother Rice has been sharing this best practice, and recently, several high schools have implemented the Band of Brothers system at their schools in Michigan, New York, and New Jersey. This unique structure is embedded into the school's culture, schedule, and programming. The Band of Brothers has successfully changed the former 'homeroom' structure to one in which students experience camaraderie and develop leadership. Students

remain in the same Mentor Group for all four years and develop relationships with their peers from different grade levels as well as with their Mentor Group teacher and Band Dean. Bands enjoy friendly competitions against each other during Mentor Group time and on Field Day. The Band of Brothers reinforces the pillars of Brother Rice (RICE) -- Respect, Integrity, Character, and Excellence. Student Band leaders facilitate Mentor Group discussions that reinforce the pillar ideals. Students give attention to the embodiment of these pillars in their daily lives, both in school and out of school.

Brother Rice High School strives to balance its rich history and tradition of forming young men under the charism of Blessed Edmund Rice with the challenge of providing a rigorous college preparatory education. The structure and programming uniquely position the school to continue its mission in the future.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Brother Rice’s approach to curriculum, instruction, and assessment is structured to ensure its graduates are ready for college and beyond. Courses are offered at both the college preparatory and honors/Advance Placement levels to ensure that rigor is appropriate for all our students. Students are encouraged to 'move up' to a more challenging level if they are successful in a college preparatory course.

Faculty who teach core curricular courses plan units and lessons designed to not only build foundational skills, vocabulary, and knowledge, but to cultivate analysis and critical thinking skills that college-bound graduates will need. Teachers use questioning and discussion techniques to engage and motivate students to be active participants in their own learning. It is expected that a student will leave a core course with more developed reading, writing, speaking, and study skills that will be needed to progress to the next level course.

Brother Rice implements a 1:1 iPad technology strategy, and this affords teachers the tools needed to build 21st century skills and practices into their curriculum platform. Teachers use iPads to incorporate collaboration, research, presentation, and writing skills into their units and lessons. Furthermore, iPads are a popular tool for formative assessments. Teachers regularly adjust their instruction and activities based upon formative assessment results. Students are better prepared for summative assessments due to the varied and differentiated instruction implemented by teachers.

The core curriculum at Brother Rice prepares its students for standardized college admissions tests. Teachers build this test preparation into their lessons and summative assessments. Students report that they are more confident and successful when taking these tests due to the strategies and practices they encounter in their classes.

1b. Reading/English language arts

The Brother Rice High School English Department aims to introduce students to classic literature and celebrated contemporary authors. For each grade level, at least two novels are designated for summer reading. Freshman English is a survey class in which the students study a variety of works in various genres. Sophomores study renowned American works in this survey class, while juniors study British exemplars in their historical contexts. Finally, seniors concentrate on contemporary authors from around the world. Furthermore, the English curriculum incorporates the following: literary analysis and interpretation, vocabulary, grammar, MLA format for essays and research papers, presentation skills, discussion, independent reading, and preparation for standardized tests. Elective courses in journalism, broadcast journalism, and the yearbook are open to all students.

The English Department strives to help students think critically, approach the world with an inquisitive and discerning attitude, appreciate artistic expression and creativity, understand historical and contemporary theories of rhetoric, and speak comfortably with anyone they may encounter. Students will also develop a strong understanding of grammar and usage, the structure of a well-written essay, analytical methods of reading and responding (such as annotating with pen and paper or annotating with Notability), and a variety of research techniques (for example, using scholarly databases such as Bloom’s Literature and Michigan eLibrary).

While Brother Rice uses the standards of the Michigan Merit Curriculum as a guide, it has always met or exceeded the standards in writing, reading, and language. The English program is an integration of reading, writing, grammar, and vocabulary driven by literature; critical reading and writing are the foundation of its English curriculum. Research has shown that an integrated English language arts program leads to better student learning. The English department concentrates on evidence-based responses, whether spoken or

written.

Teachers tier their writing assignments as well as the topics of essays (which are based on literature, so all students have the same foundation). This tiered instructional approach allows lower-performing students an opportunity to be successful. Teachers also employ problem-based learning, such as asking students to analyze their writing and grammar mistakes individually, with groups, or by using technology. Teachers also tier discussion questions according to Bloom's taxonomy, which encourages lower-performing students to participate and to feel success.

