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 <u>Dr. Kathleen Norris</u>

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

Official School Name <u>Saint Paul School</u>

(As it should appear in the official records)

School Mailing Address <u>61 Moss Road</u>

(If address is P.O. Box, also include street address.)

City <u>Westerville</u>   State <u>OH</u>   Zip Code+4 (9 digits total) <u>43082-9054</u>

County <u>Delaware</u>

Telephone <u>(614) 882-2710</u>   Fax <u>(614) 882-5998</u>

Web site/URL <u>http://www.stpaulk-8.org</u>   E-mail <u>stpaulinfo@stpaulk-8.org</u>

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* <u>Mr. Adam DuFault</u>   E-mail <u>adufault@columbuscatholic.org</u>

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Diocese of Columbus</u>   Tel. <u>(614) 221-5829</u>

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 <u>Mrs. Mary Kay Irwin</u>

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

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

                                          0 TOTAL

SCHOOL (To be completed by all schools)

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

   [ ] Urban (city or town)
   [X] Suburban
   [ ] Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	27	27	54
K	42	39	81
1	41	33	74
2	46	41	87
3	38	56	94
4	36	34	70
5	52	34	86
6	48	44	92
7	45	40	85
8	53	41	94
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	428	389	817

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

4.   Racial/ethnic composition of   0.1 % American Indian or Alaska Native
     the school (if unknown, estimate):   2.2 % Asian
                                          3.3 % Black or African American
                                          2.8 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          86.6 % White
                                          5 % Two or more races
                                          100 % Total

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

5.   Student turnover, or mobility rate, during the 2018 - 2019 school year: 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 *to* the school after October 1, 2018 until the end of the 2018-2019 school year	12
(2) Number of students who transferred *from* the school after October 1, 2018 until the end of the 2018-2019 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2018	817
(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):

     Spanish, Vietnamese,Slovakian, Tamil,Gujarati, Hungarian, Akan(twi),

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

                                                         7 Total number ELL

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

          Total number students who qualify: 0

8. Students receiving special education services: 4 %

    33 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.

1 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	6 Other Health Impaired
0 Developmental Delay	13 Specific Learning Disability
0 Emotional Disturbance	12 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 11

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	28
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   26:1

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%	97%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes X   No

    If yes, select the year in which your school received the award.   2013

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

St. Paul School is dedicated to providing a faith-based, rigorous, and diverse STEAM curriculum that challenges students to persevere, collaborate with others, and become responsible decision makers.

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

Located in Westerville, Ohio, St. Paul School is an integral part of a parish community comprised of approximately 15,000 members. The school was built in 1961 with a starting enrollment of 281 students. Today 817 students are enrolled in grades K-8 making St. Paul School the largest Catholic school in the Diocese of Columbus. Consistently high levels of academic achievement and a vibrant spirit of community have kept the school flourishing for almost 60 years. The spirit of community encompasses every person whose life is impacted by St. Paul School: children, young people, parents, relatives, friends, faculty, staff, and local and world communities. It is seen in the school's support of the "Westerville Area Resource Ministry" by providing food for those in need, "Run the Race Club" in providing assistance to inner-city school children, "St. Lawrence Haven" in providing lunches for the poor, "The Pulsera Project" in raising money for Guatemalan street children, and "Boxes of Joy" in providing clothing and supplies for children in developing countries.

The majority of students who graduate from St. Paul attend either St. Charles Preparatory School or St.Francis DeSales High School. Each year these schools award scholarships to graduating 8th graders from St. Paul. Merit-based scholarships in the amount of $200,000.00 were awarded to members of the 2018 8th grade graduating class. St. Paul students continue to excel in high school as evidenced by honor roll statistics and the number of St. Paul graduates who have been awarded National Merit Scholarship status. Yearly test scores on the TerraNova3 achievement test, given in October to grades 3-8, are also consistently higher than national and local scores in all content areas.

In 2017, St. Paul School added 27,000 square feet of technology-enhanced 21st-century learning spaces to provide the resources and support needed to facilitate teaching and learning within the context of STEAM. The new spaces included 13 new classrooms, break-out spaces, a learning commons with flexible spaces, and a designated STEAM makerspace. A long-held tradition of high expectations for teaching and learning, as evidenced by status as a 2013 Blue Ribbon School of Excellence, launched St. Paul into a school-wide initiative to facilitate collaborative problem solving across the curriculum. The initiative began with a pedagogical shift from teacher-led to student-led teaching and learning. The teachers were immersed in professional development that included a study of Problem/Project Based Learning (PBL) through Ann Lambros' PBL in the Elementary Classroom, Delisle's How to Use PBL in the Classroom, Carol Dwek's MC Ricci's Growth Mindset, Willis' The Neuroscience of Learning, The Motivated Brain, and Beyond the Marshmallow Test to name a few.

