

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. David G Gish  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Henry District High School  
(As it should appear in the official records)

School Mailing Address 3755 Scheben Drive  
(If address is P.O. Box, also include street address.)

City Erlanger State KY Zip Code+4 (9 digits total) 41018-3597

County Boone

Telephone (859) 525-0255 Fax (859) 525-5855

Web site/URL https://shdhs.org/ E-mail dgish@shdhs.org

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mrs. Kendra McGuire E-mail KMcGuire@covdio.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Covington Tel. (859) 392-1500

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Tim Kappes  
(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, leave .blank*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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

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Data should be provided for current school year (2020-2021) 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. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

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	40	68	108
10	42	68	110
11	54	53	107
12 or higher	61	65	126
<b>Total Students</b>	197	254	451

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 1.5 % Asian
  - 0.7 % Black or African American
  - 3.1 % Hispanic or Latino
  - 0.9 % Native Hawaiian or Other Pacific Islander
  - 93.8 % 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 2019 - 2020 school year: 4%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	14
(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, 2019	488
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

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

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

Total number students who qualify: 30

8. Students receiving special education services: 15 %

69 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>2</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>1</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>61</u> Other Health Impaired                |
| <u>1</u> Developmental Delay     | <u>30</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	37
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.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 12:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	100%	100%	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 2020.

<b>Post-Secondary Status</b>	
Graduating class size	134
Enrolled in a 4-year college or university	92%
Enrolled in a community college	0%
Enrolled in career/technical training program	5%
Found employment	2%
Joined the military or other public service	1%
Other	0%

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

Yes  No

If yes, select the year in which your school received the award. 2012

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

The SHDHS Mission is to provide a well-rounded, college-preparatory education that teaches students to live the Catholic faith by embracing the Gospel message of Jesus Christ.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

St. Henry District High School began the school year on August 17, 2020, with in-person instruction for all students using the regular bell schedule. The first Friday of each month is a one o'clock dismissal with students learning virtually from home and teachers livestreaming from classrooms. This allowed for the preparation of a future move to NTI should it become necessary. On November 23, 2020, St. Henry moved instruction to full NTI. Instruction moved back to in-person on January 4, 2021.

Students who were diagnosed with COVID-19 and those in quarantine were provided live and/or prerecorded lessons to continue learning from home. Any family with health-related concerns could opt into the at-home learning program. These students were able to livestream and/or watch prerecorded lessons while completing homework and assessments from home. These students could opt back to in-person instruction at the quarter break or remain an at-home learner.

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

## **PART III - SUMMARY**

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St. Henry District High School (SHDHS), a member of the Diocese of Covington, is located in Erlanger, Kentucky, just 10 miles from Cincinnati, Ohio. SHDHS is the largest Roman Catholic, college-preparatory, co-educational high school in Northern Kentucky, serving students in grades 9 through 12. St. Henry High School was founded in 1933 and became a district high school in 1984. The 450 students who attend SHDHS come from more than 20 schools in the Kentucky, Ohio, and Indiana tri-state area.

SHDHS offers a warm, family atmosphere where faculty and staff are focused on meeting the needs of every member of the diverse student body. Guided by the school's 5 pillars of success: faith, scholarship, athletics, arts, and leadership, the faculty challenges students through creative and critical thinking, cooperative learning, and innovative technology.

SHDHS uses a multi-tiered system of support (MTSS) framework to assist all learners in reaching their full potential. MTSS recognizes the joint influence of academic, social, emotional, and behavioral needs on a student's overall success. Through this effort, students are provided with a continuum of support and intervention specific to their individual needs.

SHDHS offers college-preparatory and Advanced Placement (AP) classes, dual credit courses, opportunities to attend a local county technical center to earn certifications, and internships with local businesses. Each year, St. Henry continually develops and expands these programs to engage more students in a variety of college and career pathways.