In addition to classroom assessments, which are created through collaboration with grade-level teachers, the department uses the scores from standardized tests to monitor both students' and teachers' progress. The student average on the English portion of the ACT is 25. Students' scores on the English part have been the highest in the school for at least twelve years. On the 2018 PSAT Reading and English tests, 75% of students met or exceeded benchmarks. On that same test, 51% of the junior class were close to being on track for college readiness, and 37% were on track for college readiness. English faculty use that data to determine which grammar skills and concepts to review and to teach, and they have implemented a supplemental aide, Quill, a web-based program, that creates individualized grammar instruction plans for students.

1c. Mathematics

The mathematics core curriculum has been an important topic over the last few years as the department better aligns the core courses with what the students must know at the end of the course. This has been adopted as the 'Need to Knows' for each class. The department agreed on roughly 10-12 items/concepts that a student must know before leaving a course. This information allows the teacher who has that student next to best understand where each student is academically. The core curriculum, in order, is as follows: Algebra I, Algebra II, Geometry with Trigonometry, Pre-Calculus, and in many cases AP Calculus. The math department believes this is the best way for their students to be prepared for the standardized testing and college readiness. The sequence allows for all students to gain a solid foundation of their Algebra skills before moving on to Geometry and then Pre-Calculus or Calculus.

Class instruction varies; there are teachers who utilize a flipped classroom for the entire school year and some teachers who use this approach a few times a month. Instruction is differentiated based on the needs of the students and will vary among lecture, videos, demonstrations, application, research based, and group work. All math teachers utilize one or more of the above strategies during a single class period, which allows for students to be career ready, flexible, and able to adapt to change. iPads are an integral part of students' classes. In their math courses, teachers integrate many different apps, including Desmos, a very powerful graphing calculator app. With this tool, students can change small items of functions and see how they may change the shape of a graph.

In the mathematics department, formative and summative assessments are used which comprise most of the courses' grades. Formative assessments may include homework, classwork, bell work, warm-ups, and brief quizzes. Summative assessments are generally found in the form of tests, projects, presentations, and quizzes. As a general rule, all students are assessed, with grades or with feedback, at least one time before a summative assessment is given. This allows students to gain a comprehensive understanding of the material with teacher-provided feedback prior to a larger summative assessment.

Overall, the mathematics department prepares and plans for continuous improvement. With students being the department's top priority, math faculty recognize students' ever-changing landscape and make adjustments as best as possible to prepare them not just for college, but for their careers and futures.

1d. Science

The Brother Rice science curriculum is designed to meet and exceed the needs of both potential science and non-science majors at the university level. Currently, students are required to take three science courses and then have the opportunity to choose from varying levels of science courses including college preparatory,

honors, and AP courses. Incoming freshmen are given the opportunity to take a variety of science courses, or they may elect not to take a science course, depending on the individual students' levels and needs. During their tenure at the school, an average of 23% of juniors and seniors will take an additional advanced science course above the required three credits. Courses meet or exceed many common core standards, which allows yearly standardized science scores on the ACT to average 2 points higher than the state's average score.

Learning is based on the modeling approach, which incorporates inquiry-based experiences that facilitate engagement and deeper comprehension. Courses are designed to include a variety of teaching strategies, which include: classroom lectures, laboratory experiences, individual and group learning teams, professional visitations, and curriculum-based field trips. Science laboratory assignments are designed to provide students with the background, equipment, techniques, and support to excel in science. The science classrooms are designed to facilitate both effective and efficient learning, which includes modern laboratory stations, equipment, and technology. Students are also able to participate in extracurricular science clubs (medical club and robotics).

All teachers use weekly formal and informal formative quizzes to modify and/or alter teaching techniques so that all students have the opportunity to comprehend and attain success in their learning prior to any summative testing. To grow professionally, teachers regularly use PLCs by sharing lessons, developing curriculum, and critically reflecting on educational design. Students are encouraged to take ownership of their own academic progress.

