

U.S. Department of Education
2022 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 Dr. Steve Frommeyer
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Francis Of Assisi School
(As it should appear in the official records)

School Mailing Address 1938 Alfresco Place
(If address is P.O. Box, also include street address.)

City Louisville State KY Zip Code+4 (9 digits total) 40205-1572

County Jefferson

Telephone (502) 459-3088 Fax _____

Web site/URL https://www.sfalouisville.org E-mail sfrommeyer@ccsfa.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Mary Beth Bowling E-mail mbowling@archlou.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville Tel. (502) 585-3291

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. . For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

 - TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	6	8	14
K	14	10	24
1	13	12	25
2	12	13	25
3	17	14	31
4	19	11	30
5	12	10	22
6	13	13	26
7	12	19	31
8	18	12	30
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	136	122	258

*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
 - 2 % Asian
 - 4 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 3 % 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 2020 - 2021 school year: 6%

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

N/A

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, 2020 until the end of the 2020-2021 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2020	241
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Nepal

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

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 10 %

Total number students who qualify: 25

8. Students receiving special education services 20 %

With an IEP or 504: 51 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>5</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>26</u> Specific Learning Disability |
| <u>6</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>0</u> Visual Impairment Including Blindness |

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

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	18
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.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2016	2016-2017
Daily student attendance	98%	97%	98%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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. 2016

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

Guided by our Catholic faith, we develop well-rounded, confident, and moral young people. Our students become life-long learners and leading lights in their communities.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

The schools of the Archdiocese of Louisville will not discriminate on the basis of sex, race, color, nationality, or ethnic origin in administration of their educational policies, admission policies, scholarships and loan programs, athletic or other school-administered programs.

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

PART III – SCHOOL OVERVIEW

St. Francis of Assisi School (SFA) was established in 1886 by the Archdiocese of Louisville to serve the German Catholic community. The Ursuline order operated the school until the 1970s and nurtured the mission to embrace and celebrate differences while serving the needs of others. Even today, SFA accepts more tuition-free refugee students from Catholic Charities, thanks to a parish-wide financial commitment to serve Louisville's immigrant population.

SFA is dedicated to academic excellence. Students' achievements in science, math, reading, and writing create a deep and well-rounded foundation for future study, their career choice, and success in a technological society. A close-knit community of 256 students and one class per grade create an atmosphere of trust, where students feel safe in expressing curiosity. Using critical thinking, students make connections across all subjects and discover how themes in history are reflected in the art, music, and literature of the time. Above all, students learn how the past informs the present. The world becomes students' classroom as they form relationships with people from whom they can learn – scientists, civic leaders, senior citizens, and immigrants.

The middle-school's study of the Holocaust helps students develop academically, emotionally, socially, and culturally. Genocide is examined as a series of social injustices that start small but build, and students challenge themselves against being bystanders in their own experiences. Holocaust survivors and a local rabbi travel annually with students to the U.S. Holocaust Memorial Museum. This immersive program led several classes to create, lobby, and testify in Kentucky's Capital for the Ernie Marx, Anne Klein, and Fred Gross Education Act – mandating Holocaust education for all Kentucky middle schools – which passed in 2018.

Despite their small number, SFA students achieve top performances at local, regional, and even national levels. In 2021, they won 44 awards in 58 categories in the Louisville Science and Engineering Fair. Weeks later, 22 students from SFA placed first, second or third in the Kentucky State Science Fair in a broad range of categories. Six students were invited to participate in the National Broadcom Masters Science Fair. Because of the COVID pandemic, these science fairs took place virtually, adding a layer of complexity that students embraced and overcame. At Governor's Cup, Young Authors, and Quick Recall, SFA students have taken top places overall, district-wide, for the past several years.

Students' commitment to achievement does not end with graduation. When SFA students reach high school, 85% make the honor roll. In fact, 20% of the class of 2021 scored above 95% on the high-school placement test, earning them scholarships to private schools. An additional 20% of the class was admitted to the state's highly selective, top-rated magnet school. Close to 25% of the class of 2018, now high-school seniors, scored above 30 on the ACT and many sought tutoring from their SFA teachers to prepare.

SFA nurtures and cultivates the importance of community service, beginning in kindergarten. Going into their final year at SFA, the class of 30 eighth-graders spent the summer completing about 2,000 service hours. Even with the constraints of COVID, the class found ways to devote 1,012 hours to groups that needed help. In one project, the students worked in a cemetery to uncover and restore 24 lost graves of children. The cemetery was cleaned and rededicated with prayer. Students worked to contact families, but records from the cemetery were no longer available.

When the COVID pandemic caused closed schools in the spring of 2020, the SFA community adapted almost overnight to the virtual learning platforms of Zoom, Google Classroom, and Schoology. This tenacity was rewarded with the highest Measure of Academic Progress (MAP) scores among 48 schools in the Archdiocese of Louisville in the Fall of 2020.