The athletic program at SHDHS offers students an array of extracurricular opportunities for all interests and abilities, ranging from basketball and volleyball to archery and esports. Through participation in these activities, students develop valuable teamwork, communication, and life skills, becoming more resilient as they learn to adapt to challenging and stressful situations.

SHDHS is a recognized leader in academics, consistently scoring above national, state, and local norms on national assessments. Over the previous 5 years, SHDHS had an average ACT composite score of 26.2; 28 Governor's Scholar Program graduates; 6 National Merit Finalists and 11 National Merit Commended; 93 AP Scholars; 83 percent of students scoring a 3 or higher on the 1,615 AP Exams taken; and over \$54.7 million in student scholarship offers. In addition, SHDHS has earned the following accreditations: National Blue Ribbon School of Excellence (2012), Institutional Member of the National Catholic Educational Association, Kentucky Non-Public School Commission, Kentucky Department of Education, National Council for Private School Accreditation, and COGNIA Accredited (NCA CASI/NWAC/SACS CASI).

In 2014, SHDHS implemented a 1:1 technology program, allowing students to take more ownership in their learning. This program was pivotal in helping students transition to nontraditional instruction (NTI) due to the COVID-19 pandemic. Multiple technology platforms are utilized, such as Google's G-Suite for Education and Schoology, which have streamlined communications, helped optimize and differentiate instruction, and assisted students in developing greater personal responsibility for tracking homework, announcements, and deadlines.

Since its recognition as a National Blue Ribbon School of Excellence in 2012, SHDHS has not only advanced academically but also physically to support the growth and development of all students. Leveraging the Blue Ribbon recognition, the "Building on Excellence, Guided by Faith" expansion project, which began in 2014 and was completed in 2020, enhanced the fine arts, science, and technology facilities at SHDHS. The centerpiece of this project was the new, 650-seat Drees Homes Auditorium. This space was designed to host a variety of events, including student productions, band and theater classes, school masses, and community gatherings. The Ed and Betty Dusing Black Box Theater was designed for rehearsals, smaller performances, classroom instruction, and banquets. A new scene workshop and studio were built to provide students with ample space and equipment to design and build stage sets and create costumes. A new pottery kiln room was also included and is a great resource for science, technology, and art classes.

Students have the opportunity to take a variety of fine arts courses, including Visual Arts, Photography and Film, Digital Art and Design, Drama, Chorus, and Band. These courses are held in the new fine arts wing where students can explore, develop, and master skills in spaces specially designed for the arts.

In addition to the fine arts facilities, The Dr. George A. & Dolores E. Renaker Science, Technology, Engineering, and Mathematics (STEM) laboratory, biology laboratory, and expanded media center were completed at the start of the 2019 school year. With the addition of the STEM and biology laboratories, SHDHS now has 4 dedicated instructional science laboratories: STEM, biology, chemistry, and physical science, providing students with increased opportunities to work on project-based content.

The new media center includes a redesigned computer laboratory equipped with state-of-the-art computers built by students, a green screen room, and a communal space to host student meetings, professional development opportunities, parent orientations, and presentations.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

The college-preparatory curriculum at SHDHS is guided by standards established by the Diocese of Covington. In addition, a Curriculum Committee, made up of faculty members, administrators, and key personnel, helps guide curricular decisions. Departments work collaboratively to identify critical skills, review national standards, conduct curriculum mapping, and implement the multi-tiered system of support (MTSS) that ensures all students receive a cohesive, well-rounded, and comprehensive educational experience.