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

Students in the social studies department learn the knowledge and skills required to become successful and to become global citizens. In order to provide a uniting set of themes across non-sequential classes, the department chose to adopt the learning standards of the National Council of Social Studies.

The standard curriculum sequence is World History (9th Grade), electives in World Geography or AP Human Geography (10th Grade), U.S. History or AP U.S. History (11th Grade), and Economics and Government or AP Government (12th Grade). Additionally, the department offers AP Psychology and AP Comparative Government.

Social studies faculty offer both traditional and modern approaches to instruction and assessment. To provide basic content, all classes contain a rigorous set of reading, writing, and note-taking assignments. Additionally, the department prides itself on its hands-on projects and online learning opportunities. With a particular focus on presentation skills, students collaborate with one another to participate in debates, mock campaigns, fantasy stock market games, and problem-solving teams. Using technology, students participate in discussion boards, blogs, and electronic quizzes. These hands-on opportunities provide skills that students will use at the collegiate and professional levels.

Formative assessments are an active part of every class period. Between oral quizzing, discussion, and electronic quizzes, all teachers regularly track students' understanding. Summative assessments take a variety of forms; specifically, AP courses offer summative assessments with questions from previous AP tests so as to familiarize students with the style and format. Afterward, students often are able to correct their mistakes, so the activity can function as both an assessment and a learning tool.

By analyzing both PSAT and AP standardized test data, teachers use data to create common assessments with their teams. The data is reviewed and areas of concern are identified in order to modify instruction and activities.

1f. For secondary schools:

Brother Rice High School's curriculum is academically and developmentally rigorous for all students. All core and elective course curricula foster students' critical thinking, reading, and writing skills.

Faculty use instructional approaches that develop the skills students will need to be successful in college. Faculty regularly use discussion and questioning techniques while delivering their course content. Faculty design unit and lesson plans to cultivate critical thinking and reasoning skills among students. Brother Rice's 1:1 iPad program supports the 21st century technology skills that will enable students to experience success in college. Faculty use iPads to facilitate student collaboration and project-based instructional activities. Students use their iPads to create presentations, drill and practice vocabulary, and to acquire rote knowledge. Faculty teach students study skills such as note-taking, outlining, and annotating. Students become adept at these skills both in the traditional paper and pencil format, as well as on their iPads. As a result, students' critical and close reading skills have improved, and this will prepare students for the rigorous reading required of them in college.

Brother Rice has implemented a school-wide SAT/ACT preparation program. Once a month, students learn and practice test-taking strategies from each section of these standardized tests. For example, the physics teacher recorded a video on strategies for the ACT science section, and all teachers showed the video to their classes. Students took, scored, and reviewed a practice section of the ACT science test. This test preparation not only promotes success on college entrance examinations, but it provides students with strategies for college-level assessments.

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

2. Other Curriculum Areas:

Brother Rice High School's other curriculum areas serve to support and supplement its core curriculum. Some of these other curricular courses are mandatory and some are elective; therefore, all students benefit from the skills and the knowledge that these courses provide.

The Visual Arts department offers a variety of classes in both photography and art. Classes are available to all students in grades 9 through 12. Approximately 125 students participate each semester in a visual arts course. The purpose of the art program is to foster creativity in all students and challenge them to embrace a greater understanding and development of their own gifts and talents. All classes complete projects using both digital and traditional media. Students are required to give oral presentations, submit written work, and complete individual and group projects. Furthermore, students are expected to create both a traditional and a digital portfolio of their best works.

The Performing Arts department offers Jazz and Concert Bands, String Orchestra, Guitar, and Drumline to any student in grades 9 through 12. Approximately 30 students participate in Performing Arts courses. By participating in a performing arts course, students develop self-confidence, self-discipline, patience, persistence, motivation, and self-expression. They also develop interpersonal skills needed for communication such as critical thinking, creativity, and collaboration. Students may participate in Concert Choir, a vocal music course offered at Brother Rice's sister school next door.

Physical Education is a semester-long course, required for all 9th graders, that teaches students team and individual sports by focusing on individual skills for these sports. Health Education is a semester-long course required of all 10th graders. This class educates students on health issues such as alcohol, legal and illegal drugs, vaping, mental health, exercise, nutrition, and body systems. This class focuses on the positive impacts of making healthy choices. The goal of the class is to impart among students as much information about their health so that they continue to lead healthy lives and make healthy choices.