The culture of the school evolved to embrace a growth mindset and an understanding of the neuroscience of learning not only for students, but also for the teachers. This change in attitude and culture supported a dynamic push forward in efforts to provide students with cross-curricular research-based STEAM teaching and learning opportunities. This effort included exposing students to STEAM careers through problem/project-based learning (PBL), the Engineering and Design Process, and community partnerships. Ongoing relationships with business professionals and community organizations connect students with real-world learning opportunities and 21st-century careers. As a result of these efforts, St. Paul School was recognized in 2019 by the Ohio Department of Education as a designated STEAM School of Excellence. STEAM-designated schools must demonstrate that they employ highly effective teachers and leaders who meet the needs of the whole child. In addition, STEAM-designated schools have well-established partnerships with businesses, non-profit organizations, institutes of higher education and other entities in their communities to prepare students for post-high school success.

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

St. Paul School implements a standards-based teaching, learning, and assessment model. The purpose is to give parents and students a clear understanding of academic progress and growth in relation to the Diocesan course of study. The grading system is based upon the level of proficiency achieved rather than an average of points accumulated. By focusing on the essential standards that have been identified for each grade level, this system supports high academic and behavioral expectations for all students.

Teachers across the curriculum integrate inquiry-based design into their weekly lesson plans. This provides a platform for personalized learning within the context of PBL, team collaboration, multiple strategies for learning, and multiple ways to demonstrate mastery of the standard(s).

A Multi-Tiered System of Support (MTSS) is utilized to ensure that the needs of every student are being addressed. The MTSS framework is built around a Response to Intervention (RTI) team comprised of school administrators, the intervention coordinator, intervention specialists, the school nurse, the school guidance counselor, a school psychologist, and the classroom teachers. The diversity of perspectives and expertise allows the staff to address complex student issues, whether they be academic, behavioral, spiritual, mental, or emotional needs.

All students receive Core Tier 1 instruction which is high quality, differentiated, and culturally responsive. For instance, teachers will design a STEAM-centered project-based learning initiative utilizing a variety of Tier 1 accommodations and instructional strategies for students. With an emphasis on student choice and personalization, the teacher facilitates a scaffolded discovery process. Differentiated groups, organized by formative data and individual learning styles, allow students to unpack complex problems in a way that best fits with their needs. As the students collaborate and start to articulate possible solutions, the teachers assess individual student understanding and respond accordingly with appropriate support measures.

1b. Reading/English language arts

St. Paul's reading and English language arts curriculum embraces an integrated approach to literacy while following the Ohio Learning Standards. Reading, writing, listening, and speaking standards are taught and assessed through interdisciplinary STEAM-based initiatives and project-based learning even at the earliest grade levels. For instance, the kindergarten class engages with community partner Corna Kokosing Construction in analyzing building structures around the local Westerville community. Students read informational texts about essential elements of a well-designed building, listen to a Corna engineer "expert" and take notes, write their analysis of buildings around the area, and present their findings to a panel of engineers. Throughout this process, the teachers are instructing and assessing mastery of literacy standards, but the authenticity of the approach ensures student participation and engagement. In a real way, the learning process becomes relevant and attached to the instruction and assessment happening in the classroom.

Throughout the overall project or unit of study, teachers employ best practices in their integrated literacy instruction. After careful review of reading and language arts data, St. Paul decided to implement "The Daily 5" as a structure for K-5 literacy instruction. Rather than separate literacy into different compartments or "boxes," the Daily 5 takes the language arts block and provides a structure to ensure consistency. Each day, students independently rotate from station to station to "Read to Self, Work on Writing, Read to Someone, Work with Words, and Listen to Reading." The structure allows teachers to use guided reading with differentiated small groups of students. Maximizing instructional time through continued running records and other formative assessments, the teacher can hone in on each group's specific strengths and weaknesses.

