

U.S. Department of Education
2021 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 Ms. Kathleen O'Reilly
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Brigid Of Kildare Elementary School
(As it should appear in the official records)

School Mailing Address 7175 Avery Road
(If address is P.O. Box, also include street address.)

City Dublin State OH Zip Code+4 (9 digits total) 43017-2702

County Franklin

Telephone (614) 718-5825 Fax (614) 718-5831

Web site/URL https://stbrigidofkildare.com/ E-mail mrs.lombardo@stbrigid-school.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* Mr. Adam Dufault E-mail adufault@columbuscatholic.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Columbus Tel. (614) 221-5829

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Karen Steinbrunner
(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

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

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	26	42	68
1	33	25	58
2	30	29	59
3	29	31	60
4	26	33	59
5	30	34	64
6	27	20	47
7	32	35	67
8	30	28	58
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	263	277	540

*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):
- 0.1 % American Indian or Alaska Native
 - 2 % Asian
 - 0.1 % Black or African American
 - 6.1 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 84.6 % White
 - 7 % 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: 2%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2019	540
(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

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

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 8

8. Students receiving special education services: 7 %

38 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>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 19

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.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 16:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	95%	96%	96%	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 2020.

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

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

Yes No

If yes, select the year in which your school received the award. 2014

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

Saint Brigid of Kildare School provides Catholic faith formation and strong academic foundations to develop lifelong learners, compassionate leaders, and dedicated disciples of 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.

As a result of months of planning and preparation during the spring and summer of 2020, our students are currently attending school all day every day, without the need to implement a hybrid or online only model. We worked to utilize every available space on our parish campus in order to increase our number of homerooms, in turn decreasing each class size. Teachers, rather than students, change classes now, allowing children to stay in their homerooms with the same group of students. Students do leave their homerooms for PE class and recess, but students eat lunch in their homerooms rather than gathering in the cafeteria. All students, teachers, and staff wear masks throughout the day, and perform wellness checks before coming to school each day. These adjustments allow us to mitigate the risk of COVID-19 exposure as much as possible. Though every part of our school day has changed in some way, our students are in school, are safe, are learning, and are happy, while practicing the valuable life skills of resilience and teamwork.

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

Celebrating our twenty-fifth school year in 2020-2021, Saint Brigid of Kildare School in Dublin, Ohio has grown significantly since our opening in 1996. Situated as a suburb of Columbus, Ohio, Dublin is an energetic, expanding, and increasingly diverse community with high academic expectations for students in grades K-12. Our parochial school, an essential part of our Roman Catholic parish nestled within the northern part of Dublin, serves K-8 students of our parish as well as students from our community. Now rich in the traditions established over the last 25 years, our school works daily to remain firmly rooted in the teachings of our faith while implementing an up-to-date curriculum aligned to both our state learning standards and to the best practices derived from standards-based instruction and assessment.

Since its inception, our school has sought to build and maintain a tradition of excellence in educating the whole child. With high standards of academic achievement evidenced by two prior National Blue Ribbon Awards in 2008 and 2014, our school continues to work daily to ensure that our students are respected, instructed, and known individually. From strength finders tailored to elementary children that illustrate each child's academic and emotional strengths, to algorithm-based testing programs that track each child's progress aligned to standards, to service programs that allow children to practice using their individual gifts in the service of others, our school works to raise children's self-awareness, self-confidence, understanding of self-worth, and in turn their ability to give of themselves to others and to a world in need. Academic goal setting is completed three times a year, with goals determined by students, teachers, and parents/guardians all working together at regularly scheduled student-led conferences. Our students start in different places academically, but all are challenged to grow to their full potential each year. Through our student-led conference model, parents/guardians and students review past assessments, share results of progress tracking programs, and also share the results of our "discipleship trackers," used to tally and track occasions when students illustrate and model the tenets of Christian discipleship. These results paint a picture of personal successes and challenges, and measurable goals are set for the next academic period.