The Foreign Language Department aims to develop, build, and strengthen the four basic language skills: listening comprehension, speaking, reading, and writing. All Brother Rice students must study at least two consecutive years of the same foreign language. Students select from Spanish, Latin, French, or German. Four years are offered for each language course. Spanish and Latin offer study at the honors and Advanced Placement (AP) level. Students participate in French and German courses at Brother Rice's sister school (Marian High School). In each language, students study vocabulary, idiomatic expressions, grammar, and culture.

Forty five 11th and 12th graders are enrolled in AP Computer Science Principles (CSP). The department entlists the website Code.org for its curriculum. It is a rigorous, year-long, entry-level course that introduces high school students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy, and security, as well as the societal impacts of computing. All 10th graders are required to take Computer Applications. This course teaches software applications for business as a means of developing technology skills for the 21st century learner. Specifically, the students use a program called Mind Tap that helps them train, practice, and test on the Microsoft Office Suite.

The Theology curriculum supports the students' acquisition of essential skills and knowledge by fostering and reinforcing the cardinal virtues of prudence, justice, fortitude, and temperance. All students are required to take a full year of theology in grades 9 through 12. Students study Biblical history, the Sacraments, morality, and other Catholic theological topics. Students learn about each other and issues occurring in the world, and they come to a deeper understanding of each other and how they can impact their communities and their world. Theological study is what truly sets Brother Rice apart from other private and public high schools.

Speech is a semester-long required course for all 9th graders. Students learn essential skills such as how to organize a thoughtful and engaging speech, how to integrate visual aids to enhance an oral presentation, and how to use persuasive devices in media. Students also incorporate those devices in their own oral presentations, and use them to engage in collaborative projects.

3. Academic Supports:

3a. Students performing below grade level

Brother Rice High school differentiates instruction for students through its Achieve Plus Learning Center (A+). Achieve Plus provides differentiated instruction for all students and provides intervention for struggling students. Any student from the general population who wants tutoring can use A+ before, during, or after school. Achieve Plus is staffed with a certified special education teacher and a certified math/physics teacher trained to teach students with mild learning disabilities.

Brother Rice uses its PowerSchool grade management system to track student academic progress and identify struggling students. When students at Brother Rice High School are working below a GPA of 2.0 or have one or more F grades in a class, our two A+ teachers and the responsible counselor intervene. First, information is gathered by speaking with teachers, parents, and the student to determine how best to support student academic improvement. Teachers and counselors work with the student to develop learning goals.

A typical intervention is to assign the student to A+ during his study period. The number of students who are assigned to A+ fluctuates between 20 to 40 students each quarter, which is 4% to 7% of the school's student population. As learning goals are met, students are usually placed back into study halls. In addition, Brother Rice counselors use the High School Placement Test (HSPT) results to determine which students may struggle as freshmen and assign them to A+ in lieu of a study hall.

The A+ teachers address individual verbal, cognitive, and metacognitive issues for struggling students. They use strategies such as progress monitoring, reinforcers, cognitive strategy instruction, scaffolding, graphic organizers, memory techniques, alternative reading materials, reading aloud, probes, practice tests, and re-teaching. A+ teachers help students organize, and they have open conversations about a variety of social issues such as success with ADD, side effects of medications, social skills, and mindfulness.

3b. Students performing above grade level

Students who perform above grade level are challenged with Brother Rice's most demanding courses and curricula. Counselors use results from the High School Placement Test (HSPT) to identify which students should be scheduled into honors level and college preparatory level courses for their freshman year. Students may continue on the honors track or move from the college preparatory track to the honors track if

they meet a minimum grade standard in the class or academic subject area. Students are invited to enroll in Advanced Placement (AP) level by application only. 10th, 11th, and 12th graders may enroll in AP courses in the following academic areas: science, social studies, math, English, Spanish, and computer science. Teachers of AP courses are registered with, and their courses are certified by, College Board. AP teachers regularly attend AP Institutes to engage in professional development for best practice instructional strategies in their courses.