In 2014, SHDHS implemented 1:1 technology to enhance its college-preparatory curriculum, increase academic achievement, provide additional resources for differentiated learning, improve communications, and increase student engagement. This program proved to be essential in March 2020 when schools were forced to move to NTI due to the pandemic. While SHDHS reopened on August 17, 2020, for in-person learning, students returned to NTI, November 23, 2020 - January 4, 2021, per the Governor of Kentucky's mandate. Challenges posed by COVID-19 and NTI have been continually monitored, addressed, and modified for all subject areas. Faculty provide daily livestreaming and/or pre-recorded lessons for students in quarantine or NTI, using classroom video cameras or Chromebooks. This allows teachers the flexibility to conduct lessons from different classrooms or areas within the school. In addition, if teachers are required to quarantine, they are able to teach from home and update assignments and assessments through Schoology.

#### Reading/English

The English curriculum is a 4-year reading and composition program applicable to all literary genres. It is vertically aligned to include literature and language, encompassing American, British and world literature. The curriculum includes English I-IV courses with honors and AP level options. In addition, elective courses such as Creative Writing, Business and Professional Writing, Speech Communications, and Introduction to Journalism and Media, are offered to help students practice and improve various communication skills.

Instructional pedagogy includes student-centered learning, lectures, group activities, research, and conferences with teachers and/or other students. All grade levels incorporate and emphasize academic skills and strategies, such as note-taking, public speaking, critical reading and writing, grammar, and vocabulary, to prepare students with the aptitudes necessary for success across disciplines, in college, and their careers beyond high school.

#### Mathematics

The mathematics curriculum is a 4-year program vertically aligned with the Kentucky State Curriculum requirements and comprised of college-preparatory courses. The required mathematics courses follow the pattern of Algebra I, Geometry, Algebra II, and an additional year of a mathematics course. Supplementary options include Algebra III, Advanced Topics in Mathematics, and Pre-Calculus. Mathematics courses are offered at the college-preparatory and honors levels, with AP courses in Calculus and Statistics.

The Mathematics Department uses both formative and summative assessments to analyze student understanding and achievement. Formative assessments are traditionally used for chapter or unit tests, whereas summative assessments are utilized for mid-term and final exams. All mathematics courses incorporate added instruction on mathematics skills and strategies to prepare students for summative standardized tests such as the Pre-ACT, PSAT, and ACT.

#### Science

The Science Department seeks to prepare students for college-level science courses and to give them the knowledge to become scientifically astute citizens. Core courses are offered at college-preparatory and honors levels in STEM Explorations, Biology, and Chemistry. Additionally, several electives are offered

including Anatomy and Physiology, Anatomy and Physiology Honors, Environmental Science, Physics Honors, Zoology, AP Biology, AP Chemistry, and AP Physics. All courses have a significant lab component, which includes assessing and presenting data in a variety of formats. Students use technology to enhance learning in the classroom and as a tool in laboratory data collection. Students are required to take 3 laboratory-based science courses, and all must take Biology and Chemistry. SHDHS now has 4 dedicated laboratories that have allowed faculty to significantly increase hands-on inquiry instruction. Due to COVID-19, online labs were provided for all lab-based courses.

Significant enhancements to the curriculum have taken place over the last few years. A new Zoology course was added to offer students a true survey course of the animal kingdom. In addition, the Physical Science class was replaced with STEM Explorations, addressing the content in chemistry, physics, earth/space science, and engineering applications.

## Social Studies

Required social studies courses include Global and Digital Citizenship, World Civilization, United States History, Government, and Economics. Students can also take World Civilization Honors, Modern United States History, and Psychology. AP courses are offered in Human Geography, World History, United States History, European History, US Government and Politics, and Psychology.

The curriculum incorporates multiple learning strategies that are task- or skill-oriented and knowledge-based. Students demonstrate their ability to process information provided through instruction, lecture, and research to form logical conclusions about humanity's past, present, and future. A thorough understanding of the curriculum requires students to acknowledge cause-and-effect relationships, develop analytical skills for filtering through evidence and data, produce rational conclusions based upon verifiable evidence, and demonstrate how those conclusions have impacted and will continue to impact, human history and contemporary life. Student progress and achievement are evaluated through in-class discussions, projects, hands-on activities, and both objective and written assessments.