As part of our school's mission, we know we are called to develop leadership qualities in our students, as the world will certainly benefit from leaders who learn to find their own voices, share their ideas, and work creatively and collaboratively to solve significant problems. Through our K-8 speaking and writing standards, students find and nurture their own unique voices, and practice developing and sharing their own ideas. These are moments of risk and then empowerment, as students share personal thoughts, ideas, fears, and hopes in a safe and loving environment. As students grow and mature, more choice is given within writing topics, as children craft a succession of personal presentations including our annual sixth grade Letters about Literature contest, our annual seventh grade Wax Museum featuring students representing self-chosen heroes from the past, and our annual eighth grade saint projects featuring self-chosen holy heroes from the past. Scaffolded steps of risk and personal revelation produce additional steps of empowerment, and student voices are strengthened as are respect and empathy for others. Working with this development of voice are the development of problem solving skills, creativity, and collaboration, embedded in our program of problem-based learning. In the last two years, as part of our ongoing accreditation process, we have added focused instruction for students on strategies to work with others, respect their strengths and talents, leverage the strengths of the group, and creatively work through a LAUNCH cycle (look, learn, listen; ask questions; understand the problem; navigate a path; create; highlight and fix) to help students find unique and innovative solutions.

Since being awarded the National Blue Ribbon Award in 2008 and 2014, the Saint Brigid of Kildare School community has continued to grow and respond to the needs of our students and stakeholders, while finding great joy in the accomplishments of our students and teachers. This commitment to our community and to growth has been no more apparent than during our COVID closure in 2020. After moving to all remote learning in March 2020, we became determined to fully reopen our school in fall of 2020. Our community task force worked all summer to put in place the necessary safeguards to welcome our students back to school under "new normal" conditions, successfully accomplishing this in early September. With masks, six feet of physical distancing, adjusted schedules, changes to arrival and dismissal procedures, staff reassignment, and full inclusion of 6% of our student population as home/online learners, we have triumphed as a community. Seeing our families and students joyfully return to school reinforced everything

that our Blue Ribbon School stands for - community, leadership, academic and emotional growth, and family.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Our curriculum follows a standards-based model: learning standards, unit design, and assessment. Teachers and administrators review state and district standards for each grade and subject. Teachers complete curriculum maps, sequencing and bundling standards. Teachers prepare units, addressing the standards to be taught, pre-assessment, instruction, differentiation, and enrichment. At the point of summative assessment, teachers construct thorough rubrics addressing each assessed standard and the level of mastery achieved. Performance conversations are based on standards, the achieved mastery level, and steps taken towards mastery. Our standards-based system was adopted because it is child-centered, age and subject appropriate, and fitting with our mission. Students grow and learn at the pace best suited for them. Whether students need more time to master a standard or exceed the standard right away, they are encouraged to do their best, take steps toward mastery and beyond, and do so in service of the gifts divinely given to them.

When COVID-19 closed our school in March, we immediately and awkwardly moved to online learning. Our students in grades 5-8 already had school-issued personal devices, but within one day we worked to equip all other students for what we thought would be a brief period. We quickly learned that our closure would extend for the remainder of the year, and our online adventure began in full force. Our standards-based model translated seamlessly into our online world. Teachers digitally distributed learning materials, presented live and recorded lessons, held classroom meetings, held “office hours” for intervention and reteaching, and digitally provided assessments. Teachers realized the necessity of nurturing our virtual relationships with students, which continues with our small number of home learners today. Teachers are now more confident with their new skills. Students have learned to advocate for themselves across the internet as well as the classroom.

Our reading-ELA program includes the standards essential for growth in literacy, fluency, phonemic awareness, writing, handwriting, and speaking. Our program is literature-based, standards-based, faith-based, supported by technology, differentiated, and data-driven. Students are exposed to literature and informational texts across content areas, such as theology and science. Instruction begins with pre-assessment using STAR reading tests. The beginning literacy level is identified; teachers then provide lessons on grade-level appropriate skills that allow children to unlock the meaning of words and text. Reading groups, reading centers, literature circles, responding to text, restating text, determining author purpose, determining theme, and comparing texts are just some of the strategies used daily by our teachers.

Our study of mathematics is based on national, state, and district standards emphasizing mathematical processes, computation, operations, algebraic thinking, geometry, data, and problem solving. Our program is standards-based, data-driven, supported by technology, and differentiated. Instruction begins with pre-assessment using STAR math tests, and additional placement testing provided by IXL and ALEKS.