SFA started the 2020-21 school year with in-person instruction and remained open through May. Faculty and parents with relevant expertise created a detailed plan to maximize learning and ensure safety. Classes were split into cohorts for smaller group instruction, air purifiers were added to every classroom space, and masks were worn by all. These measures eliminated quarantine disruptions in

all grade levels. Additionally, parents could choose virtual instruction for students who needed to learn from home.

SFA was a recipient of the 2016 National Blue Ribbon School Award which increased enrollment and funding for new technology to enhance all student learning. Greater enrollment also helped support the creation of SFA's Barton Reading and Spelling Program. This program offers children with dyslexia a multi-sensory, sequential intervention process to overcome reading challenges while remaining in a traditional school setting. Students meet with the specially trained teacher for one-on-one sessions multiple days per week, for 30 minutes to one hour. Using color-coded letter tiles, students connect sounds with letters and move to new levels as they show mastery. Students may participate in the program as many years as needed. By bridging gaps in reading, spelling, and comprehension, the Barton Program allows students to remain at SFA and successfully navigate their classroom activities. (see also Special Education, 3c.)

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The mission of St. Francis of Assisi is the foundation for core curriculum, instruction, and assessment philosophy and decisions: “Guided by our Catholic faith, we develop well-rounded, confident, and moral young people. Our students go on to become lifelong learners and leading lights in their communities.” The core curriculum, instructional approaches, and assessment represent the fusion of Catholic faith, service-learning, and rigorous, excellent academics at SFA in order to form lifelong learners who are leaders in their communities. The Archdiocese of Louisville’s Curriculum Framework, along with the Kentucky Board of Education and National standards, provide the structure for this fusion. The same school mission and curricular framework and standards have been in place since before SFA’s previous Blue Ribbon application and they have continued to be proven successful. This consistency in curriculum also provides stability to teachers, students, and families. SFA strives to shape students’ minds, hearts, and spirits through the Catholic faith, initiatives that build compassion and empathy - such as Heartpaths and Committee on Conscience - and a parish-wide mission of service.

Results on Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) are continually monitored to inform instruction, especially student groupings, targeted interventions, remediation and enrichment, and lesson pacing. One-to-one devices and technology platforms like Lexia Core 5, Accelerated Reader, and Symphony Math are used across grade levels to provide individualized practice according to student achievement levels. Strong parent collaboration and SFA’s student-to-teacher ratio support differentiated and individualized approaches to instruction across all grade levels and content areas.

Established relationships with student families and the availability of technology-based tools at SFA, prior to the onset of the pandemic, allowed SFA to pivot to and from virtual learning without significant interruption to student learning from March 2020 until the present. Reliance on data from MAP testing has increased to monitor student academic growth in light of the spring 2020 and holiday 2020-2021 virtual learning periods and the number of new students who have enrolled at SFA from local public schools.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The utilization of the Archdiocese of Louisville Curriculum and Standards across content areas supports the verticalization of reading/English language arts curriculum and standards at SFA. The use of MAP testing in reading fluency for kindergarten through grade two and in comprehensive reading/English language arts in grades three through eight allows for continuous monitoring of student achievement and growth data in these subjects throughout a student’s time at SFA. Further, analysis of MAP data allows for targeted interventions or enrichment in individuals or groups of students. Lastly, data from reading/English language arts sections of the high-school placement tests taken by eighth-graders provide outgoing student data to benchmark SFA students against local eighth-grade students’ reading/English language arts performance.

In kindergarten through grade five, students acquire foundational skills by focusing on spelling patterns, phonological awareness, phonics, reading fluency, word families, word walls, and more. Students learn to identify key ideas, conduct research, and answer questions based on careful reading across all subjects. Technology makes literacy skills collaborative and individualized, and invites new ways of thinking for communicating to a 21st-century audience. Students receive remedial assistance and individualized practice through one-on-one tutoring, Lexia Core 5, Moby Max, the Accelerated Reader program, and Epic Digital Library. Houghton Mifflin Harcourt Journey’s Common Core text is used to support the reading/English language arts curriculum for these early grades. Simple Solutions English Grammar is used to support the grammar curriculum in grades three through eight, while collaboration with the local Louisville organization, Young Author’s Greenhouse, supports the writing curriculum in all grades through writing

competitions. In kindergarten through grade five, writing is taught as a process, especially through journaling and providing continuous feedback on individual student writing samples. The availability of a full-time instructional assistant in each classroom enriches this approach to teaching writing.

In middle school, students keep language arts journals to express creativity, record thoughts and reflections on themselves as readers and writers, and receive continuous feedback on their writing. Becoming proficient writers and speakers is accomplished through self-assessment, teacher coaching, and peer-review. SFA's English language arts curriculum places emphasis on the traditional studies of vocabulary and grammar. Skills are evolved, rehearsed, and mastered through reading and analyzing literary works such as poetry, short stories, Shakespeare, and other classics.