### **1a. For secondary schools (middle and/or high school grades):**

SHDHS students have varying goals and interests, including attending 2- and 4-year colleges, enlisting in the military, and entering the workforce or religious vocation. College-preparatory and AP classes have remained the core foundation of St. Henry's academic programs, but the addition of dual credit courses, internships, and technical career education opportunities have helped engage students in a wider variety of college and career pathways. For example, students can attend the Boone County Area Technical Center to earn certifications in courses such as Machine Tool, Welding, and Diesel Mechanics. Students are also offered the opportunity to participate in internships with the region's largest healthcare provider, St. Elizabeth Healthcare, and other local businesses.

The Counseling Department helps students explore interests, guides them through academic, college, and career planning, and supports their social and emotional needs. Every student creates a vision statement and completes career interest surveys to help identify interests, strengths, and potential career paths.

Every student at SHDHS is required to take elective courses such as Business Law, Accounting, Economics, Zoology, or Computer Science. These courses help students explore various fields of study and develop critical workforce skills.

Students have put their technology skills to the test by building their own server, developing a website for the Crusader Band, launching a broadcasting club, participating in robotics competitions and TECHOlympics, and leading the Northern Kentucky Chapter of the INTERalliance of Greater Cincinnati. In addition, students have advanced critical problem-solving skills through activities such as Future Problems Solvers, Academic Team, and Science Olympiad.

Through these extracurricular activities, students take an active role in leading high-impact community service projects, and many assume leadership roles with state organizations and local nonprofits. The

student body performs more than 20,000 hours of community service every year, giving their time and talent to a wide variety of community organizations, including local parishes, food pantries, and homeless shelters.

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

**2. Other Curriculum Areas:**

Fine Arts

The fine arts courses offered at SHDHS help students prepare for college and future careers by fostering creativity, identity, individuality, and a synthesis of academic and creative processes. To ensure continued preparation during COVID-19, digital applications such as Photopia, Adobe Premiere, Essential Elements Interactive, Flipgrid, WeVideo, and Canva were added as classroom resources.

Students are required to complete one fine arts course before graduation. Foundation courses, including Beginning Band, Chorus, Drama I, and Visual Art I, are focused on building a sound and comprehensive basis for further exploration of art forms, with 40% of students continuing arts education through additional electives. Since St. Henry's National Blue Ribbon in 2012, the Fine Arts Department has added advanced courses in Digital Art and Film/Photography.

Physical Education/Health/Nutrition

The required physical education and health courses provide freshmen the opportunity to participate in various team and individual sports, providing opportunities to develop important skills including communication, teamwork, self-confidence, and patience. Through health, they learn about nutrition, substance abuse, emotional disorders, and human anatomy.

With mental health concerns on the rise, exercise is the best medicine. During NTI, physical education and health classes are held daily through Google Meet with live teacher-led workouts and instruction. During in-person instruction, socially distanced activities and lessons engage students and allow for daily exercise.

Foreign Languages

The World Languages Program seeks to promote the ability to communicate in another language while cultivating the essential skills of reading, writing, listening and speaking. Two languages are offered at SHDHS: Latin (classic) and Spanish (modern) in honors and regular courses at each grade level. St. Henry also offers continued language study beyond the 2-year requirement.

Technology

The technology curriculum at SHDHS aligns with the Computer Science Teachers Association (CSTA) and develops essential skills in the areas of critical thinking, problem-solving, communication, and collaboration through project-based learning. User Interface Design and Computer Science Honors courses are open to sophomores, juniors, and seniors, and AP Computer Science is open to juniors and seniors. Computer science students learn the basics of the application development life cycle, object-oriented principles, and management information systems (including database management).

Religion

As a Catholic school, students are required to complete 4 years of religion courses. Through catechetics, faculty teach the curriculum developed by the Diocese of Covington and the United States Conference of Catholic bishops. Each year, religion classes build on the essential skills of acceptance, open-mindedness, and communication.