Genetics lessons using candy, atom lessons using marshmallows and toothpicks, mass lessons using note cards and weights, robotics lessons using Sphero’s, air pressure lessons using a jar and a balloon, students working in groups to design a product to serve a need, and students taking apart old computers for parts to build a new invention - these are just some of the ways that scientific principles are illustrated. Our district science standards, rooted in Ohio’s Learning Standards, demand both theoretical and hands-on instruction and learning. SmartTV’s and 1:1 devices open up the world, allowing students to watch experiments virtually that can’t be performed in person, “visit” ecosystems, and connect with online webcams monitoring endangered species. Problem-based learning provides students with templates to follow, while also working to solve problems affecting our world, our climate, and God’s intricate creation. The annual data provided by standardized testing in science is reviewed as deficits in individual learning as well as possible issues with curriculum alignment are identified. Students with possible learning challenges are disaggregated for reteaching.

Social studies teachers use many resources, including periodicals and videos, manipulatives, primary sources, and virtual trips to develop lessons including research, investigation, graphic representation, reading, and writing. Making maps, constructing data tables, portraying historical figures, reenacting historic

events, and budgeting incomes help to bring standards alive

What skills do children need to navigate this historically unprecedented time? Recent events have caused social, civic, and economic upheaval; natural disasters are wreaking havoc; historic figures are being reevaluated; a new focus has been placed on our history, our monuments, and even common words and phrases. These questions cut to the heart of our school's mission. As we study lessons in history, geography, economics, government, science, and literature, we cannot become buried in learning standards and forget to observe our world, the struggles of various peoples, economic inequalities, and the importance of each personal voice when exercising the right to vote. In an age-appropriate way, the lens of current events adds vital authenticity and immediacy to our lessons.

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

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

2. Other Curriculum Areas:

The study of Catholic theology eclipses all subjects in importance while also being the basis for our study of all subjects. Our mission is to transmit the Catholic faith, values, and lifestyle while forming citizens of this world on their way to the next. Our faith overlays everything we study. Our "special area" classes beautifully exemplify this. All students in grades K-8 enjoy art, music, PE, Spanish, and technology/library classes once each week with minor impact to scheduling due to COVID-19.

While immersing themselves in the study of the visual arts, art history, artists, and various media, students learn that God is the first artist, prefiguring the ability of each person to produce beautiful pieces of art. Students create 2D and 3D art, from simple line drawings to enormous mosaics decorating our outdoor garden. Students read and write about art; they reflect on their work and constructively critique pieces they may or may not enjoy. Students share their artwork on a national website with friends and relatives. Some choose to participate in art contests and shows. All students work to find their voices as artists, expanding both their voices' capacity and methods of transmission.

Our Catholic faith is integral to each student's weekly music study, as we see God as the first musician who orchestrated the great symphony that is the human condition. Students study liturgical music, and all current forms of music. Students compose and critique pieces of music. Students study music theory, and the various instruments in band and orchestra. Students find their voices, both literally and figuratively, as they compose their own melodies, again expanding their capacity to develop and transmit their personal voices in this world.

Physical education classes are held in our gymnasium and outdoors. Physical exercise and wellness are vital to the health of our children. Students participate in physical fitness tests, learn sport-specific skills and rules of play, and learn lessons of fair play and sportsmanship. PE classes include opportunities for students to display leadership skills and practice their voices as leaders and team captains. Leaders follow the rules, include all participants equally regardless of skill, and cheer on everyone's efforts. Our PE classes develop the voices of caring, fair-minded, and inclusive leaders.

Students' weekly study of Spanish provides a valuable review of grammar rules, sentence structure, punctuation, and vocabulary. The study of world language helps children to learn about cultures and ways of life while finding yet another voice to communicate with others.

Integrated technology and library classes include instruction in literature, storytelling, research skills, internet safety, typing, and problem-based learning. Many children find their personal voices through characters in literature, finding someone with whom they can connect and find relationships. Students are

also looking for ways to experiment with and find their voices through the internet and social media. This practice must be enveloped in safety and guidance from our faith that leads to appropriate, healthy, and moral behaviors.

3. Academic Supports:

Our capacity to serve a broader range of students continues to increase steadily. We proudly serve the needs of our parish children, including challenges to learning such as hearing impairments, vision impairments, specific learning disabilities, autism spectrum disorder, juvenile diabetes, and dyslexia.

Fundraising by our Special People in Catholic Education committee (SPiCE) has allowed us to increase programming for identified students, using targeted systems that in turn help all students learn. This fall, we provided training for all teachers in trauma-informed care. Primary teachers have trained in Orton-Gillingham and Heggerty methods. All classrooms have Juno systems to assist students with sound quality and noise cancelling. SmartTV's and document cameras assist students by providing clearer visual presentations. Standing desks, wiggle chairs, and beanbags help with sensory and gross motor needs.