1c. Mathematics curriculum content, instruction, and assessment:

The utilization of the Archdiocese of Louisville Curriculum and Standards across content areas supports the verticalization of the mathematics curriculum and standards at SFA. The use of MAP testing in math for grades three through eight allows for continuous monitoring of student achievement and growth data in math throughout a student's time at SFA. Further, analysis of MAP data allows for targeted interventions or enrichment in individual or groups of students. Lastly, data from the math section of the high school placement tests, taken by eighth-graders, provide outgoing student data to benchmark SFA students against local eighth-grade students' math performance.

From the first introduction to mathematics in kindergarten, students are taught to see connections between numbers in the abstract and in the real world: counting numbers becomes managing a budget. Students learn precision and to reason abstractly and quantitatively. Through word problems and projects, both math-related and cross-curricular like yearly science fair, students develop strong problem-solving skills. The spiraling curriculum is supplemented by the hands-on use of manipulatives and games in early grades, math notebooks, multi-sensory approaches to concepts, and the strategic use of math tools at all levels. Students experience individualized practice through programs like Symphony Math and 99math.com. These programs not only provide practice with fast-fact fluency, but they also allow teachers to monitor each individual student's progress and identify which skill areas require more instruction and/or practice.

The integration of higher-order thinking skills is a common instructional approach in kindergarten through grade five, particularly applying, evaluating, and creating. For example, third-graders construct a "Gallon Guy" with body parts proportionate to measurements equaling a gallon and also construct a "Wild West Town," applying perimeter and area to create elements of a town. In projects like these, students engage in math content on a deeper level by experiencing the real-life application of their new math knowledge and skills.

Starting in sixth grade, math classes are leveled for complexity and pace. Students move between groups as mastery is gained or lacking. MathCounts is a resource for advanced challenges, and science fair math projects allow students limitless achievement in the subject. IXL Math is used in grades six through eight for targeted individual practice and instruction based on MAP scores. All grades use the scaffolded approach of Simple Solutions workbooks to reinforce concepts, a key component in SFA's continual high scores on MAP testing and high-school placement tests. Houghton Mifflin Harcourt's Expressions series is used as the textbook to also support the curriculum across all grade levels while daily formative assessments like exit tickets are used to check for understanding and inform instruction, pacing, and the need for intervention or enrichment. Throughout the math curriculum, summative assessments are utilized at the end of a unit to assess mastery of essential standards to ensure next-grade readiness.

1d. Science curriculum content, instruction, and assessment:

The utilization of the Archdiocese of Louisville Curriculum and Standards across content areas supports the verticalization of the Science curriculum and standards at SFA.

SFA's science program has a regional and state reputation for excellence, where SFA has placed first, second, or third at The Kentucky Science & Engineering fair for more than a decade. Teachers enrich early

grades' learning with hands-on experiments that illustrate concepts in a multi-dimensional fashion and teach the scientific method. Students learn to identify patterns, make predictions and hypotheses, and use systems thinking to see how parts are connected to create a whole. Practice with reading and interpreting a variety of texts in language arts contributes to the ability to analyze and evaluate scientific text. Savvas' Interactive Science textbook series is used to support the science curriculum. Activating student prior knowledge through the use of anchor charts and student-generated questions about a new unit's content are common instructional approaches across SFA's science curriculum.

All middle school students participate in science fair, and each invites a scientific leader to serve as a personal mentor. Students work in local college labs and other organizations related to chemistry, physics, biology, and technology. Those who need additional help attend after-school study sessions to learn collaboratively. Students successfully compete at the local, regional, and state science fair along with several invites to the Broadcom National Science Fair.

The middle school science curriculum abides by the Physics First philosophy. Physics First is a program which believes that of the three disciplines of science – chemistry, physics, biology – conceptual physics should come first. In all disciplines, constructing a context of primary knowledge and skill is essential to creating an intellectual space within each student where old learning may both connect to and serve to add depth, dimension, and comprehension to new learning. The discipline of physics inherently contains the knowledge which accomplishes this task best, allowing students the ability to interface with comprehension and not just memorization as they explore the dynamics and interconnections of biology and chemistry in future years.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The utilization of the Archdiocese of Louisville Curriculum and Standards across content areas supports the verticalization of the social studies curriculum and standards at SFA. In grades two through four, Houghton Mifflin (HM) Social Studies textbook series is utilized, and in grades five through eight, Pearson Education is utilized. The social studies curriculum creates self-understanding as students immerse themselves culturally, civically, and morally in lessons of history, geography, and current events. First grade focuses on the HM School and Family curriculum, second grade studies HM Neighborhoods, third grade explores HM Communities, fourth grade studies HM Kentucky state history, fifth grade studies Pearson's Western World Geography, sixth grade explores Pearson's Eastern World Geography, seventh grade covers Pearson's U.S. History until Reconstruction, and eighth grade studies Pearson's U.S. History Modern Times. One common instructional approach in social studies is student-selected learning modality. Whether it be visual, kinesthetic, auditory, or written, when students make choices based on their self-identified learning strengths, they are empowered to take ownership of their own learning as well as experience more academic success. Class discussions, journals, and textbook-supplied instructional materials like worksheets and tests provide formative and summative assessments throughout the social studies curriculum.