Classroom teachers collaborate directly with intervention specialists and a reading specialist to continually analyze formative assessment data on a week to week, month to month basis. In addition to the running records and sample work evidence from the literacy block, students take the STAR Reading diagnostic frequently throughout the year. In combination with the classroom assessments, Fountas and Pinnell data gathered from the reading specialist, and the STAR diagnostics, the literacy professionals can make informed decisions about instructional next steps in the classroom. Guided reading groups are fluid and responsive to the growth of students throughout the year. It is also worth noting the parental investment in the literacy program as parental involvement contributes directly to the literacy program's continued success. The PAC Board (Parent Activity Committee) earmarked over $30,000 for new guided reading resources purchased in the summer of 2019.

With one designated Language Arts specialist per grade level beginning in 5th grade, students are exposed to a wide variety of non-fiction and fiction texts resources in their pursuit of mastering grade-level standards. Middle school teachers collaborate with the intervention team to differentiate text levels, modify assessments when appropriate, and scaffold the current project-based learning initiative. Students utilize personalized learning technology programs such as Membean to build vocabulary inside and outside the classroom.

1c. Mathematics

As a STEAM school, St. Paul emphasizes the importance of mathematics as an essential element of the engineering and design process. All students are instructed and assessed following the Ohio Learning Standards which closely resembles the Common Core Standards for Mathematics.

In 2018, St. Paul established a math curriculum team to carefully review the STAR Math Diagnostic and TerraNova3 data from the last five years. The committee led to the adoption of the i-Ready technology-enhanced math resource program from Curriculum Associates giving all students K-4 an individualized path for math success. Following a comprehensive diagnostic measuring each student's unique strengths and weaknesses, the students can achieve a higher level of understanding using Chromebooks both inside and outside the classroom. While monitoring this data for each child, the teachers can anticipate potential gaps in learning with new material and ensure a differentiated instructional plan for each student.

Based on data analysis, St. Paul decided to employ an inclusion-based tutor for students in grades 5-6 to collaborate with the specialized math teacher. The math tutor assists in the differentiation process combining a series of strategies to ensure that all students are learning regardless of their mastery level. Students who have mastered grade-level standards are pulled out for extension groups on a week to week basis, and students who need remedial assistance are served directly in the classroom.

St. Paul students are offered a differentiated math offering once reaching 7th grade. Based on test scores and assessment performance in the classroom, students are either placed in Advanced or General mathematics. Students in advanced mathematics take Pre-Algebra in 7th grade and a high school level Algebra class in 8th from the same highly qualified math instructor, taking the Ohio state test and putting them in a position to take Geometry as freshmen. A different highly qualified math specialist teaches general mathematics to students in both 7th and 8th grade so they will be successful in Algebra I as freshmen. Employing two highly qualified math instructors to teach the same grade levels allows a truly differentiated approach, gives the teachers an opportunity to work with the same students for two years, and reduces the class sizes giving students more personal attention on a day to day basis.

K-8 classroom teachers collaborate with the intervention team to review and analyze formative and summative assessment data, STAR Math data, and i-Ready data on an ongoing basis throughout the year. Intervention specialists utilize personalized i-Ready data to assist K-4 classroom teachers in providing appropriate instructional and assessment accommodations. Fifth through eighth grade math teachers share lesson plans and assessments with the intervention team so that all students receive the proper modifications and/or accommodations.

As part of the overall course planning for the year, teachers seek to integrate mathematics into

interdisciplinary project-based learning initiatives. For example, 6th grade students are assessed on graphing standards within the context of analyzing, graphing, and presenting data for a PBL initiative to develop an anti-bullying program.

1d. Science

St. Paul's inquiry-driven and discovery-based approach to science is at the heart of the STEAM program. Teachers foster a sense of curiosity and love of the natural world by starting with engaging questions rather than general scientific facts. The student-centered questions, often student-initiated, are the building blocks for future discoveries acquired through a variety of hands-on, project-based initiatives inside and outside the classroom.

All students K-8 experience the joy of learning science in a designated STEAM Idea Lab, coordinated by the lead STEAM teacher. As both makerspace and science lab, students use technology-based equipment to better understand the current project-based learning initiative, or they can create and explore scientific topics of interest. Teachers regularly utilize the tools in this space to support and reinforce science curricular objectives.

While teaching and assessing the Ohio Learning Standards, teachers utilize a variety of resources including Mystery Science, an online discovery-based video curriculum for grades K-3, and a new Pearson science textbook series for grades 4-8. The Pearson series combines an online personalized learning platform with a focus on the engineering and design model for the classroom. Teachers introduce an engaging question, initiate a hands-on lab experience, and follow up with an online lesson or assessment that addresses the learning.