Our intervention specialists work with teachers to provide both push-in and pull-out services for K-8 students on IEPs. These teachers oversee progress monitoring and administer frequent standardized assessments to track student progress. Pull-out spaces are available for individualized instruction, and if a student just needs a break, our sensory room is equipped with a swing, mats, and bouncing chairs.

Interventions are tailored to students' profiles and needs. The intervention specialist meets with parents, our public school district's educational psychologist, the classroom teacher(s), and our director of student learning to craft strategies, time allotments, and checkpoint assessments used to monitor student progress on standards. Often, behavioral and social interventions provided by our guidance counselor and speech specialist are added, as struggles in these areas can affect educational performance. Our occupational therapist also provides services, as necessary, for children whose profiles include a challenge best served in this way.

Some students performing below grade level expectations do not qualify for special education services. These students receive extra support from their classroom teacher(s) and teacher's aide. Beginning with the first standardized assessments of the school year (STAR math and reading), scores are reviewed by teachers and administrators to quickly identify and address gaps. Reading and math groups, individualized lessons, individualized homework, and extra instructional time are put into place to raise student achievement.

Students who perform above grade level also receive individualized attention. When standardized assessments and pre-assessments show above grade level performance and/or mastery of standards, teachers can offer accelerated reading and math groups, individualized lessons, individualized homework, and unique instructional time to ensure that achievement continues to grow at an expected rate.

As a school implementing a standards-based model, the rubrics used with summative assessments work particularly well to illustrate the levels on which our students are working. Our rubrics note when students are meeting, exceeding, working towards, or not meeting the assessed standards. This common language used in K-8 assessment and reporting helps to ensure clear communication between students, teachers, and families when assessments are returned and to ensure that teachers

and families alike are watching for students starting to fall below or soar above grade level expectations.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

As part of our previous accreditation cycle, we developed a new, more supportive behavior model: Students will be kind, respectful, responsible, and ready to learn at all times. This model has become the cornerstone of our work to maintain a positive environment.

We worked to rewrite our bulky code of conduct within the framework of our four behavioral tenants. Both our code of conduct and our technology policies now simply state that all behavior must be consistent with our model. We have moved from a negative list of don'ts with layers of regulations to more positive BE statements: be kind, be responsible, be respectful, and be ready to learn. Students “talk the same language” regarding behavior and expectations. The expectations allow children to thrive in a positive environment of kindness and respect. Students have an understandable model by which to live and by which to daily measure their words and actions.

Coupled with our behavior model is our school theme. Yearly, we choose a theme that becomes the basis of our messaging to students. Always positive and supportive, our theme again allows us all to “talk the same language” while living out the theme in various ways. This year's theme, With God We Can, offers a positive and celebratory message at a time when daily life is difficult. We remind our students daily that they are not alone, they always have God's love, and we always have each other as we come to school each day during a global pandemic.

Throughout this challenging school year, we have also worked very hard to maintain positive student engagement with our students who are consistently or temporarily learning from home. Approximately 10% of our students have remained home learners all year, mostly due to medical concerns. We created the role of "home learning coordinator," one teacher to serve grades K-4 and one for grades 5-8. Working together with content area teachers, our home learning coordinators have helped to ensure that this population of students remains engaged and connected to the in-school teachers and in-school learners every day. Students connect with classes via conference calls, participate in conversations, share artistic and musical presentations, and join in scientific experiments. From morning announcements and prayer to dismissal, our students all remain one community of students who seek to be kind, respectful, responsible, and ready to learn regardless of location or grade level.

2. Engaging Families and Community:

Working with family and community members is integral to the success of our students. Three times during the academic year, students plan and present their academic work at student-led conferences. Annually, our School Advisory Committee and school leadership present our State of the School address for our stakeholders.

Students and families meet at school in November, January, and May to review academic work, standardized test scores, and conduct tracking sheets. Students and teachers plan and prepare for these student-led conferences, constructing packets containing summative assessments illustrating student progress over time, formative assessments, and work in progress. Students discuss successes and challenges, and set goals to lead them into the next quarter. Students also discuss their successes and challenges related to our behavior system, and set goals for these four areas also. STAR standardized test scores are reviewed, as are formative reading quizzes from the Accelerated Reader program and progress data from either iReady Math, IXL Math, or ALEKS math. Summative and formative artifacts are shared from all content areas, and from at least two special areas (Spanish, art, music, and physical education.) Students learn to use their personal voices to articulate their progress with their families. Within a loving environment, goals are set for improvement, progress, and challenge.