In social studies, students build on instruction with visits from political leaders, trips to the state capital, and organizing student council elections. A trip to the U.S. Holocaust Memorial Museum is the culmination of three middle school years spent synthesizing, reflecting, and making inferences about what the Holocaust teaches society today. Students in kindergarten through fifth grade build their knowledge of the world by presenting "museums" (like Native American and Egyptian) to the entire school. In first grade, research packets are used as an instructional method to teach culture in a unit on Christmas Around the World and in another unit on U.S. symbols. A first-grade writing project on MLK, Jr., invites students to apply lessons from MLK, Jr., to their own world and life. In fifth grade, students create an online slideshow as a summative assessment on the impact of European colonization and its connections to global events of the same time period.

Social studies curricular standards are also addressed in the Visual and Performing Arts and Spanish curricula through the exploration of world cultural components as well as historical elements of music, art, and Spanish language.

1f. For secondary schools:

The middle school curriculum is designed to proficiently prepare students for high school and build skills that will aid them in college as well. Students discuss, rehearse, and master self-advocacy, independence, grit, determination, and self-confidence in their abilities to achieve high standards. The eighth-grade students plan, coordinate, and facilitate the school's student council and assemblies. Eighth-grade students also serve as tour guides for prospective family open houses.

In mathematics, SFA students can complete high-school level Algebra 1 and test out of freshman-level math, allowing them to reach at least Calculus I in high school. In science, students work with mentors including business leaders, scientists, professors, doctors, and more on an independent research project. They learn to ask questions, gather data, and communicate their findings to an adult audience of experts.

Daily use of laptops, iPads, and other technology means SFA students are ready to work on a variety of technology platforms as they continue their education. Experience preparing and delivering electronic presentations is a critical skill practiced in the late-elementary through middle-school years.

Students are provided numerous opportunities to interface with the community through service, leadership opportunities (such as speaking at the State Legislature to help pass a bill) and working community events. SFA is well-represented by students' participation in and speaking at events such as the Hiroshima Bombing Commemoration, Dare to Care Christmas Memorial Walk, and the Holocaust Remembrance Day Memorial each year.

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

1. The pre-kindergarten (pre-K) curriculum is designed by the Archdiocese of Louisville and augmented by the experience of seasoned early childhood education teachers who lead SFA's program. With a maximum of 14 children, the program takes place in a remodeled house adjacent to the main school, allowing for individualized attention in a home-like setting. Teaching styles are adapted each year to ensure progress in non-academic skills as well as in the core curriculum: language and literacy development; mathematics and logical thinking; scientific reasoning and problem-solving; social studies; and religion.

2. Learning through playing with others enhances social/emotional growth as well as academic development. Pre-K students learn to answer questions about storylines, characters, and word sounds, allowing them to become proficient readers by the end of first grade. Counting in sequence, understanding addition/subtraction, and using measurements/observation set up students for grasping a base-10 system and solving simple equations; recognizing cause and effect; and relating science concepts to the natural world.

3. Pre-K students have a 98% pass rate on the Dial 4 Kindergarten assessment. Its content also helps shape the pre-K curriculum. SFA has observed an easier transition to kindergarten among its pre-K students, owing to the preparation listed in the preceding paragraph as well as creating interaction with the elementary school. Pre-K students take several classes in the main school (library, art, music, Minds in Motion, and physical education), follow a schedule similar to grades one through three, and wear the same uniforms as all SFA students.

2. Other Curriculum Areas:

1. In the realm of SFA's performing arts curriculum, the music program emphasizes the philosophy of Orff-Schulwerk where students become composers. Students gain experience playing the recorder, xylophone, and percussion instruments; learning to read music; and performing dramatic works for community-wide audiences. All students perform publicly at least once per year. With COVID limitations on using instruments and singing, the music focus has shifted to an historical context, body percussion, small-group collaboration, and playing instruments deemed safe by COVID guidance.

The visual arts class includes history and media, such as drawing, painting, sculpting, weaving, and more. Families visit a spring showcase to view their student's work. During COVID-related virtual learning, students selected art projects to complete at home and upload for assessment.

SFA offers extracurricular choral choirs, drama club, and art club. These opportunities enable students to gain an understanding of the arts in a larger context: how to create, present, respond to, and make connections with fine and performing arts. All grades attend music/drama class and art class once per week unless rehearsals require additional class time.