The Campus Ministry Department develops and fosters Catholic identity and spirituality through prayer, participation in the sacraments, and retreats. In addition, the department helps students become Christian servants in society by completing and reflecting on service opportunities within various communities.

Faith-development opportunities continued during COVID-19, including modified and safe class retreats, individual class and livestreamed Eucharistic Liturgies, daily prayer and faith reflection, recognition of seasonal Church celebrations and events, modified chapel time for personal and communal use, reflective prayer, faith resources for students, staff, and parents, and opportunities for the Sacrament of Reconciliation.

### **3. Academic Supports:**

St. Henry's MTSS framework recognizes the joint influence of academic, social, emotional, and behavioral needs on a student's overall education performance. Through this framework, students who are struggling are identified and provided targeted support through a fluid continuum of intervention that assists learners in reaching their fullest potential. The MTSS consists of 3 tiers of support. Tier 1 encompasses all students in the building. At this tier, students receive high-quality instruction in academic skills, expected behaviors, and social/emotional skills. Students are screened to identify gaps within these areas. Students who may be struggling are provided support through mental health awareness activities, National Honor Society (NHS) peer tutoring, after-school homework center staffed by teachers, on-site campus ministry of faith and community development, and flextime. The flextime program is unique to SHDHS and consists of a 30-minute time period during a student's day where they seek support from anyone in the building. During flextime, teachers, counselors, and administrators are available to offer additional help, answer questions, provide tutoring, and mentor students.

Students struggling to make adequate progress toward grade-level goals are advanced to tier 2 for additional support. The hallmark of this tier is small group supplemental instruction in addition to core instruction. Evidence-based programs and practices, including counseling groups and organizational and time management, are offered during flextime to assist students in reaching their goals. The Crusader Check and Connect (CCC) program is also a key component of this tier. CCC consists of a core group of teachers and staff within the building who specifically monitor student progress and take a strategic interest in at-risk students to foster a positive connection and serve as mentors. They check in with their students on a regular basis through face-to-face meetings to help students develop problem solving skills and goals for self-improvement.

Students identified as having a mild to moderate disability, including cognitive, medical, psychological, or physical conditions that may interfere with academic performance, are enrolled in tier 3, which consists of the Academic Achievement through Intervention, Mentoring, and Support (AAIMS) program. AAIMS provides students an individualized, positive, and well-rounded education and produces hard-working and responsible, contributing citizens in society. AAIMS faculty analyze students' strengths and weaknesses and develop appropriate plans which enable them to assume responsibility for their own education and promote self-advocacy. Additionally, faculty and staff are present in the AAIMS classroom to offer another layer of support.

SHDHS has also partnered with educational professionals through OptimALL Services, an organization whose mission is to help meet the needs of all learners in private education, speech and language therapy, autism, and gifted and talented. OptimALL coaches offer SHDHS faculty small-group consultation and large-group professional development.

Meeting the needs of diverse learners during NTI is provided through targeted learning opportunities. In addition to following their NTI course schedule, students identified through the

MTSS framework are offered extra opportunities for in-school, small group learning, and virtual meetings two days a week.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

SHDHS engages its students in a variety of ways, honing in on its 5 pillars of success: faith, scholarship, athletics, arts, and leadership. Throughout the year, these pillars are integral to the strong foundation and high expectations to which students are held. New CRU Day kicks off the year for incoming freshmen, providing a fun opportunity for them to meet and interact with faculty and upperclassmen. This is followed by new parent and student orientations, which help families prepare for their transition to SHDHS.

The strong sense of community at SHDHS is reinforced through CRU Families, which were created in 2019. Within this program, the entire student body is sorted into smaller families, or CRUs, with representation from each grade level. CRUs participate in activities throughout the year, increasing student engagement, peer relationship building across grade levels, leadership development, and school spirit.