St. Paul employs a designated science specialist for grades 5-6 students and a science specialist for grades 7-8. A yearly interdisciplinary Engineering and Design Science Fair for 7th and 8th grade students is the capstone of the program. Based on a question of their choosing, students complete a comprehensive research paper and conduct a study following the engineering and design process. Students then present their findings to a wide variety of scientists, engineers, and other career professionals in our local Westerville community.

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

St. Paul's social studies curriculum follows the Ohio Learning Standards and seeks to develop thoughtful, empathetic, and active citizens who care about relationships, community, and learning from our history. Social studies concepts and key ideas are essential to many of the project-based learning initiatives encountered throughout the year.

At the youngest grade levels, core social studies ideas and standards are integrated into our interdisciplinary literacy curriculum. Students experience the "big ideas" of social studies through specific case studies using the genres of both fiction and non-fiction. The project-based learning initiatives can also provide a deeper understanding of these essential ideas. For example, a 1st grade student learns about one's relationship to his or her neighborhood and local community through the experiences of a fictional character in a short story, and the student interviews an elderly member of the church to learn more about the past as part of a PBL initiative. In this integrated approach using multiple methods, the child can achieve a deeper mastery of the social studies learning standard.

Beginning in 4th grade, students achieve mastery of the increasingly more complex social studies standards by working with departmentalized specialists. Using a variety of resources and genres, including textbooks, primary and secondary sources, novels and short stories, and online videos, teachers strive to create an immersive historical experience for students so they can truly empathize with the people from the past. The teachers consistently move back and forth along the timeline, relating past events to current world events. For example, 4th grade students roleplay the actions of British soldiers, revolutionary colonists, and loyalists in the Boston Massacre. The teacher uses the empathy built around this experience as a catalyst to address the various perspectives of participants in current events (i.e. refugee crisis) around the world.

1f. For secondary schools:

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

St. Paul's preschool program for 3-5 year olds started in the 2019-2020 school year with 52 students in two classrooms. As a licensed preschool program through the State of Ohio, the curriculum follows the Ohio Early Learning Standards focused on the following domains: Language and Literacy, Physical Well Being and Motor Development, Cognitive Development and General Knowledge, and Social-Emotional Development.

As a way to better prepare the preschool students for the K-8 school's STEAM and Project-Based Learning approach, the preschool teachers utilize the ACCESS curriculum to address the Ohio Early Learning Standards. ACCESS is an integrated inquiry-based preschool curriculum developed at the University of Dayton. ACCESS stands for Assessment Supported, Child Centered, Emergent, Science Emphasis, and Standards Integrated. This approach divides standards into three major indicators for student mastery: science and social studies investigations, daily routines (i.e. Citizenship through the practice of cooperative behaviors), and explicit assessment (reading process, vocabulary acquisition, phonemic awareness, etc.) The core component of ACCESS is the investigation approach. Students complete mini-investigations and long term investigations geared towards answering driving questions similarly to the project-based approach in the older grade levels.

Located within the school building, the preschool students benefit from STEAM programming and resources offered to the older students. Preschool students partner with older students as mentors in their investigations, and they visit the STEAM lab to create and foster curiosity about the natural world.

The preschool team, led by an experienced preschool director, meet with the kindergarten staff to ensure continuity and consistency in the transition to the next grade level. The team regularly meets at the beginning of the school year to discuss a vertical alignment of literacy standards, and they plan meetings to discuss individual students' strengths and weaknesses moving into the next year.

2. Other Curriculum Areas:

St. Paul's Arts program includes both a full-time K-4 and a 5-8 art instructor, two vocal music instructors, and a full-time band, orchestra, and strings instructor. Students have after-school opportunities for children's choir and jazz band. The art and music teachers work with the STEAM Core Team and grade level teachers to develop cross-curricular activities and projects throughout the school year. For example, students in 3rd grade were challenged to create instruments to demonstrate examples of sound created by vibrations of strings, air, or a surface. The band and strings instructor collaborated with the 3rd grade teachers to develop and implement the lesson. With the help of the students, he used instruments to demonstrate the ways sound can be created by vibrations of strings, air, or a surface. The lesson included examples of sound waves that the students were asked to replicate using the instruments. The challenge for the students was to work in groups to design an original instrument that could make a low and high pitch. Utilizing the Engineering and Design Process, the students used the knowledge gained through research and hands-on activities to plan, create, and improve upon their final products. During his presentation, the music instructor shared many career options for musicians, sound technicians, audio engineers, medicine, and architecture.