2. The physical education/health/nutrition (PE) program at SFA prepares students for a lifetime of physical and psychological well-being. Skills and complexity progress with each grade: younger students play simple games emphasizing gross-motor movement while middle-schoolers work on hand/eye coordination and strategy through more complicated games. Visiting professionals provide education on avoiding dangerous health practices (vaping, substance abuse) and prioritizing important ones (nutrition, mental health). All students attend PE at least once per week – lower-grade teachers host additional movement classes. Throughout virtual learning, students chose from activity options, documented progress, and uploaded logs as homework. Once in-person school resumed, PE was held outdoors weekly under a tented area.

3. SFA's Spanish foreign language program is aligned with the National Standards for Foreign Language Education and the Foreign Language Curriculum of the Archdiocese of Louisville. Kindergarten students take Spanish weekly and first- through eighth-graders have daily Spanish. The native Spanish-speaking Guatemalan teacher uses a progressive mixture of technology, cultural games and songs, total physical response, and creative presentation assignments to sharpen students' speaking and writing skills. Under COVID restrictions, speaking shifted from group speaking to single-student presentations and recorded "news shows" and interviews. Awards include the Gold Medal for Excellence in Language, the National High School Award for Languages, and Archdiocesan Teacher of the Year Award.

4. Technology is essential to customizing teaching and assessment. Lexia Core 5 and Symphony Math provide scaffolding, immediate corrective feedback, and ongoing progress-monitoring data. Students use Code.org to solve real-world problems and learn logic by creating apps, games, and programming. SFA has a one-to-one device program for all grades, with a mix of platforms including 348 iPads, laptops, and Chromebooks. Technology is used by all students to enhance curriculum with guidance from a full-time technology coach. Students from kindergarten through eighth grade attend a formal technology class weekly.

5. The school's library is a learning laboratory where students apply skills such as research, digital creation, computer science, and Internet safety to their classroom curriculum. The librarian guides students to reading or audio choices based on individual Accelerated Reader goals and levels. Library class is weekly for all grades.

Religion at SFA is an approach to life and social citizenship that incorporates education, sacramental preparation, and service. Students receive an average of two hours per week of instruction in the Catholic tradition and attend Mass twice or more per month where they plan and participate in all aspects of the liturgy.

3. Academic Supports

3a. Students performing below grade level:

All learning at SFA happens within a context of assessment – continually identifying where students are achieving and where they can grow. Everyone is challenged to reach for individual excellence. A full-time learning consultant works with students, teachers, parent, and outside experts to create and oversee Student Accommodation Plans (SAPs) and School Strategy Plans (SSPs). The learning consultant assures that these plans are followed, assists any student with executive functioning skills, and creates modifications for students as indicated by test scores.

Louisville Archdiocese schools adopted MAP testing in 2019 for system-wide standardized testing data, with SFA as a pilot school. MAP Fluency and MAP Growth scores have helped identify learning difficulties earlier in students, allowing earlier intervention. Accommodations include using sound systems, dictation instead of hand-writing assignments, and having tests read aloud. Other strategies are prompts/cues,

movement breaks, and fidgets. If MAP scores indicate that students are not on-track to be college- or career-ready by tenth grade, intervention is introduced or evaluation is suggested to identify learning/behavioral differences.

In addition to scaling academics to address variation in students' abilities, SFA offers the Minds in Motion program to students in kindergarten through third grade. The learning consultant and assistant teacher take students with SAPs or SSPs to the gym two to three times weekly to practice gross motor skills. These fun, physical activities (skipping, walking backward, running steps) reset the body and mind for learning. Students emerge energized, more alert, and more confident, and teachers note improvement in their ability to focus following these sessions. The learning consultant created "brain breaks," a series of exercises performed throughout the day, for all teachers to use when the whole class can benefit from movement that refreshes the ability to learn.

3b. Students performing above grade level:

Within the classroom, MAP results have been critical in developing Response To Intervention plans for students, allowing teachers to design approaches for those who need remediation as well as for students who are ready for enrichment. SFA's multiple competency-based programs maximize students' ability to stay constantly challenged.

Among the programs used in kindergarten through fifth grade, Words Their Way helps students become strong spellers and readers as they work within leveled groups to sort words based on phonetic patterns. MobyMax allows advanced math students to master grade-level standards and beyond, incorporating games, contests, and higher-level thinking as they work to their individual potential. Each grade uses Map Fluency scores to create reading groups at various levels. Students identified as advanced readers form book clubs that are led by a teaching assistant who guides them in critical thinking, making inferences, and other higher-order skills.