Our annual State of the School address provides a forum to discuss academic data and progress, the financial status of the school, enrollment and tuition figures, progress on our accreditation goals, and future planning.

(Plans to hold this meeting virtually for this school year are already being made.) Open to parents, parishioners, and stakeholders, this meeting consists of presentations from each member of the leadership team including the pastor, school board members, Home and School members, and often a member of the diocesan (district) leadership team. Questions submitted ahead of time help in the planning process and give voice to our stakeholders, and questions taken that evening ensure that all stakeholders are heard and their concerns addressed. A recording of the meeting is added to our school website for those who cannot attend, and follow-up questions are welcomed. The opportunity for all stakeholders to hear the same honest and thorough reporting sparks renewed school pride and stakeholder ownership. This was clearly illustrated during our COVID planning period as stakeholders stepped forward to help fund meals for our teachers, air purifiers, and plexiglass desk shields for all of our students. We see this as a true testament to the transparency and trust brought about by these two programs.

3. Creating Professional Culture:

Professional development typically flows from our accreditation model. This model allows teachers to voice concerns they may have regarding the structure and delivery of our academic program, and to then work together to construct a plan to address the agreed upon issue of most concern. This model validates the intimate knowledge teachers have of our academic program, and puts them in leadership roles to develop a systematic way to bring about the improvement they seek. Teachers work on accreditation committees to research and choose from professional learning options related to the identified concern, and then work to put the knowledge gained from the professional development sessions into action. Our current accreditation plan, which grew from teacher concern that lessons should be more rooted in authentic world issues and problems, began with a series of professional development sessions on problem-based learning offered by educational experts from the Columbus Museum of Art. We are now working through the implementation stage, experimenting with the LAUNCH cycle and small PBL projects. All teachers participate in the professional development sessions integral to our accreditation cycle, and all teachers are affected by our accreditation goals as we all work to expand the strategies we employ to teach across the grade levels.

Very simply, all our teachers would have much higher salaries if they worked in public schools rather than in our parish school. Our teachers make daily sacrifices, which do not go unnoticed by our leadership or our stakeholders. Our teacher tuition fund helps teachers pay for masters classes and continuing education needed for licensure. Our Home and School Association gifts our teachers with luncheons, t-shirts, Christmas gifts, and end-of-the year gifts. At the end of milestone years, teachers are awarded with special gifts acknowledging their service and one extra paid personal day. This year, our School Advisory Committee set up a Prayer Warrior program; parents, parishioners, and stakeholders can sign up to pray for the health and safety of our staff for an entire day. This summer, when we announced that we would be open daily with all of our students (carefully following all COVID protocols), our teachers worked for five extra days before our students arrived, and were fully paid for these extra days. Also, when our school families learned that our teachers were doing this, they arranged to send in lunch each day for our entire faculty as a sign of thanks and support.

4. School Leadership:

Our administrators serve the needs of students, faculty, staff, parents, and stakeholders, with a philosophy resting on cornerstones of mission, service, and the continued pursuit of grace and wisdom. They do not vary from this mission as, by its nature, Catholic faith formation can only occur within a community whose members constantly serve each other. Our ultimate goal for all students is to gain the grace and wisdom needed for success in this world and happiness in the next.

Our pastor oversees the operations, performance, and funding for our school. He considers the school one of his highest priorities, and encourages teachers and staff to serve all our parish children, regardless of learning profile. He flinched at no expense when confronted with the COVID crisis in summer of 2020, and found all necessary resources for our school to safely open in the late summer 2020, with all of our students present daily and all COVID protocols safely in place.

The principal orchestrates the daily operations and performance of our school. She hires only fully licensed

teachers, communicates regularly with stakeholders, responds to teachers' needs and concerns, leads faculty meetings, counsels students in crisis or at risk, and works to budget funds provided to operate the school. Convening a COVID taskforce in mid 2020 allowed her to clearly navigate the myriad decisions necessary to reopen our school.

The vice-principal ensures compliance with state and district licensing and operational requirements, regularly reviews standardized testing data, evaluates teachers, meets with teaching teams, addresses code of conduct violations, creates school schedules, and daily teaches eighth grade students.