Teachers challenge honors and AP students to engage in discussions and classroom activities which cultivate advanced critical thinking. Teachers devote instructional time to teach students how to analyze primary and secondary sources. Students learn to improve their writing skills for document based and free response questions they may encounter on AP tests and in future college courses. All students enrolled in an AP course are expected to take the AP exam in May. To supplement and enhance their advanced coursework, students are encouraged to participate in extracurricular organizations; some of these which include Model United Nations, Debate team, Robotics team, and Business Entrepreneurship Alliance for Marian and Rice. Through its curricula and supplemental learning experiences, Brother Rice strives to ensure its highest performing students are prepared for rigorous college coursework.

3c. Special education

Brother Rice receives special education services through Birmingham Public Schools. The special education teacher works in conjunction with the district's school psychologists and other special education service providers to ensure Brother Rice is in compliance with its students' special education service plans. Because Brother Rice is a private school, students who qualify for special education services have a Nonpublic Service Plan (NSP) rather than an Individualized Education Program (IEP). The services that are directly provided to Brother Rice students through Birmingham Public Schools include Speech and Language, School Social Worker, Physical Therapy, and Occupational Therapy.

Birmingham Public Schools will also provide academic testing to determine if a student has a learning disability or to update student testing for students already identified. The A+ special education teacher works with the school's counselors and teachers to identify students who may have a learning disability. The special education teacher makes the formal request for academic testing with Birmingham Public Schools.

Currently, Brother Rice has three students who receive direct special education services (Speech and Language and School Social Worker) and a total of 13 students who have an NSP with Birmingham Public Schools.

Brother Rice provides extra time on tests and a separate location for tests for students with a current IEP (NSP) or a private evaluation. Tests are read for students who have any processing disorder or who score low in reading comprehension on the HSPT.

Brother Rice has a total of 70 students, which is 13% of its enrollment, who receive time-and-a-half and a separate location for all tests. Five of those students receive double time on tests because their tests are read to them.

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:

The School Climate/Culture at Brother Rice High School is positive and uplifting. Programming that supports school climate/culture is both integrated into the daily schedule and provided additionally through meetings, presentations, and evening activities. Stakeholders (students, teachers, counselors, parents, administrators) are integral to creating success at Brother Rice.

Beginning as Freshmen, all students are scheduled into “Band of Brothers” mentor groups, that are comprised of students in all grade levels and are led by upperclassmen. These are peer mentoring and support groups that influence the integrity of the Brother Rice pillars of Respect, Integrity, Character and Excellence. In this forum, tough and challenging issues are discussed among students (with adult guidance) and celebrations conducted for student successes. Quarterly sportsmanship activities between the bands creates a positive, challenging, and competitive platform for the boys to develop a unifying spirit. Most students express that these groups create the brotherhood that makes Brother Rice an exemplary institution.

Grade-level Chapel Meetings are conducted weekly during half of the 48 minute lunch periods. Counselors meet with their students in grade-level planned programming that supports the guidance and social/emotional goals. Discussions and presentations related to academic success, suicide prevention, bullying, substance abuse, college/career exploration and planning, and other relevant issues are communicated consistently and completely during these meetings. Guest speakers provide real-world insights for students. Student feedback is welcomed; individual voices are heard, and often ideas from student insight are developed to improve future programming. Parents are invited to presentations about important topics relevant to their students’ health and wellness.

Brother Rice High School supports a strong counseling function. Students meet individually with their counselors both in a planned program and on a walk-in basis. The ratio of students to counselors is 145:1. All school counselors are licensed professionals in Counseling, as well as in School Psychology and in Social Work. The fifth staff member, a college counselor, is available to all students but focuses on supports and guidance with senior students.

Restorative justice is the strategy used to support student behavioral success. The Dean of Student Formation works closely with the counselors to ensure a peaceful and supportive environment for students and staff. Teachers, students, and parents meet with counselors to address issues and concerns, as well as to celebrate student successes. The relationships developed through consistent and open communication benefit our school family.

Brother Rice's faculty is integral to its school culture and climate. Faculty meets weekly as departmental groups and monthly as an entire staff. These forums provide opportunities to discuss individual student needs, any staff concerns, strategies to improve as a school, and support to develop its goals and implementation strategies.