Science fair for grades six through eight is an in-depth, cross-curricular experience that incorporates math, science, language arts, and communication. Students who choose to be competitive receive intensive instruction in their category, such as physics, chemistry, microbiology, materials science, and more. They write a formal research paper and construct graphs and charts that necessitate precise mathematical calculations. Finally, students present their projects to panels of independent judges who are experts in their fields. The computer science class in middle school utilizes Code.org Computer Science Discoveries Curriculum in which students explore problem solving, app and game creation, and programming. Students with a special interest in technology work with 3-D printers and programmable robots to foster their passion for science. All students in grades one through eight are challenged to meet personal goals on the Accelerated Reader program that tests students on books read independently and is matched to individual readings levels. IXL and accelerated math class invites students to learn at a greater depth and complexity than those who require more time on concepts. Algebra I is covered in eighth-grade math class.

Extracurricular opportunities directed toward advanced learners include Quick Recall, Governor's Cup, Math Counts, Kentucky Youth Assembly, and Young Authors. Governor's Cup allows students throughout the Archdiocese to compete in all four core subjects as well as composition and arts & humanities.

3c. Special education:

For students whose needs require special services, SFA makes time during the school day for professionals to visit the students they treat. Private-pay speech therapists and occupational therapists are given private areas to work with students at a time that is least disruptive to class schedules. Middle school students have the opportunity to attend weekly organizational skills training after school. The learning consultant leads this effort to teach students with executive function challenges in how to approach school work for better success.

The in-house Barton Reading Program at SFA, in its sixth year, allows students with dyslexia and other diagnosed reading difficulties to remain on grade-level and in a traditional classroom while they receive individual, professional instruction, and become advocates for their unique needs. This nationally

recognized program rebuilds the reading foundation and teaches students reading and spelling rules to achieve mastery in reading, spelling, and comprehension, leading to greater success in all subjects. Participants use color-coded letter tiles to connect sounds with letters and are taught one-on-one, up to five days per week, usually for two or more years. The program consists of 10 levels, and students are assessed at the end of each level. They only move on when they demonstrate mastery, and it can take several years of multi-week sessions for students to complete each level. The program has successfully brought students from two or more years below grade level in reading to on-level or above. Families enjoy the fact that this program enables all of their children to remain in the same school and to maintain friendships with their classmates.

3d. English Language Learners, if a special program or intervention is offered:

SFA does not have a formal ESL (English as a Second Language) program, but frequently accepts refugee students who arrive knowing little or no English. Educating these students takes extra dedication from the faculty but SFA values the diversity and cultural awareness that non-English-speaking students bring to the school. In kindergarten through grade five, a full-time assistant teacher is key in implementing accommodations. There are two support staff members for grades six through eight. Whether students can benefit from small-group reading or extra time on Lexia Core 5, assistants work one-on-one with students to provide tutoring, remediation, and enrichment. Even within SFA's after-school-care program, the staff and volunteer high-school students work with refugee students on phonics, reading skills, math, and language arts.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At SFA, the school culture is built upon the Catholic mission to develop well-rounded young people who are firmly anchored in Christ-centered values. The collective commitment of the staff to develop the whole child socially, emotionally, academically, and spiritually encourages students to become confident, life-long learners, and leading lights in their communities. As evident in high school placement test scores, MAP test scores, and individual academic achievements, SFA students embrace academic rigor and high expectations for excellence. Their confidence to compete, often on a national level, is indicative of the intentionality that is placed on wholly forming each student.

Through the school-wide Heartpath program, students step into the lives of those who are marginalized by society. Each grade is aligned with a group that needs help, such as the elderly, disabled, terminally ill, veterans, and more. This program requires students to leave their comfort zones by interacting with members of the group they serve. SFA believes that direct service changes not only the recipient but the students who provide it, in ways that fundraising alone cannot accomplish. Giving students the opportunity to see and know Christ in others instills a lifelong desire to love and serve, and more than 90% of students continue service work in high school.

SFA's Big Buddy program helps all students form connections with others outside of their grade, which in turn strengthens relationships among students across grade levels. Little Buddies, in kindergarten through second grade, are paired with Big Buddies from grades six through eight who offer friendship, mentoring, and a familiar face among the older students. Buddies meet twice monthly to attend Mass, work on service projects, and take field trips together. The program effectively reduces stress among first-time students, provides leadership roles for sixth through eighth-graders, and interconnects the student body.

During school closures and remote learning, the staff at SFA was relentless in the pursuit of maintaining academic excellence, providing emotional support to all students, and continuing the connections that support a strong sense of community. To engage students during virtual instruction, daily Zoom classes were scheduled for small and whole groups; individual and whole-group email and Google Classroom communication was utilized; hard-copy packet pick-up and drop-off schedules were established; and home visits by teachers were conducted where extra help was needed. Other steps taken included consistent academic and behavior expectations; virtual and "pen pal" versions of Big/Little Buddy activities; and an unwavering commitment by teachers to account for and communicate with every student and family despite the absence of physical contact.