Students support one another through the NHS peer tutoring program. Students who excel in a course share their academic skills, providing guidance and assistance with subject-specific content. Their willingness to invest in their peers' academic success helps students feel more engaged and connected. During NTI, this program quickly transitioned to an online format through Google Meet, keeping students on track academically.

The Campus Ministry and Counseling Departments support the whole student with spiritual and mental wellness. The spirituality of students is nurtured through masses, retreats, and special clubs. Counselors meet with students individually, providing both grade-level and classroom guidance sessions and help support their academic goals and social and emotional wellbeing. Students are given opportunities to develop an understanding of their own, unique skills and abilities through career and college counseling using online tools and meeting with dedicated grade-level counselors. Recently, the SCOIR program was added to further develop and broaden the student's college planning experience. YouScience, a feature of SCOIR, helps students find a pathway they are passionate about and best uses their unique gifts and talents.

Through sports and clubs, SHDHS continues to foster its 5 pillars, building a deeper sense of community and allowing for students of all levels to interact with those who have similar interests and skills. Through state and local competitions, the school builds pride and garners support from the community and alumni. The school slogan, "Once a Crusader, Always a Crusader," exemplifies the unity and close-knit family at SHDHS.

### **2. Engaging Families and Community:**

SHDHS has developed valuable relationships with local colleges and universities, hospitals, businesses, and nonprofit organizations. These relationships play an integral role in the academic, social, and spiritual formation of students. Providing avenues for students to engage with a wide range of community groups is a priority for SHDHS. These relationships will be the basis moving forward in the development of the first Experiential Learning Program at SHDHS.

Operating under unprecedented restrictions due to COVID-19, faculty and staff have found new and creative ways for students to connect with important community partners. For example, to address the restrictions many local colleges and universities have placed on in-person campus visits, the Counseling Department began scheduling virtual college visits. These visits are led by enrollment representatives from colleges and universities around the state and country. During a virtual college or university visit, students learn valuable information on the enrollment process, scholarship opportunities, and degree offerings. Students are also able to ask questions directly to each presenter. This format has allowed students to visit a greater number of colleges and universities than ever before.

With social-distancing restrictions greatly limiting the number of in-person visitors allowed on campus, SHDHS now offers virtual presentations on a variety of subjects to all of its families. These presentations

cover a range of subjects, such as navigating the financial aid process, the Governor's School for the Arts (GSA) program, college and career readiness, and volunteer opportunities. The student-run Broadcast Cru also livestreams many SHDHS athletic events, helping the student body stay connected to teams, and nurturing school spirit despite attendance restrictions. These live broadcasts also allow more family members to follow their favorite student athletes, which has a direct and positive impact on the morale of every player.

Serving others is a tenant of the Catholic faith. Throughout the year, students participate in service-centered projects, such as collecting canned goods, household items, and money to support several local parish and community food pantries. Students work hand-in-hand with these organizations to organize, manage, and deliver the weekly collections. Two SHDHS students serve as Junior Board members for a local non-profit, GoPantry, which provides meals to school-age students in Northern Kentucky on days when schools are not open. Students, along with many of their family members, have worked closely with GoPantry to help meet the growing demand brought on by the current pandemic.

### **3. Creating Professional Culture:**

The faculty and staff at SHDHS are the foundation for the school's success and share in its mission and values. They are empowered to implement innovative teaching strategies in the classroom and address gaps in curriculum and extracurricular activities in order to meet student's individual learning needs. Teachers have the opportunity to add new courses to their department curriculum through research and discussion within their department and consultation with the administration. In addition, they champion efforts to support all students through MTSS, CCC, and Cru Families. Faculty members also serve in various leadership roles, including department chairpersons, committee chairpersons, club and organization moderators, school board representatives, and Parent Teacher Organization (PTO) representatives.