2. Engaging Families and Community:

Realizing that families and community are partners in the goal for student success and school improvement, Brother Rice High School employs many strategies to involve and communicate with those stakeholders. Each year, parents attend Meet the Faculty Night in late August so they may be welcomed by administrators and to meet their students’ teachers. Parents of freshmen and transfer students attend a New Parent Orientation session so that they know how to best support their sons as they transition to Brother Rice. When a student enrolls at Brother Rice, his parents are given their own PowerSchool and Schoology accounts, where they can monitor their son’s grades, attendance, behavior, and classroom assignments. Teachers notify parents when a student’s grade in a college preparatory class drops below a 70% and when a grade in an honors level class drops below an 80%. Parent/Teacher conferences are held each semester, and over 2100 conferences are conducted each term.

All parents are invited to be part of the Mothers' Club and the Dads' Club. Both clubs meet regularly to promote fellowship, service, spiritual formation, fundraising, and parent education. The Counseling department conducts parent education nights that feature the college application process and mental health awareness. Every January, Brother Rice's President delivers a "State of the School" address to parents. Realizing that engaged parents are the school's primary partners in their sons' education, Brother Rice strives to promote frequent communication between students, teachers, parents, support staff, and administration.

Because Brother Rice is located within the Birmingham School District borders, it is able to partner with the Birmingham Youth Assistance (BYA) organization. BYA is a partnership of the Oakland County Circuit Court—Family Division; the Birmingham Public Schools; and community volunteers; its purpose is to strengthen youth and families and to reduce the incidence of juvenile delinquency. Brother Rice promotes BYA's programming and resources to parents and students. Brother Rice also partners with the Birmingham Bloomfield Community Coalition (BBCC) to raise awareness about drug and alcohol prevention. Brother Rice students regularly serve on the Youth Board of the BBCC, and the school promotes its programming and resources for students and parents. Students who engage in healthy lifestyles and decision making experience academic success and emotional well-being; therefore, Brother Rice is proud to partner with these community organizations.

3. Creating Professional Culture:

Today's educational environment calls for schools to move beyond the traditional barriers. Brother Rice High School recognized both the need to incorporate 21st century learning, and to do so in a positive and supportive environment where all stakeholders are valued and appreciated. As part of its school improvement plan, Brother Rice began researching best practices, training faculty, and executing implementation strategies to ensure students were afforded the same high-level, college preparatory, and lifelong skill-building education that is associated with a Brother Rice diploma.

After years of research, Brother Rice proudly began its 1:1 iPad initiative in 2014. Faculty groups were trained by Apple professionals and the school was equipped with the technological requirements to support the initiative. This event signified a new era of education in the building. Since that time, Brother Rice has employed time, talent, and treasure to make the transition a positive one for its administration, faculty, and students. Specifically, three activities which align with Brother Rice's commitment to creating a positive professional culture, and 21st century school curriculum include: attending Professional Learning Communities (PLC) conferences, implementing the Brother Rice Technology Professional Development (PD) day, and mindfulness training.

The faculty's first PLC conference took place in Grand Rapids, Michigan in 2017. The administration team and all the department chairpersons attended the conference. This conference not only improved understanding of PLCs, it also improved relationships among coworkers striving for the same goals. Administrators annually continue to accompany different faculty members on these conferences. As a result, Brother Rice PLCs are embedded into its professional culture, and the faculty all now use formative and summative assessments which reflect the curriculum and culture of the school.

The Technology PD day was new in 2018-2019. Faculty and administrators worked together, offering full-team and small, break-out sessions which focused on the school learning platform on the iPads, as well as several apps or web tools teachers use with their students. Sharing so many best practices across the building was so successful and well received that Brother Rice has scheduled the second annual Technology Day for 2019-2020.

Mindfulness training was important to Brother Rice because administration recognized the stress caused by change and implementing new ideas in a building. Some of the administrators, counselors, and faculty attended this training which was hosted by a local university. To build a lasting, positive culture, Brother Rice continues to invest in the mental and physical health of its faculty.