In addition to the continued integration of the visual arts and music into the STEAM program, all students K-6 showcase a vocal or musical performance each year.

St. Paul demonstrates the importance of physical education, health, and nutrition by employing two full-time physical education and health teachers for grades K-4 and 5-8. All students K-8 attend physical education class at least twice weekly, and health is integrated into these class periods or addressed through the science curriculum.

Physical education teachers contribute significantly to our project-based learning initiatives happening in different grade levels throughout the school. For example, as part of the 1st grade students' initiative to

raise awareness of "wellness" to the St. Paul community, the K-4 physical education teacher hosted the kick-off event and collaborated with 1st grade classroom teachers in lesson planning.

St. Paul employs a full-time Spanish teacher for grades 6-8 with the intention that students will test into Spanish II upon entering high school as freshmen. Students are required to take the first two years of Spanish I and have the option to take the final year in 8th grade. Approximately one-third of the 2019 graduating class took the Spanish placement exam for St. Francis DeSales High School, and 90 percent of these students tested into Spanish II or Spanish III as freshmen.

The Spanish teacher also coordinates the Spanish Club which seeks to give St. Paul students an opportunity to experience different cultural traditions of Latin American and Spanish countries. For example, the Spanish Club hosted a Hispanic Heritage Month series of speakers for students in grades 7-8. The speakers, all of Hispanic heritage, were leaders of various professions in their local communities.

St. Paul employs a full-time librarian and media specialist to coordinate a state-of-the-art Library Learning Commons (LLC) and multi-functional student space. For primary grade levels K-3, the librarian collaborates with teachers to address literacy standards during scheduled library class periods. For students in grades 4-8, students are taught to utilize the space as more of a resource for current class initiatives or projects. The librarian meets frequently with content-area teachers to learn about different projects and how LLC resources can best support the needs of the students.

St. Paul's technology team consists of two full-time teacher directors to ensure successful technology use for all grade levels K-8. For students in grades K-3, the technology directors meet regularly with scheduled class periods to teach and assess key concepts and skills. Beginning in 4th grade, each child is assigned a Chromebook for continuous use across the curriculum. The technology directors collaborate with teachers to assist them in using the Google Suite, including Google Classroom, as well as a variety of other learning tools.

The St. Paul STEAM program is marked by a consistent focus on exposing students to outside experts, organizational leaders, and career professionals. Whether students are conducting fieldwork outside the school at various organizations, or experts come to the classroom, the program seeks to increase awareness and excitement about 21st-century careers.

Along this same vein and realizing that computer science is fundamental to career readiness, the STEAM teacher and technology directors started three programs to build these skills: a LEGO Robotics team, a Coding Club, and a 3-D Printing Club, all available to 5th-8th grade students. Through these programs and the continued integration of computer science across the curriculum, St. Paul School hopes to prepare students for the careers of tomorrow.

3. **Academic Supports**:

3a. Students performing below grade level

St. Paul teachers encourage high expectations for all students regardless of their current achievement level upon entering the class. It is the norm for teachers to utilize high quality, differentiated, Tier 1 instructional accommodations for all students. Examples may include explicitly modeling the task to be completed, providing graphic organizers for students to record notes, using visual aids, clarifying instructions, or organizing differentiated groups.

Tier 1 accommodations allow a high percentage of the population (80-85percent) to fully engage within STEAM-centered curriculum; however, those students who continue to present academic challenges are referred to the school RTI team. At that point, the team gathers all relevant data and implements specific Tier 2 interventions that can be monitored and measured over a designated time period. Based on team member and parent input, specific interventions are implemented such as extended timelines for the project-based initiatives or alternative means of assessment. At the end of the intervention window, the team reviews the data and analyzes whether or not the student should be evaluated for a formal Individualized

Education Plan.

Multiple intervention specialists and tutors partner with classroom teachers to implement Tier 2 and Tier 3 accommodations adhering to the principle of "Least Restrictive Environment." The intervention staff engages with the project-based learning initiative and analyzes the level of support needed for students receiving higher tier accommodations. For example, the classroom teacher and intervention specialist may collaborate to modify the reading level of an informational text so that a student can fully participate in conducting research and sharing with peers in a small group.

A full-time reading specialist also assists in providing Tier 2 accommodations for K-2 students. Meeting in small groups, the reading specialist supplements the classroom teacher's literacy instruction to increase opportunities for practicing and learning skills.