During the transition to NTI, teachers forged close bonds as they shared experiences with new technology and teaching strategies. In addition, they were key participants in the Return to School Planning and NTI Planning Committees. The Return to School Planning Committee, composed of faculty, parent, business, and community representatives, provided support in the development of the school's health and safety protocols to allow for the return to in-person learning. The NTI Planning Committee, a cross section of faculty members and administrators, revised the school's approach to distance learning to ensure academic rigor across all departments and allow for differentiated learning techniques to support all students. This inclusive approach strongly reinforced the value SHDHS places on its team of respected leaders.

In preparing for the return of students in the fall, several teachers volunteered to provide professional development for the staff. For example, is the Technology Director provided a detailed workshop on how to be successful teaching virtually from either a classroom or personal residence using a Chromebook.

All teachers are encouraged to attend national, regional, and/or state conferences to enhance their classroom effectiveness. Funding for professional development is provided by SHDHS to aid teachers' opportunities for advancement. Professional development in technology is provided regularly, and teachers are encouraged to challenge themselves with a variety of teaching strategies to engage students. Teachers were also provided with the opportunity to complete a Google Certification course to help them master their Google Classroom skills. AP workshops are attended by faculty, either in a fall one-day workshop or in the summer. OptimALL workshops help teachers develop differentiated learning strategies to support both struggling and exceptional learners. Annual, in-depth safety training programs are also offered to teachers and staff to ensure they are adequately prepared for emergency situations.

### **4. School Leadership:**

With the unwavering support of the Diocese of Covington, school board members, parents, families, and alumni, SHDHS faculty and staff are able to concentrate on taking a holistic approach to educating and supporting every student. As a member of the Diocese of Covington, SHDHS is led by the Bishop of Covington and the Superintendent of Schools. The leadership within St. Henry consists of a pastoral administrator, the principal, assistant principal, and the school board.

The pastoral administrator, who is appointed for a 3-year term by the Bishop of Covington, represents the pastors of the district parishes and acts as a liaison between the school and the pastors. The pastoral administrator is ultimately charged with overseeing the religious education program of the school.

The school board is an advisory board that recommends and helps establish local policy. The board is made up of 2 registered lay members from each of the SHDHS 8 feeder parishes and 3 ex-officio members, including the principal, advancement director, and faculty representative. Other locally decided lay members can be added as needed, for example, a PTO representative, an alumni representative, and an athletic booster representative. All actions of the board are subject to the approval and ratification of the principal and pastoral administrator. The principal manages instruction, supervises the day-to-day operations, and advances the faith community through religious education. The board has a clear understanding of its roles and responsibilities and those of the principal, allowing for the necessary autonomy to manage the school effectively in all aspects of secondary education.

Students, parents, and alumni are provided with many opportunities to offer leadership and contribute to the academic and spiritual advancement of SHDHS. Student leadership activities include, but are not limited to, Student Council, NHS peer tutoring program, Campus Ministry, Student Ambassadors, and the School Improvement Board. Parents and alumni support SHDHS through PTO, athletic boosters, school board, fundraising events, and most recently, the Return to School Planning Committee.

With the transition back to in-person learning at SHDHS, the principal and assistant principal assumed logistical planning responsibilities, determining the safest way to move students through the building and coordinating a socially-distanced lunch program. They became health and safety managers, overseeing cleaning protocols and daily health checks. Even though they acquired these daunting new responsibilities, they went above and beyond to remain visible and accessible during the school day, championing open and frequent communication with parents, faculty, and staff.

## **5. Culturally Responsive Teaching and Learning:**

At SHDHS, culture is key to learning. It is the mold for developing the thought processes of all students. The foundation for a culturally-responsive classroom begins with teachers who are culturally aware and diverse. All faculty members are encouraged to use daily planning time to gain insight and understanding of content and how it is affected by world events, as well as the context culture plays in the way students access and respond to education.