2. Engaging Families and Community:

The energy and engagement of SFA's families is vital to the school's success. Many current students are second-generation SFA students whose families have been connected to the parish for decades. Members of the faculty, some of whom are SFA graduates, have taught at the school for 20-plus years and, despite opportunities to teach elsewhere, have remained at SFA. The enduring relationships between teachers, students, and families have created a community that allows the school to truly partner with parents and the broader community in educating children.

The many volunteer opportunities that SFA offers families has been an important factor in selecting this school for their children. Outside of COVID, parents assist in kindergarten through third-grade small group instruction daily, as scheduled by classroom teachers who are then free to focus on the specific learning needs of students. The library and front office have a regular schedule of parent and parish volunteers. The school board is made up of parents whose professional backgrounds provide expert leadership to policy-making and advising administration.

Parents and parishioners lead many efforts that would otherwise be an expense to the school. Marketing, print and website design, and hosting open houses are all performed by volunteers. Coaching sports and

extra-curricular teams, landscaping services, and creating an annual fundraising gala are more examples of the valuable contributions the internal community provides to SFA.

The external community also enriches students' experiences. Representatives of the Louisville Water Company and the Kentucky Humane Society, as well as local authors and theater groups, visit students to bring the outside world to SFA. Science fair mentors from nearby medical schools and STEM organizations help students with their projects. For two decades, Holocaust survivors have visited the eighth-grade class over the course of the year and traveled with them to the U.S. Holocaust Memorial Museum – a trip financed by donations from the Jewish community in Louisville.

When volunteers were unable to enter the school during COVID restrictions, parents still found ways to help. The doors could not have remained open for the 2020-21 school year without the many parent volunteers who performed morning temperature checks, carpool direction, and outdoor supervision during lunch and recess.

The principal established an advisory committee for the academic year 2021-2022 to explore the social, emotional, and spiritual realities of students in light of the pandemic and their current world. The committee seeks to surface concrete strategies to support and enhance SFA students' social, emotional, and spiritual well-being.

3. Creating Professional Culture:

SFA fosters a professional culture through on-going support and regular training. The principal supports teachers and staff in their pursuit of collective and individual goals, and creates opportunities to cultivate success. Implementation of professional learning communities ensures a culture of collaboration, commitment to continuous improvement and analysis of best practices anchored in research, as well as determining the shared vision for instructional excellence. New teachers are paired with those more experienced not only to share SFA's best practices but to facilitate smooth and effective adoption of SFA's culture.

On-going professional development is focused, relevant, interactive, teacher-driven, and includes hands-on strategies that are applicable to the classroom. A recent example was training for MAP testing. In 2019, the Archdiocese of Louisville schools transitioned from Terra Nova to MAP for standardized testing data and SFA was asked to pilot the test. However, the transition occurred just as COVID stopped in-person instruction. SFA arranged for professionals from MAP to virtually train teachers of grades three through eight in administering tests in language arts and mathematics. Further training assured teacher proficiency in interpreting test scores and using data to customize curriculum to both address gaps and enrich learning. SFA teachers continue to work together to share findings that inform instruction on a school-wide basis.

As students mature, their social/emotional needs become greater, and SFA's middle-school teachers have received extensive training on recognizing mental health issues and intervening to offer help. For example, workshops allow teachers to practice conversations about suicide, which has already helped connect families to resources. The principal's committee on student social, emotional, and spiritual well-being meets monthly to surface similar needs.

Spanning all grades is a shared commitment to cooperative learning. In 2018-2019, SFA teachers attended professional development workshops to learn, practice, and incorporate the Kagan Cooperative Learning Program into instructional practices. These learning structures have increased teachers' capacity to facilitate learning through higher-order thinking skills that include applying, creating, evaluating, and analyzing.

The principal utilizes one student early-release day per month to ensure consistent professional development sessions for teachers. Furthermore, during 2020-2021, a once weekly resource day schedule was adopted where students learned asynchronously from home and teachers participated in intensive training in technology integration, synchronous and asynchronous best practice sessions, and collaborative planning.

4. School Leadership:

The leadership philosophy at SFA is to build co-generated knowledge and group synergies by framing challenges as opportunities. Through this lens, the leadership team builds a productive cycle of problem-solving in the content and processes of collaboration. This fosters a culture of ownership and attentiveness among teachers and enables both collective and individual development and formation. Further, the principal believes his primary role is that of an instructional leader and a lead-learner, in that precision teaching is more effective than prescriptive teaching. Nuanced insight into providing explicit instruction that connects to students' background and needs is aligned to curriculum standards. This approach to learning, with responsive support, allows students to engage with content for mastery and shifts the cognitive lift from teacher to student.