3b. Students performing above grade level

St. Paul seeks to meet the needs of its students performing above grade level through continued investment in the STEAM program and commitment to project-based learning. High achieving students deserve to be consistently challenged and engaged with authentic learning experiences that allow for academic and social growth. By connecting the curriculum with real-world projects and problems and embracing a focus on career readiness, St. Paul's programming gives high-performing students an opportunity to thrive.

In addition to the PBL initiatives, the STEAM IDEA Lab/Makerspace, facilitated by a full-time STEAM teacher, engages high achievers by celebrating student free choice and innovation. The lab is stockpiled with a variety of resources to honor a diversity of creative abilities and preferences. The Makerspace is an opportunity for students to learn based on their preferred learning style, create based on personal inspiration, and share their unique gifts and talents with the community. The IDEA Lab also hosts multiple enrichment opportunities for high-performing students including the LEGO Robotics Club, Coding Club, and 3-D Printing Club.

St. Paul has adapted various technology-enhanced resources to assist our ability to differentiate instruction and academic content for both low and high achievers. As described briefly above in the Math section, students in grades K-4 can practice and learn new mathematics standards on a pathway that is tailored specifically to them using the I-Ready online software. Similarly, students in grades 5-8 utilize the program Membean, a vocabulary immersion and acquisition software, which tailors a vocabulary immersion and acquisition pathway specific to each student's strengths and weaknesses.

St. Paul's addition of a math tutor to grades 4-6 and collaboration with the classroom teacher, to provide weekly extension groups, demonstrates a willingness to be responsive to the needs of high performers.

3c. Special education

St. Paul's MTSS framework gives all students, especially those with special academic, social, or emotional needs, an ability to access all the benefits of a STEAM-centered curriculum. Once students have gone through the RTI process, been evaluated, and received a formal Individualized Education Plan, they receive services through one of two different paths. If students have been evaluated and qualify as solely having a speech and language disability, they receive weekly services from a speech pathologist hired through the local Westerville school district. For all other disability categories, students with IEP's are served in-house by intervention specialists.

The intervention specialists' goal is to consistently collaborate with content teachers to provide focused Tier 3 interventions in order for students to succeed in the classroom. The intervention specialists serve students through small pull-out groups of 1-3 students or through inclusion working directly with the students in the classroom. Intervention specialists work with teachers to make instructional and assessment accommodations geared toward their students. For example, an intervention specialist might work to modify the formatting of a test or change the structure of the questions so that it might better adhere to the IEP accommodation stipulations and help the student succeed. As a consistent advocate for the students on

IEP's, the intervention specialists ensure that classroom teachers are doing all things possible to guarantee equity amongst the entire student population.

As the special needs population increases, St. Paul's intervention team and the services provided continues to expand.

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

St. Paul's intervention team coordinates ELL services directly with the local district of Westerville. Services continue to expand and extend our ability to identify and serve ELL students in the school. Although students live in homes where English is spoken as a second language, they may not have not qualified services based on their test scores. The local district often chooses to serve the students based on the student scores on the Ohio Proficiency Test.

The school has implemented certain technology programs to assist with the ELL population including Lexia Learning. After a reading and language diagnostic, students receive personalized instruction, practice, and assessment on Lexia learning. The intervention team has used Lexia to supplement coordinated instructional and assessment accommodations happening in the classroom.

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-wide implementation of problem/project-based teaching and learning, adoption of a growth mindset and the introduction of a STEAM-based curriculum have all had a profound and positive impact on the school climate and culture. Problem/project-based learning (PBL) is an integral component of the STEAM-based curriculum. As an instructional strategy, PBL focuses on the solving of real-world problems as a way of achieving a high degree of student engagement. It creates an active learning environment that encourages collaboration, problem-solving, and decision-making as a means of helping students develop higher-level critical-thinking skills. As a student-centered interdisciplinary approach, PBL gives students the freedom to solve problems in a variety of ways. It also encourages all students to participate and contribute toward solving the problem. The team shares success for the collaborative process which builds confidence in students who may not always feel successful in the classroom.

Students are actively engaged in solving real-world problems that are often tied to social problems such as conservation, the shortage of water, pollution, and environmental problems.Through the process of collaboratively solving real-world problems, students develop the social and emotional learning competencies of self awareness, self management, responsible decision-making, relationship skills, and social awareness.