Students are at the heart of the classroom and lessons are differentiated in light of world events, allowing students to express themselves, thus encouraging pride in their own culture, as well as the cultures of others. Students participate in and experience events such as Naturalization Ceremonies, which are often hosted by SHDHS. Students express themselves through writing and participation in classroom discussions as they read culturally-aware books and articles, explore topics that focus on inclusivity and wider perspective, and examine the creation of bias within society. This in-depth exploration of cultural diversity, in all its iterations across curricula, is an invaluable piece to the fully integrative student experience.

One specific example of cultural diversity within the curriculum is the Special Topics in History course, which explores current events, Holocaust studies, and pop culture. This course allows students to explore political, religious, and culturally relevant issues, giving an avenue for self-reflection and personal growth around the context of diversity and inclusion. Self-reflection and personal growth are also goals within the English Department's curricula, where themes of inclusion, equity, and respect for diversity are central to the literature chosen. Efforts are made to choose books that highlight the plights of marginalized members of society, giving a voice to these individuals. It exposes students to varying perspectives, fostering empathy and compassion.



Cultural awareness is paramount when dealing with SHDHS families. Understanding that each family has its own diverse background ensures each individual is treated with respect. St. Henry is also expanding its cultural diversity within the faculty and staff members to help develop stronger connections with families and students.

SHDHS focuses on providing equitable access to services and information to all students and families. Staff and faculty are regularly available through online and in-person meetings. The Counseling Department provides services to families with language barriers or economic disadvantages. These services address physical needs, access to mental health services, counseling for financial aid, and guidance for first-generation college-bound students.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The Covid-19 pandemic shut down in March 2020 happened with little warning, but the school's 1:1 technology program and enhanced technology infrastructure were critical to ensuring student success during NTI. Since students were already equipped with devices, faculty members were able to seamlessly switch gears, providing a virtual platform for students to interact with them and their peers. The 1:1 environment also gave students an avenue to remain virtually connected with counselors, coaches, and club members, providing continued opportunities for a well-rounded high school experience during NTI.

Since the development of the 1:1 program, there has been a continued focus on infrastructure development to expand technology throughout the school and support improvements in digital education resources. SHDHS has improved wireless capabilities, upgraded bandwidth, and invested in projectors and cameras for every classroom to adequately support the livestreaming and daily recording of lessons. The advanced infrastructure has opened opportunities for higher level professional development in technology using internal and external resources. The use of Google Apps for Education and cloud-based communication tools have provided faculty with additional ways to connect with and support virtual learners. SHDHS also recently implemented a new learning management system, Schoology. This platform creates a collaborative, digital learning environment by providing students, teachers, counselors, and parents access to courses, resources, homework assignments, and grades. It also provides a platform by which formative and summative assessments can be managed, conducted, and evaluated.

These technology upgrades proved to be critically important during the pandemic, allowing a smooth transition to online learning. The success of the 1:1 program and the investment in school-wide technology improvements allowed SHDHS to maintain a high level of technical support and efficiency during NTI instruction. Direct access to technology also dramatically improved attendance compared to data from the same period of time during the 2019-2020 school year (2019-2020 - 10% absenteeism vs. 2020-2021 - 2% absenteeism). This is attributed to the ability to livestream classes, allowing quarantined or sick teachers and students to remain connected.

Academic honesty is an expectation for all students and enhanced security among all technology platforms provides faculty with confidence that students are doing their own work. For example, programs vetted by the Technology Department give teachers the ability to monitor tests and view student digital activity as they work to ensure the integrity of tests and documents. They are also able to provide immediate feedback on student assignments.

## **PART VII - NON-PUBLIC SCHOOL INFORMATION**

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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?      \$9340  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$4591

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      6%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      13%

## PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

### FOR NORM-REFERENCED TESTS

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*Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)<sup>1</sup>. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.*

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup<sup>2</sup> in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments<sup>3</sup>).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

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<sup>1</sup> Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

<sup>2</sup> Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

<sup>3</sup> Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)