At SFA, the principal ensures coherence across grade levels and within them. Through establishing instructional frameworks, such as vertical alignment of curriculum, the principal leads the improvement of educational outcomes, understanding that student learning depends fundamentally on what happens inside the classroom and that curriculum drives pedagogy. Providing coherence across grade levels fosters shared responsibility and connected autonomy which accelerates student learning and increases teacher motivation and commitment. Through weekly levels meetings (kindergarten through grade five, and grades six through eight), teachers and the principal communicate and collaborate on successes and challenges regarding all facets of student development. Monthly meetings with all teachers, support staff, and the principal assure a continuum of vertical alignment among the youngest grades through elementary and middle school.

At the onset of Covid-19, the principal established a committee that was intentionally comprised of experts to discuss, implement, and ultimately enforce safety protocols. This demonstrates the principal's collaborative approach to leadership, calling upon experts in the community to maximize outcomes. The committee consisted of a heating, ventilation, and air-conditioning specialist to address concerns with air flow, a pediatrician to provide on-going research within the medical community, an architect to help plot social distancing of students, and teaching staff who were focused on delivering instruction via socially distanced classrooms and virtual platforms. The collaboration of this committee, coupled with the commitment of both teachers and students, kept Covid-19 cases to a minimum and allowed students to achieve above and beyond expectations.

5. Culturally Responsive Teaching and Learning:

To address the diverse needs and backgrounds of students, teachers and staff focus on creating a sense of community rooted in a central Catholic tenet that all people have dignity and deserve respect. This foundation provides a transformative learning partnership with all students. Through an awareness of cultural responsiveness and commitment to equitable instructional practices, teachers build strong rapport with students by providing resources and personal assistance to cultivate confidence and positive academic mindset. SFA empowers students with diverse needs and backgrounds by instilling academic competence, self-efficacy, and initiative. Providing students with the motivation to persevere through challenging work – while establishing positive attitudes, beliefs, and dispositions about school and learning – increases their capacity as learners. SFA teachers offer both care and push to cultivate the skills students need while guiding them into their zone of proximal development. Using pedagogy and equitable practices, such as using disaggregated data to uncover inequities, students are met where they are academically and socio-emotionally. As such, students take more academic risks and gain confidence.

A culturally responsive approach to teaching and learning is beyond simplistic notions of service and charity to justice and equity, but rather a collective commitment of SFA teachers to not just be advocates, but allies for students and families of all backgrounds. Intentionally attending to the dynamics of difference; continually assessing and expanding cultural knowledge; and including diverse cultures and perspectives in pedagogy addresses implicit bias and builds capacity within the faculty and school community to understand and promote equity. SFA teachers regularly and collaboratively review best practices to ensure all students have access to high expectations and skillful instruction within a culture of care.

SFA teaches tolerance, justice, and equity through the lens of Catholic social teaching, permeating a sense of inclusion and welcoming throughout the school and parish community. These teachings take many forms in the classroom: providing special tutoring and aides for English language learners; creating cultural heritage

books in fourth grade; studying the Holocaust and Judaism during eighth grade to apply enduring understandings to marginalized, bystander-related current events and realities; and exploring cultural and historical lessons through music, social studies, literature, and foreign language classes. Outside of the academic setting, SFA students share in service and programming through Catholic Charities Refugee Ministry and Kentucky Refugee Ministry; reenact slavery experiences at Connor Prairie with reflective dialogue around preventing slavery; and serve as regular volunteers with Louisville's Interfaith Paths to Peace program.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

SFA does many things well, but key to its success is the integration of service, faith, and academics (SFA) – a summary of its mission. Success is always the result of many different pieces of an initiative coming together. It is certainly true for SFA. By bringing together the three key components of our school mission (s for service, f for faith, and a for academics), the school has been able to achieve great success despite the many challenges the world has presented. SFA has made a concerted effort to avoid focusing on any one component over the other, which has created a culture of kindness, spirituality, and learning – with great resiliency in hard times and great success on a consistent basis. This has been evidenced by exceptional test scores as well as the satisfaction and support of our constituents. It is the interdependence of each aspect of the mission that strengthens the whole.

The passion to create well-rounded students by focusing on the SFA mission is evidenced also by the growing number of students receiving the mission recognition award each year. Based on the grade level, age-appropriate standards are set in the areas of service, faith, and academics. The number of students who are recognized each year for achieving the standards has grown since the program’s inception. Even more, the program has bolstered SFA’s culture of finding ways to serve others, to express the Catholic faith, and to maintain academic excellence.

Finally, this focus on all three aspects of the mission provides a distinct and supportable direction in the areas of finance, curriculum, instruction, and marketing. Asking the question, “Does this investment further our service, faith, or academic goals?” gives SFA a tool for evaluating costs and prioritizing spending. The efficiency of this approach allows for great teamwork and a very positive culture, even in challenging times.

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? \$8000
(School budget divided by enrollment)
4. What is the average financial aid per student? \$1000
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12%
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)