To ensure the success of the PBL school-wide implementation, a growth mindset culture was established into the school culture. The initiative at the teacher level was an intense study of growth mindset and neuroplasticity as part of the school's professional development goal. At the classroom level, teachers identified pupils with a fixed mindset, those scared to contribute to class discussion for fear of looking stupid, and those who take one bad test result as a sign that they cannot succeed. The teachers worked collaboratively to remove the barriers to learning by helping students realize they could grow their ability through practice, perseverance, resiliency, and grit. This included sharing research that negates the idea that intelligence is fixed from birth as a way to inform teaching, learning, and parenting practices.

2. Engaging Families and Community:

Community partnerships are the bedrock of St. Paul's STEAM-centered academic program.

The STEAM curriculum team has generated a database of career professionals from the St. Paul parent community who were willing to partner with the school. The professionals serve as judges for the annual 7th/8th grade Science and Engineering Fair, guest presenters for our project-based learning initiatives, and STEAM Career Day speakers. Some of the business organizations have evolved into key partnerships, committed to preparing St. Paul students for 21st-century college and career readiness.

One key partnership is The Pointe, Otterbein University's STEAM Innovation Center. The Pointe staff coordinated professional development for St. Paul teachers focused on project-based learning involving the Innovation Center facilities and a number of Otterbein professionals. The Otterbein staff demonstrated how to utilize the engineering and design process with students and how a STEAM Makerspace fosters creativity and innovation. Otterbein collaborates with the STEAM Lead Teacher on a regular basis including connecting St. Paul with community organizations around the Westerville area.

After completing a three-phase renovation project adding 27,000 square feet of 21st century learning space to the building, Corna Kokosing Construction has also become an invaluable partner. Corna engineers, administrators, and project managers judge the annual Science and Engineering Fair and participate in STEAM Career Day. Corna Kokosing has committed to an ongoing partnership with St. Paul including presentations, classroom discussions, involvement in the LEGO Robotics competition, and engaging students with career opportunities in the construction industry.

Parents are encouraged to partner with school leaders through involvement on various boards. Fellow

parents elect a School Advisory Board (SAB) to advise the administration on policies and long-term planning. The SAB collaborates throughout the year and meets monthly to develop and implement goals for the school. The goals are often financial or curricular in nature, and the board supports the school and parish in bringing the goals to fruition. The Parent Activity Committee (PAC) meets on a monthly basis to coordinate and organize various fundraising events that directly impact the students. Finally, the STEAM advisory board is comprised of parents, business leaders, and administration. The goal of the STEAM Advisory Board is to provide input to the ongoing development of the STEAM curriculum; securing and sustaining local and national partnerships that provide real-world problem scenarios, in-kind donations of time and service, financial stability, and quarterly reviews of STEAM activities and progress.

Parents, business leaders, and all interested parties are sent a comprehensive weekly newsletter called the "Ram Report" outlining current events and general happenings of the school.

3. Creating Professional Culture:

Effective teachers are the cornerstone of St. Paul's success. St. Paul seeks to recruit and retain teachers of the highest caliber with a strong passion for STEAM and Project-Based Learning education. Investing in professionals with continued access to cutting edge and innovative professional development will continue to strengthen the staff. STEAM resources and materials will allow teachers and students to have the most effective educational tools at their fingertips.

St. Paul develops, implements, analyzes, and reflects a strategic school improvement plan every six years. Teachers are actively involved in this process as members of the head "steering committee" and also through faculty meetings and discussions each year. This strategic continuous improvement plan ensures that the school remains accredited, and it also allows for teacher buy-in and ownership of the professional development goals for the staff.

St. Paul requires staff members to set annual goals explicitly connected to the goals outlined in the continuous improvement plan. The goals must also address an annual self assessment where teachers self-assess themselves on the Ohio Department of Education's rigorous teacher standards. The administrators conduct frequent walkthrough observations and a formal summative observation at the end of a two-year cycle. Following a coaching evaluation model, the administrators discuss the observations with teachers and collaborate to collect and analyze relevant data. These conversations lead to concrete next steps to help the teachers and school accomplish their goals.

Alongside this personalized teacher evaluation and coaching process, St. Paul hosts professional

development workshops for teachers throughout the school year. These PD workshops link directly to the continuous improvement plan goals. St. Paul also offers teachers a yearly professional development reimbursement plan so that teachers can take courses and classes offered at accredited universities. In addition to the individual reimbursement, St. Paul sends teachers to STEAM-related conferences both locally and nationally. For example, teachers have recently attended STEAM expos and workshops including the National Art Education Association's Summer Studio Design Thinking, the International Society for Technology in Education, the Ohio Educational Technology Conference, and the Google Summit for Educators.