4. School Leadership:

The structure of the Brother Rice leadership team is the President and Principal model. The President reports directly to the Board of Directors, who are appointed by the Edmund Rice Christian Brothers' Sponsor Council. The President is responsible for school governance, school finances, enrollment, advancement/alumni relations, facility management, and faith leadership. The Principal reports directly to the President and serves as the educational head of the school. The Principal is responsible for curriculum development, teacher supervision, school discipline, extra-curricular activities, and Catholic identity.

Both the President and Principal share in school leadership, along with departmental leaders, to effectively operate the school. These leaders include: Chief Financial Officer, Chief Advancement Officer, Vice Principal, Director of Enrollment, Director of Technology, Director of Counseling, Dean of Faculty, Dean of Student Formation, Director of Campus Ministry, and Director of Athletics. Weekly meetings of the entire leadership team are held in order to best communicate and focus on the mission of Brother Rice High School.

The most important role for school leadership is to ensure that the Essential Elements of an Edmund Rice Christian Brother Education are carried out in all school programs. The Essential Elements are: 1. Evangelize youth within the mission of the church, 2. Proclaim and witness to Catholic identity, 3. Stand in solidarity with those marginalized by poverty and injustice, 4. Foster and invigorate a community of faith, 5. Celebrate the value and dignity of each person, 6. Collaborate and share responsibility for the mission, and 7. Pursue excellence in all endeavors.

Through an effective Board Committee structure and Academic Department structure, leadership decisions have a direct impact on student learning. For example, the board's Facilities Committee ensures that the school building is properly functioning and has the necessary technological capabilities to support learning. The Human Resources Committee works in concert with the Finance Committee in order to set up a salary and benefits structure that promotes employee retention. The Academic Departments, led by Department Chairs, work with the Principal on curriculum design, technology integration, data usage, and assessments that drive student achievement. Recently, the school's Data Team used data from students' ACT and PSAT scores to develop a school-wide test preparation program with the goal of improving scores and motivating students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The Band of Brothers is a schoolwide system that helps to create leadership opportunities as well as growth in camaraderie across class lines. The students aspire to grow from the inside out to align with what the four pillars of the Band of Brothers stand for:

- I=Integrity
- C=Character
- E=Excellence

The Band of Brothers system enhances the pastoral care of all students, strengthens its sense of community, promotes the development of relationships, and enables more proactive leadership skills for those heading off to college.

Each of the 6 Bands consists of roughly 100 students, which are then divided into 5 Mentor Groups, which consist of equal numbers of students in each grade. The 30 Mentor Groups take time each day to communicate with each other, to compete alongside each other, and to develop positive relationships among one another. Student Band Captains (elected by the students) and Small Group Leaders (elected by the teachers and staff) direct the daily activities. Friendly competitions take place in areas such as:

- Highest G.P.A., Fewest Detentions, Most Service Hours
- Dodgeball, Handball, Basketball, Volleyball
- Field Day, Fund-raising, School Fight Song
- March Madness, Playoff Predictions

In their exit interviews, graduates regularly cite the Band of Brothers as the single most beneficial program they took part in at Brother Rice. They feel a sense of satisfaction knowing they made a positive impact on the underclassmen they mentored. Students strive to become leaders, thus allowing them to embrace and take pride in the legacy they have left.

The younger students are eager to step into leadership roles when they finally become upperclassmen. Almost half of upperclassmen applied to be a Band Captain from 2017-2019. Roughly 20% of those students were elected. Many of the remaining highly qualified students became Small Group Leaders.

Between 1997 and 2007, at the conclusion of the school year, the freshman class lost an average of 8% of the total number of students enrolled. Since implementing the Band of Brothers system in 2008, that number has decreased to less than 3%. Students' feeling of being socially accepted in a new environment has led to the dual benefit of higher student retention as well as increased satisfaction with students' overall educational experience.

Eleven years after starting the Band of Brothers, all stakeholders would agree that the mentoring system has had a profound impact on Brother Rice's culture. It is smoothly woven into the fabric of daily activities, and it is arguably the most unique practice with the highest amount of positive feedback and results. •

R=Respect

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? \$18008
(School budget divided by enrollment)
4. What is the average financial aid per student? \$4786
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 45%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 62%