The assistant principal/director of student learning oversees our special education program, reviews teacher plans, evaluates teachers, reviews learning support products, and runs our Special People in Catholic Education Committee, fiercely advocating for the rights of our challenged learners. As chair of our COVID taskforce, she worked with all taskforce members to categorize and address the issues involved in safely reopening our school and delegated committee chairpersons to lead the way.

Regardless of the depth and breadth of the job descriptions held by these administrators, all plans and meetings stop if a student, parent, or teacher is in need. Their work, above all other things, is to take care of the children our families have entrusted to us, and to partner in raising our students in their faith and in their academic learning.

5. Culturally Responsive Teaching and Learning:

The dignity of all human life, respect for all people, and inclusion are non-negotiable beliefs of our Catholic faith and therefore are foundational, dogmatic teachings. These teachings must, by their nature, lead to specific behaviors of inclusion, respect, acceptance, and viewing all people as individuals made in the image and likeness of God. The word catholic means "open to everyone;" we must teach this, live this, and "walk the talk." These teachings become part of our school's mission, and must be lived and acted upon daily. We don't wait to act until our culture needs these teachings; we teach and live in the hope that our culture will accept these teachings.

Our students learn this foundational teaching every year, and, in age-appropriate ways, build upon their understanding of this truth year after year. We live this dogma, and we work to spread this dogma outside of our building. Children wear uniforms, so that all children concentrate more on their internal beauty than their external beauty, as well as that of others. Students learn that our worth is not based on possessions, clothing, jewelry, and expensive tennis shoes, but rather on the life gifted to us by God and our desire to live with integrity. We also work to give to those in need. Last year, our school conducted a fundraiser for an organization that supports needy cancer patients during their medical treatments. Our students gifted over \$5000 to this organization, and sent cards and notes to those battling for their lives. Students learned that the needy are always with us, in many ways, and that we must reach out as we can to those in need of help.

When current events or social movements occur that stem from discrimination and inequalities, we are well poised and ready to return to our dogmatic teachings and focus on the source of the issue. We ask our students to honestly look at the issue through the lens of our dogma, to determine if a person or a group of people has been treated in a disrespectful, exclusive, unaccepting way, and to determine the necessary solution or action. Then, as people of faith, we determine the actions we must take to ensure that all people at all times are treated with justice and dignity.

Dogma and education are worthless if they are not lived. Living our learned faith is the mission of our school.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

We have been on a twenty year journey with standards-based planning, instruction, and assessment. At the beginning, we had no idea of the scope of the actual work we would undertake. Twenty years later, we are continually modifying and refining our work. Certainly this journey has had a profound impact on student learning.

Standards-based assessment is a complete misnomer. Assessment of this type cannot occur without precise standards-based planning and instruction. Teachers implement backwards planning, scaffolding backwards to plan the essential pieces of instruction leading to assessment. Teachers bundle standards into units and determine which standards are essential, which standards to scaffold, and what assessments will best showcase mastery.

Significant working documents have been borne from this work. First, teachers have a district Record of Standards book containing all their learning standards for their grade level(s). Partnered with this are the district standards-based report card and the district course of study-report card alignment document for each content area. Standards -based instruction and assessment lead to precise reporting on standard areas rather than content areas, which must be mirrored on the report card. However, courses of study containing district learning standards are often not written with the report card in mind, so aligning standards, assessment, and reporting lines on a report card can be confusing. Our district alignment documents make the alignment between standards, planning, instruction, assessment, and reporting an easier path to follow. Both the original record of standards books and the original template for the content area alignment documents were created at our school to fill needs identified here as we progressed on our journey. Both tools were subsequently adopted for district-wide implementation.

When faced with the closure of our school in March 2020, all standards-based instruction and assessment moved online. We were delighted to learn that all of the work we had done for two decades to hone our standards-based model translated beautifully to online work, because teachers, parents, and students all talk a common language. All three groups use rubrics to discuss mastery levels, and all discuss the resultant mark of meeting, exceeding, working towards, or not meeting the standard(s). Students understand that progression towards mastery is based on learning and practice, making independent work and homework important. Shared pacing guides reinforce the necessary scaffolded steps prior to assessment. Clear expectations, instruction, assessment, and reporting allowed our teachers, students, and parents to continue to work as a team to ensure success in online learning, even during a once-in-a-lifetime pandemic.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

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

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

3. What is the educational cost per student? \$6300
(School budget divided by enrollment)

4. What is the average financial aid per student? \$775

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

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)¹. 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 subgroup² 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 assessments³).

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.

¹ 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.

² 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.

³ 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)