The administrative team also prioritizes teacher and student materials in the operating budget so that St. Paul students and teachers will have access to the latest research-based educational resources. The Parent Activity Committee (PAC) collaborates with the administration and School Advisory Board (SAB) to raise and spend over $100,000 yearly directly on student-centered resources.

4. School Leadership:

School leaders drive the STEAM-centered curricular principles and model at St. Paul by providing exceptional instructional leadership and coaching, prioritizing STEAM and PBL in the budget, sharing the successes of the program with stakeholders, actively engaging the community through partnerships, putting

administrative structures in place for success (like scheduling), and generally pushing the school towards STEAM goals and objectives. The single most important thing St. Paul leaders do is recruit and retain high quality, flexible, intelligent, and innovative teachers who are well-versed in STEAM principles and eager to learn as much as they can. One of the job requirements and interview questions for all teacher and administrator candidates focuses on experience with PBL, authentic assessment, and standards-based teaching and learning.

School leaders must provide exceptional instructional leadership and coaching to staff members to ensure that best practices are happening all over the school building. Both members of the current administrative team are well-versed with STEAM and project-based learning. The principal earned her doctorate with an emphasis on project-based learning and acted as the lead Project Manager for Wheeling Jesuit University's statewide teacher professional development initiative that immersed 10,000 K-12 teachers in technology-enhanced project-based learning. She further studied the implementation of PBL into the curriculum with Dr. Ann Lambros at Wake Forest University. The assistant principal practiced STEAM and project-based learning as a middle school teacher and member of the Expeditionary Learning Network in Colorado. Both administrators continue to learn and grow in their instructional knowledge and leadership through workshops and conferences each year. In the event that a member of the administrative team leaves the school, a member of our STEAM Advisory Board sits on the new hiring committee to ensure that the candidate embraces the STEAM philosophy.

St. Paul school leaders have established an "innovative and effective teaching and learning environment" by scaffolding expectations and putting administrative structures in place that allow for teacher success. STEAM curricular principles were launched after first focusing on school culture with growth mindset. Multiple years spent on project-based learning have resulted in teachers with a variety of different learning experiences. Time was built in the schedule for K-8 teachers to collaborate in building PBL units. It was beneficial to build collaborative planning time after school as well as during regular faculty meeting time. Student access to technology resources increased as well as teacher access to personal professional development.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

As evidenced by the responses above, the most influential strategy for St. Paul has been the pedagogical shift to authentic project-based learning through the context of a STEAM focus. This is a mindset change for teachers, students, and parents alike. When stakeholders see the curricular standards through the lens of college and career readiness, seek out connections between content and real problems in the world, and recognize interdisciplinary bridges between subject areas, the entire educational landscape changes. Whereas the student of the past sought a passing grade on the next assessment, the St. Paul student of 2019-2020 is a thoughtful, analytical, problem-solver who utilizes both a nurtured sense of creativity and imagination and a 21st-century toolkit of skills.

Teachers purposefully collaborate across the content areas to create engaging, thought-provoking "driving questions" to guide the entire learning initiative. Students at the higher grade levels are actually involved in helping generate these driving questions as teachers relinquish elements of the learning process to students. Using the Ohio Learning Standards as a reference for instruction and assessment, the class embarks on a quest to answer the question. Teachers use a variety of evidence-based instructional strategies to build background knowledge and equip students with the skills to be able to solve the question. With answers in the forefront of their minds, students create high-quality products to serve an authentic purpose in the school, local, or global communities.

The positive impact of this one strategy, this pedagogical shift towards project-based learning, can be seen through the concrete achievement data of the TerraNova3, particularly in the realm of science and social studies. Students continue to perform at Blue Ribbon levels of excellence; however, the most striking impact can be seen through anecdotal evidence. Walking through the halls of St. Paul, one can see students collaborating in small teams discussing their project, often with Chromebooks open. Experts are in the building regularly for all grade levels K-8, sometimes speaking to students and sometimes working hand in hand with students to address a particular topic or issue. Teachers of different subject areas plan together and schedule meaningful experiences that are cross-curricular in nature.

All of this evidence points to a drastically increased level of student engagement, excitement, and motivation to take ownership of the learning process. St. Paul is confident that it is creating life-long learners who will embrace the challenges and leadership roles of the future.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? $<u>5529</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>2602</u>

5. What percentage of the annual budget is devoted to   <u>17</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>10</u>%